Argosy Collegiate Charter School

A Proposed Fall River Public Charter School for Grades 5 Through 12
Application for Charter
November 14, 2012

Respectfully submitted for consideration to
Massachusetts Department of Elementary and Secondary Education

Argosy Collegiate Charter School Founding Board

Kristen Pavao, Lead Founder, Building Excellent Schools Fellow, Proposed Executive Director
Julie Almond, CEO, HealthFirst Family Cary Center, Incorporated
Paul C. Burke, President and Part-owner, Hadley Insurit Group Insurance Agency
Domenic DiNardo, VP of Strategic Marketing, Tuatara Corporation, Co-Founder & President, Valcourse
Michael Grimo, President, Cool Geeks, Incorporated
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Lisa Rocha, Associate Attorney, Morrison Mahoney, LLP
Teri Theberge, Nuclear Medicine Technologist, Southcoast Hospital Group
Pamela E. Viveiros, President, Ultimate Marketing, Incorporated
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COMMONWEALTH CHARTER APPLICATION INFORMATION SHEET

This form must be attached to the letter of intent, prospectus, and final application. Please type information.

Name of Proposed Charter School: Argosy Collegiate Charter School

School Address (if known): To be determined

School Location (City/Town REQUIRED): Fall River

Primary Contact Person: Kristen Pavao

Address: 207 Oliver Street, Apt #3

City: Fall River State: MA Zip: 02724

Daytime Tel: (508) 982-6121 Fax (617) 227-4551

Email: kpavao@buildingexcellentschools.org

1. The proposed school will open in the fall of school year: □ 2013-2014 x 2014-2015

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>5</td>
<td>81</td>
</tr>
<tr>
<td>Second Year</td>
<td>5,6</td>
<td>162</td>
</tr>
<tr>
<td>Third Year</td>
<td>5,6,7</td>
<td>243</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>5,6,7,8</td>
<td>324</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>5,6,7,8,9</td>
<td>397</td>
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2. Grade span at full enrollment: 5-12

3. Total student enrollment when fully expanded: 585

4. Age at entry for kindergarten, if applicable: N/A

5. Will this school be a regional charter school? □ Yes x No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: 88,857. The Board of Elementary and Secondary
Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).

6. For all proposed charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

   __Westport__ __Somerset__ ____________
   __Dartmouth__ ________________ ______________
   __Freetown__ ________________ ________________

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? X Yes  □ No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2012-2013 applications? □ Yes  X No

9. Is the applicant group currently the board of trustees of an existing charter school? □ Yes  x No

10. Is the applicant group/board of trustees intending to create a network of schools? □ Yes  X No

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2012-2013 application cycle?  __N/A__

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? □ Yes  X No
Proposed Charter School Name: Argosy Collegiate Charter School

Proposed School Location (City/Town): Fall River

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person _____________________________________________________________________ Date 11-13-12

(Please label the copy that has original signatures.)

Print/Type Name __ Kristen Pavao ____

Address __207 Oliver Street, Fall River, MA, 02724__

Daytime Phone __508-982-6121___ Fax __617-227-4551___
GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Argosy Collegiate Charter School to be located at Fall River, MA is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(C)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school’s charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).

25. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).

30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

_________________________________ _November 14, 2014_______________
Signature        Date

Argosy Collegiate Charter School

______________________________
Affiliation
Statement of Assurances
Federal Charter School Program Grant

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

___________________________________  ___________________
Signature                                                      Date

___________________________________
Affiliation
Executive Summary

Mission. Argosy Collegiate Charter School equips Fall River scholars in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership.

Vision. Argosy Collegiate Charter School (“Argosy Collegiate”) is proposed for the City of Fall River. Educating students in grades 5-12, the school will open with 81 fifth grade students in 2014, use a slow growth model by growing one grade of 81 students per year, and reach full growth span in 2021. Serving a community with tremendous academic need and a significant population of first generation English Language Learners, Argosy Collegiate educates students in middle school through high school to remediate academic gaps experienced in elementary school and accelerate learning in high school, thus preparing every student to succeed in college, manage their financial independence, and access expanded professional opportunities.

The mission and vision are informed by the best practices of the highest performing charter schools across our state and nation. Currently in the Commonwealth, schools demonstrating strong performance are clustered around Greater Boston; we seek to bring such quality and trained leadership to the need in Fall River. Argosy Collegiate has the benefit, training, and network of Proven Provider Building Excellent Schools (BES), a highly respected national non-profit dedicated to the creation of high performing charter schools. Argosy Collegiate leadership and staff bring the benefit of extensive training and support in building a rigorous academic program and achievement-oriented culture, executing impactful instructional leadership, and detailed management of the operations, finance, and governance of a successful charter school. Our mission and vision have been tailored to meet the diverse needs of youth in Fall River and the school’s goals of closing the academic achievement gap, bridging the financial literacy gap, and developing student leadership as our young people prepare for the responsibilities and opportunities of college.

All students, regardless of race, socio-economic status, or home language deserve a quality, college preparatory education, and the foundation for high school must be established in the middle school years. For our most at-risk students, middle school accelerates academic decline into high school failure that must and can be prevented. We provide high-quality instruction within a structured, supportive school environment. Seven core beliefs guide our design:

1. Academic achievement is possible for all students.
2. Exceptional educators deliver exceptional results.
3. A clear code of conduct consistently implemented ensures a school culture of respect, responsibility, and character.
4. A seamless continuum between middle school and high school allows for strategic vertical planning and eliminates common transitional risk factors.
5. Data is systematically gathered and analyzed to inform instruction and student supports.
6. All operational, governance, and management decisions must optimize student achievement and ensure the realization of the mission.
7. Frequent communication with families regarding students’ academic and behavioral performance supports student achievement and character development.

Three years from now, in 2015, fifth graders in Fall River’s most underserved communities will have the academic skills, content knowledge, and character to move successfully into the next grade, with measurable achievement results in the core subjects. In 2018, our inaugural fifth graders will seamlessly matriculate into our high school. In 2023, our first graduating class will have completed their first year at the university, and will be examples to all that success is possible. Families will have access to a seamless, structured, high quality 5-12 education for their children; teachers will have opportunity to develop their practice and be part of a mission-driven team; students will gain the opportunity to remediate gaps and
accelerate their learning; and Fall River will have the vehicle by which it can realize and demonstrate the success of many diverse learners.

**Need.** Argosy Collegiate’s mission and educational program are in response to the significant need in Fall River for a public middle and high school that prepares students to excel in four-year colleges and universities. Fall River remains a chronically underperforming city, and is rated amongst the lowest 10% of districts across the Commonwealth. Four middle schools serve 2,255 students in grades six through eight. On the 2011 MCAS, middle school students average 56% proficient/advanced in ELA and 37% in math. Of the 2,255 middle schoolers, this means that 992 are not proficient in ELA and 1421 are not proficient in Math. Three public schools serve Fall River middle/high or high school students - Durfee, Diman Regional Vocational Technical, and Resiliency Preparatory. Grade 10 MCAS results for 2011 are outlined below.

<table>
<thead>
<tr>
<th>School</th>
<th># of students</th>
<th>ELA Proficient/Advanced</th>
<th>Math Proficient/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resiliency Prep (6-12)</td>
<td>203</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Diman RVTHS (9-12)</td>
<td>1350</td>
<td>84%</td>
<td>74%</td>
</tr>
<tr>
<td>Durfee HS (9-12)</td>
<td>2228</td>
<td>71%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Total: 3,781</strong></td>
<td><strong>Average: 59%</strong></td>
<td><strong>Average: 49%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Yet these numbers do not capture a significant and pervasive problem in Fall River – high school graduation rates. High school graduation rates for 2011 were 71%, with rates 67% for low-income students and 52% for Hispanic students. At best, therefore, 7 out of 10 students are graduating, and within the Hispanic community, only 5 out of 10 reach high school graduation. Of those that do graduate, 22.5% from Durfee plan to attend a four-year public college or university; 21.2% of Diman graduates plan to attend higher education. Demographically, 21% of students in Fall River receive Special Education services, 23% are identified as ELL, and 78% are eligible for Free or Reduced Lunch. The student body is 65.3% white, 19% Hispanic, 6.8% African American, 4.5% Asian, 4% Multi-racial or Non-Hispanic, .3% Native American, and .1% Native American or Pacific Islander. Unemployment rates are 13.2% compared to 10.2% for the state. Per capita income is $20,337, compared to $33,203 for the state, and 20.2% of residents live below the poverty line. Community excitement and desire for choice and high quality schools in Fall River is evidenced by the nearly 600 parents who have signed a petition of support for Argosy Collegiate. These parents state that they are interested in sending their child to Argosy Collegiate should it open in the fall of 2014. Collectively, these parents have 395 children, 59 of whom are in grades K-8.

**Capacity.** Clear, consistent, and uncompromising leadership is critical to the success of a high-performing school. This includes strong day-to-day management by the Executive Director and oversight by a highly competent Governing Board. The founding group of Argosy Collegiate Charter School is an extraordinary team of dedicated and experienced professionals, committed to the revitalization of Fall River and the academic success of its students. Lead Founder Kristen Pavao is a proven urban educator and life-long resident of Fall River, and is the proposed Executive Director for Argosy Collegiate. Ms. Pavao is joined by several individuals on the founding team who collectively bring the requisite skills and expertise for strong and accountable charter school governance. Together they are prepared to execute on our college preparatory mission and vision for the young people of Fall River, as well as establish policies that protect the school’s organizational and academic success over time and guarantee its success into the future. Argosy Collegiate’s founding team is honored by the many business and community leaders who have offered their strong support, and the early and overwhelmingly positive response from local families looking for a quality choice for their child(ren). Together, we stand ready to do what it takes in the planning, development, and sustaining of a no excuses charter school in Fall River – demonstrating that demographics do not determine destiny and that all children, especially those in our gateway cities, can learn and achieve at high level.
Argosy Collegiate Charter School (“Argosy Collegiate”) equips Fall River scholars in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership. Serving a community in Fall River with tremendous academic need and significant population of English Language Learners, Argosy Collegiate remediates academic gaps experienced in elementary school and accelerates learning in high school. We prepare students to succeed in college, access expanded professional opportunities, and manage their financial independence. We will open with 81 fifth graders, grow one grade annually, and at capacity educate 585 students.
I. Charter School Mission, Vision, and Description of the Community to be Served

A. Mission Statement. Argosy Collegiate Charter School equips Fall River scholars in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership.

B. Vision Statement. All students, regardless of race, socio-economic status, or home language deserve a quality, rigorous college preparatory education, and the foundation for high school must be established during the middle school years. For our most at-risk students, middle school accelerates academic decline into high school failure that must and can be prevented. Argosy Collegiate Charter School (“Argosy Collegiate”) aligns with Massachusetts Curriculum Frameworks and the Common Core to provide a high quality, college preparatory charter school focused on mastery of academic knowledge, financial literacy, and positive leadership.

Educating Fall River students in grades 5-12, the school will open with 81 fifth grade students in 2014, using a slow growth model and growing one grade of 81 students per year, we reach full growth span in 2021. Serving a community in Fall River with tremendous academic need and significant population of English Language Learners (28.8%), Argosy Collegiate remediates academic gaps experienced in elementary school and accelerates learning in high school. We prepare students to succeed in college, access expanded professional opportunities, and manage their financial independence. Our mission and vision meet the diverse needs of youth in Fall River with the goals of closing the academic achievement gap, bridging the financial literacy gap, and developing student leadership as our young people prepare for the responsibilities and opportunities of college.

One of the key barriers for low income students (78.3% in Fall River)¹ to attend college, in addition to lack of preparedness, is cost. Our college-bound mission is designed to prepare scholars academically, provide college skills courses, and create programs where scholars can earn college credits for free while attending Argosy Collegiate. This will improve the ability of first generation college students to successfully complete college which will help Fall River businesses with workforce quality as well as bring more employed earners into the community.

The mission and vision are informed by the best practices of the highest performing charter schools. Argosy Collegiate has the benefit, training, and network of Proven Provider Building Excellent Schools (BES), a highly respected national non-profit dedicated to the creation of high performing charter schools across the country. Through BES Connect to Excellent support, Argosy Collegiate leadership and staff will continue to receive extensive training in building a rigorous academic program and achievement-oriented culture, executing powerful instructional leadership, and managing the operations, finance, and governance of a successful charter school.

Seven beliefs guide our school design: (1) Academic achievement is possible for all students. (2) Exceptional educators deliver exceptional results. (3) A clear code of conduct consistently implemented ensures a school culture of respect, responsibility, and character. (4) A seamless continuum between middle school and high school allows for strategic vertical planning and eliminates common transitional risk factors. (5) Data is systematically gathered and analyzed to inform instruction and student supports. (6) All operational, governance, and management decisions must optimize student achievement and ensure realization of the mission. (7) Frequent communication with families regarding students’ academic and behavioral performance supports student achievement and character development.

Three years from now, in 2015, fifth graders in some of Fall River’s most underserved communities will have the academic skills, content knowledge, and character to move successfully into the next grade, with measurable achievement results in the core subjects. Six years from now, in 2018, our inaugural fifth

¹ http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00950000&orgtypeid=5&leftNavId=305&
Argosy Collegiate Charter School
graders, demonstrating proficiency in the core subjects and increasing levels of financial literacy and strong character, will successfully and seamlessly matriculate into our rigorous high school. Eleven years from now, in 2023, our first graduating class will have completed their first year at the college or university of their choice, and will be examples to all Argosy Collegiate students that success is possible. Families have access to a seamless, structured, quality 5-12 education for their children; teachers have opportunity to develop their practice and be part of a mission-driven team; students gain opportunity to remediate gaps and accelerate learning; Fall River has the vehicle by which it can realize and demonstrate the success of many diverse learners. To deliver on our mission, we design our academic program through the mandates and elements of academic achievement, a culture of success, and professional development. Key ideas are below.

### ACADeMIC ACHIEVEMENT

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<th>More Time: 7:30 am to 4:30 pm, 185 days of instruction. With Brain Breakfast, FOCUS, lunch-time tutoring, Homework Club, and Saturday Academy, scholars have multiple opportunities daily and weekly for additional instruction, practice, and remediation. High school scholars have a study block each day and tutoring after enrichment every day.</th>
<th>Format Matters/Accountable Talk: Educating all students including ELLs and scholars with IEPs, we nurture and grow oral literacy skills so that all scholars develop interpersonal and conversational skills. These skills are building in the middle school and are fully fleshed out in the high school with our four-year College Skills Program. We build student confidence and skills with debate, speech, role play, public speaking, Socratic Seminar, etc.</th>
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<tr>
<td>Read, Read, and Read- More Literacy: With reading, writing, DEAR, and FOCUS, scholars have three hours of literacy development every day. We fundamentally believe that all learning and achievement is based upon reading skills. We have an intense focus both in expectations, assessment, and supports for all students to read at grade level as quickly as possible and to exceed grade level expectations by 8th grade. Scholars who are not reading at grade level have the opportunity to attend Saturday Academy for reading remediation.</td>
<td>Character Development &amp; Advisories: It is every adult's job to enforce the ideals of the community and to teach young people how to behave, make good decisions, and how to learn from mistakes. Our core values are represented in the acronym DREAM - Determination, Responsibility, Excellence, Ambition, and Mastery. We explicitly teach these core values in student orientation, advisory sessions, and weekly community meetings.</td>
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<td>More Math: In the middle school, scholars have two 55-minute math blocks every day - math procedures with a focus on calculations, and checking answers, and math problem solving which focuses on problem-solving strategies, word problems, and multi-step problem solving. In high school, scholars have one math per day, with a year-long math course building toward Calculus or AP Calculus in the 12th grade. All grades from 5 through 12 have a full year program of financial literacy twice per week.</td>
<td>Reading &amp; Writing Across the Curriculum: Students build and practice writing and reading skills in every subject with attention to high quality texts and consistent high standards for writing in a variety of complexities and formats. Grammar, mechanics, and high quality vocabulary are expected and evaluated in every subject.</td>
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<td>Financial Literacy: Mandatory 8 years of Financial Literacy to prepare scholars for personal financing, banking, business financing, investment strategies, micro &amp; macroeconomics. Our Financial Literacy curriculum is informed by the National Financial Educators Council, JumpStart Coalition, National Council on Economic Education, and the President's Advisory Council on Financial Literacy.</td>
<td>Gradual Release: Direct Instruction, Group Practice, Individual Practice - this gradual release of responsibility is commonly referred to as “I Do, We Do, You Do.” The heavy lifting is initially on the teacher with gradual responsibility and work onto students in a scaffolded manner so that all students are successful and challenged.</td>
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<td>Latin Studies: 8+ years of Latin studies support all scholars to acquire vocabulary, including ELL, Special Education, and Gifted Learners. Our program focuses on high frequency words seen on standardized tests including SAT, ACT, and the Miller’s Analogies Tests. To strengthen mastery of language, students learn word roots and their meaning, suffixes, prefixes, synonyms, antonyms, and word relationships. In high school, the four-year Latin language program satisfies requirements for foreign language and culminates in an option for AP Latin in 11th or 12th grade.</td>
<td>Assessments: We assess often and with a variety or resources. With 27 professional development days imbedded into the calendar, teachers analyze data to drive instruction, track the progress of every student by standard, and identify students for FOCUS and individualized tutoring. We use a variety of assessment tools including Stanford 10, The Achievement Network, Fountas &amp; Pinnell, MCAS, In-House Comprehensive Exams, and weekly show What You Know Quizzes.</td>
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### CULTURE OF SUCCESS

2 In the middle school, 4 years of Latin studies are incorporated into the ELA program through a comprehensive vocabulary study curriculum that will be written by the ED, the DA, and the literacy team. The Latin vocabulary program will stretch across the curriculum to include history, science, and math terminology, and the word selection will focus on the most common words found on the SAT, ACT, and MAT. In high school, the 4-year Latin program is a language/history curriculum including an option for AP Latin in the 12th grade with students’ studies culminating in the SAT Latin Subject Test and the AP Latin Test.

Argosy Collegiate Charter School 15
C. Description Of Community To Be Served. Argosy Collegiate’s mission and educational program are designed in response to the need in Fall River for a public middle and high school that prepares students to excel in four-year colleges and universities. Fall River remains a chronically underperforming city, and is rated amongst the lowest 10% of districts across the Commonwealth. Four middle schools serve 2,255 students in grades six through eight. On the 2011 MCAS assessments, students in these middle schools average 56% Proficient/Advanced in ELA and 37% Proficient/Advanced in math. Of 2,255 middle schoolers, this means that 992 are not proficient in ELA and 1421 are not proficient in math. Three public schools serve Fall River middle/high or high school students - Durfee, Diman Regional Vocational Technical, and Resiliency Preparatory. Grade 10 MCAS results for 2011 average 59% Proficient/Advanced in ELA and 49% in math. Yet these numbers do not capture a significant and pervasive problem in Fall River – high school graduation rates. Rates for 2011 were 71%, with rates 67% for low-income students and 52% for Hispanic students. At best, therefore, 7 out of 10 students are graduating, and within the Hispanic community, only 5 out of 10 reach high school graduation. Of those that do graduate, the statistics for students with plans

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<tr>
<th>DREAM Values:</th>
<th>Scholars, teachers, staff, families, and visitors are expected to model and practice our school values at all times. Scholars are immersed in the expectations and are rewarded/disciplined based upon them: Determination, Responsibility, Excellence, Ambition, and Mastery.</th>
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<tr>
<td>Summer Enrichment:</td>
<td>Summer Enrichment opportunities are available for all scholars who are not enrolled in Summer Academy. Opportunities include community service and internship programs with a variety of local organizations and businesses. Summer Enrichment supports our mission for ethical development and positive leadership.</td>
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<tr>
<td>Communication is Key:</td>
<td>We clearly and frequently communicate with families through Annual Information Sessions, Daily Homework Hotline, Weekly Academic and Behavior Reports, Monthly Newsletters, Formal Mid and End-of-Trimester Progress Reports, Trimester Family and Teacher Conferences, Awards and Recognition Events, and Parent Achievement Meetings. We err on the side of caution and over-communicate with families.</td>
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<tr>
<td>Token Economy System:</td>
<td>The Merit/Demerit system feeds into our token economy DREAM Dollars Program. Students receive $100 of mock money every Monday and work to maintain those dollars every day based on their demonstration of our DREAM Values, both behaviorally and academically. Each week scholars and families receive a weekly balance sheet totaling earned token dollars that they can save or spend on DREAM-value items (DREAM pencils or Excellence pencil case), school supplies, college t-shirts, or uniform items. We train, support, and hold all scholars to the highest academic standards beginning with our Code of Conduct, Honor Code, and Attendance Policy. We sweat the small stuff in a reasonable but incredibly Determined way so that Excellence can be achieved. Our DREAM Values stand for Determination, Responsibility, Excellence, Ambition, and Mastery.</td>
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<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
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<td><strong>Summer Institute:</strong></td>
<td>27 Professional days are imbedded into our calendar, with 15 days of PD occurring at the Summer Institute prior to the first day of school with a focus on school culture, policies, rituals, and procedures. Sheltered English Immersion Protocol and Special Education systems are thoroughly detailed during Summer Institute. Staff and teachers role play daily operations, issuing and communication merits/demerits utilizing our DREAM Values, and teaching lessons. 12 additional full days of Professional Development for data analysis and coaching to support our Core Beliefs through the year as consistently on Day 1, as on Day 90, and on Day 185.</td>
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<td><strong>Backwards Planning:</strong></td>
<td>Beginning with the end, we examine and breakdown what is expected for success in college entrance exams including skills, test scores, and interpersonal skills. We look deeply at end-of-year comprehensive exams, AP, PSAT, SAT, ACT, ISEE, MAT, and MCAS Exams. We plan our scope and sequence, set rigor, and utilize tutoring opportunities based on expected outcomes for the end of each year, end of middle school, and end of high school so that all scholars are prepared for Mastery and Excellence.</td>
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<td><strong>Argosy Fridays:</strong></td>
<td>Weekly Professional Development meetings support subject-based and grade-level teams, and whole group trainings for a total of 90 additional hours of PD.</td>
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<td><strong>Tight Feedback Loop:</strong></td>
<td>Daily classroom visits with informal feedback and a weekly observation and formal feedback cycle based on leveled teacher status. Teachers are observed and observe each other frequently to improve teaching skills, strengthen cultural consistency and academic rigor, and to drive academic achievement.</td>
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<td><strong>Double-Planning:</strong></td>
<td>Lesson plans are scripted one week in advance outlining not only what the teacher does, but also what the scholars are doing every moment.</td>
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<td><strong>Sheltered English Immersion Protocol:</strong></td>
<td>Intensive Professional Development during Summer Institute and Argosy Fridays to implement, modify, and adapt successful instructional strategies for ELLs.</td>
</tr>
<tr>
<td><strong>Token Economy System:</strong></td>
<td>Token Economy System: The Merit/Demerit system feeds into our token economy DREAM Dollars Program. Students receive $100 of mock money every Monday and work to maintain those dollars every day based on their demonstration of our DREAM Values, both behaviorally and academically. Each week scholars and families receive a weekly balance sheet totaling earned token dollars that they can save or spend on DREAM-value items (DREAM pencils or Excellence pencil case), school supplies, college t-shirts, or uniform items. We train, support, and hold all scholars to the highest academic standards beginning with our Code of Conduct, Honor Code, and Attendance Policy. We sweat the small stuff in a reasonable but incredibly Determined way so that Excellence can be achieved. Our DREAM Values stand for Determination, Responsibility, Excellence, Ambition, and Mastery.</td>
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4 Ibid.
on attending a four-year private or public college are as follows: 32% from Durfee; 13% from Diman; 0% from Resiliency Prep.\(^5\)

Demographically, 21% of students receive Special Education services, 23% are identified as ELL, and 78% are eligible for Free or Reduced Lunch. The student body is 65.3% white, 19% Hispanic, 6.8% African American, 4.5% Asian, 4% Multi-racial or Non-Hispanic, .3% Native American, and .1% Native American or Pacific Islander; 47% describe themselves as of Portuguese ancestry.\(^6\) Unemployment rates are 13.2% compared to 10.2% for the state. Per capita income is $20,337, compared to $33,203 for the state, and 20.2% of residents live below the poverty line.\(^7\) Community excitement and desire for choice and high quality schools in Fall River is evidenced by the nearly 600 parents who have signed a petition of support for Argosy Collegiate. These parents state that they are interested in sending their child to Argosy Collegiate should it open in the fall of 2014. Collectively, these parents have 395 children, 59 of whom are in grades K-8.

Argosy Collegiate will open its doors to educate any Fall River child who chooses to apply and secures enrollment through our random, public lottery. Fueled by our mission to propel 100% of scholars to and through college, we focus on recruiting children who have limited choices for a high quality education. We will focus recruiting attention and facility location on two areas of chronic need. (1) The South End of Fall River (02724) has a high school graduation rate of 30.32%, with only 5.88% attaining a bachelor’s degree, and 22.1% of its residents living below poverty level.\(^8\) (2) The Flint Village (02723) has a high school graduation rate of 29.29%, a bachelor’s degree rate of 6.54%.\(^9\), and 29.9% of its residents living below the poverty level.\(^10\) There are four district middle schools in Fall River: three Title 1 schools - Edmond P. Talbot (Level 2), Henry Lord Middle School (Level 4), Matthew J Kuss Middle School (Level 4), and non-Title 1 school, Morton Middle School (Level 3). For all student groups and subgroups including low-income, ELL, students with disabilities, and minorities, the district did not meet its target of 75 or higher in its progress to narrow proficiency gaps. The district high school, BMC Durfee High School, is a Level 3 school.\(^11\)

In *How Children Succeed*, Paul Tough outlines the correlation between the level of education of the adults in the community and a child’s graduation rate. He writes, “Between 1990 and 2000, the rate of BA attainment among wealthy students with at least one parent who had graduated from college rose from 61 percent to 68 percent, while, according to one analysis, the rate among the most disadvantaged young Americans - students in the lowest-income quartile whose parents were not college graduates - actually fell, from 11.1 percent to 9.5 percent.”\(^12\) Argosy Collegiate’s seamless 5-12 school, designed to remediate gaps and accelerate learning, will close these gaps in performance and set students on a positive and measurable trajectory towards college, and a promising adult future, with more expanded professional opportunities. The value of Argosy Collegiate is to ensure that 100% of our scholars graduate college with valuable and employable skills and knowledge. The key features of our school design are purposefully structured to target these outcomes. **More time:** Argosy Collegiate scholars have a longer academic school day, 7:30 am to 4:30 pm (9 hours of instruction/tutoring), compared to a 6 hour and 45 minute per day for district middle and high school days. Argosy Collegiate scholars have two hours and ten minutes more instructional time per day, and five full days more than the district at 185 school days. Argosy Collegiate scholars have 25,200 more minutes of learning time per year than the district. Over 8 years, from grades 5 through 12, Argosy Collegiate scholars have an additional 140 full days of instruction compared to grades 5 through 12 attending district schools. **More literacy/more math/every day:** We provide double literacy and double mathematics every day, for every scholar, and with differentiated instruction to meet the

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\(^5\) http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=08210000&orgtypecode=5&leftNavId=3076.
\(^7\) http://profiles.doe.mass.edu/mcas/performance_level.aspx?linkid=32&orgcode=00950000&orgtypecode=5&.
\(^8\) www.city-data.com/zips/02724.html.
\(^11\) Profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=0090000&orgtypecode=5&.
needs of all readers and mathematicians. Double math blocks include one block of math procedures and another of math problem solving. Twice per week for all eight years, all scholars have financial literacy instruction. See financial literacy breakdown for more detail on page 26. Research indicates that a Latin language program strengthens literacy in both native and non-native language speakers as early as middle school. With that, middle school ELA literacy includes a weekly study of Latin Word Wars, which teaches students word roots, prefixes, and suffixes for the most frequently tested words on SATs and ACT. With double blocks of ELA literacy per day, FOCUS, and Saturday Academy, our scholars have over three hours of literacy per day. High school scholars have a four-year Latin language program to build literacy and vocabulary skills to strengthen reading, writing, and standardized testing proficiency. Assessments/data-driven instruction: We test often and are relentless about analyzing data to determine skill gaps and progress, plan instruction, modify lesson plans and curriculum, and plan tutoring/FOCUS. We use the Achievement Network for six-week benchmark assessments in ELA and math. Argosy Collegiate staff and teachers have 27 professional development days to analyze data, plan lessons, and monitor rigor. A slightly abbreviated day each Friday allows for three hours of professional development per week. This time is for school leadership to reset teachers and staff on instructional and cultural focuses based on the week’s observations, and for teachers to evaluate week-end data through Exit Tickets and Show What You Know Quizzes to plan for the following week. School Culture: “Non-cognitive factors such as motivation, time management, and self-regulation are critical for later life outcomes, including success in the labor market. Recent research on non-cognitive factors has not only suggested their importance for student academic performance but has also been used to argue that social investments in the development of these non-cognitive factors would yield high payoffs in improved educational outcomes as well as reduced racial/ethnic and gender disparities in school performance and educational attainment.” For us, school culture sets the stage for academic achievement. We are serious about academic achievement in a warm/strict way. School culture is set during Student Orientation in August and reinforced daily by all adults in a consistent manner. Merits/demerits and DREAM Dollars inform our behavior management systems and are based on our DREAM Values - Determination, Responsibility, Excellence, Ambition, and Mastery. On any day, you could hear a fifth grade teacher like Mr. Sullivan say to a student, “Carolina, I can see on your reading log that you demonstrated our core value Ambition by reading 30 minutes more than required last night. You have earned a merit! Congratulations!” Or, “Marcos, you have earned a demerit for lack of Responsibility by walking down the wrong side of the hallway. We have hallway procedures so that scholars get to class sooner, save time, and scholars learn more.” We believe in sweating the small stuff because with a relentless focus on minutia, larger problems will not occur. With strong school culture, academic achievement can be achieved, and our middle school scholars can seamlessly transition to high school with little risk of dropping out, have consistent college bound expectations, and understand what is expected of them both behaviorally and academically. Every adult in our community is focused on supporting every scholar in delivering on our mission and vision. College Skills Program: Our College Skill Program is deeply informed through a relationship with Boston Collegiate Charter School leadership and study of their Key Design Elements of a Successful College Prep Program. At Argosy Collegiate, preparation for college begins the first day of school; fifth graders are grouped into homerooms named after exceptional and diverse colleges/universities, and by their year of college graduation. For example, an incoming fifth grader for our inaugural class could be in homeroom Boston University/2024. College banners adorn the halls and classrooms, and Fridays are college t-shirt day for all Argosy Collegiate scholars who have earned the privilege based on weekly DREAM Points. College and university campus visits begin in the fifth grade, and by the eleventh grade Argosy Collegiate scholars have toured over 75 campuses. The College Skills Program is designed to help our scholars transition from middle to high

school, and to prepare them academically, socially, and programmatically for successful college and professional careers. The program includes a four-year advisory relationship component in addition to a yearly support course to build skills and tools for high school graduation and college success. For more detail of the College Skills Program, see page 34. **Freshman: Level I – Bootcamp.** This course helps ninth graders transition to high school expectations including scholarly habits for long-term assignments, organization, collegiate skills, and increased independence. Advisors support scholars in identifying tutoring needs and scheduling time with teachers and teaching Fellows. (see page 59 for details on the Teaching Fellows) Scholars visit *local* (within 50 miles) colleges in freshman year. **Sophomores: Level II - My Road.** This course supports tenth graders in finding voice and identity, communicating viewpoints in writing (personal essays) and in speech (public speaking/interviews). Scholars visit *state* colleges in sophomore year. Scholars begin creating profiles on colleges in a structured format, and prepare for and take the PSAT. **Juniors: Level III - College Kick-Off.** College advisory in tenth grade intensifies with *regional* campus visits, presentations, and fine-tuning college lists. Scholars take a 10-week SAT Prep Workshop and the SATs. Advisors and writing teachers support development of the college essay. Advisors introduce college financing options. **Seniors: Level IV – Senior Seminar.** Twelfth graders finalize and categorize their college application lists with advisors who support scholars to navigate choice, fill out applications, apply for financial aid, plan for transportation to college interviews, and conduct mock interviews.

**Community Outreach:** We have been spurred by the demands and interest of so many families, many expressing their wishes for a high performing, college preparatory school to Lead Founder and proposed Executive Director Kristen Pavao. Ms. Pavao has educated hundreds of Fall River children and interacted with even more families in her professional work, teaching in local district and charter schools and matriculating students to local high schools. Ms. Pavao is a native to Fall River with deep familial roots, and cultural and historical pride in the city. Ms. Pavao’s great-grandparents, maternal and fraternal, immigrated to Fall River from Canada, Ireland, and the Azores. Ms. Pavao was educated in Fall River, raises her own family in Fall River, and is humbly positioned to do the work to found Argosy Collegiate. Community leaders throughout Fall River echo the warm and generous support expressed by families in the community, and we look forward to our continued work building these relationships. It is the autonomy of a Commonwealth charter, with the ability to control our budget, make programmatic decisions, and, most importantly, recruit and train our staff which will allow us to meet the pressing educational needs of Fall River students and families, and remain accountable to our families and the larger educational community. Ms. Pavao has been responsible for bringing together Argosy Collegiate’s Founding Board - a diverse group of accomplished professionals with a range of expertise who stand committed to the mission of the school and putting forth the time, energy, and effort needed to ensure the school is an academic and organizational success. We have placed a premium on soliciting support from the Fall River community during the planning stages. The reception of our proposed school has been overwhelmingly positive. People in the community—both leaders and parents—are excited about the prospect of Argosy Collegiate, with its rigorous college preparatory curriculum and safe and structured school environment. A list of individuals and organizations that have expressed support and a list of supporters who wrote letters of support can be found on page 54. **Parent Signatures.** Community excitement is evidenced by the nearly 600 parents who have signed a petition of support for Argosy Collegiate. These parents state that they are interested in sending their child to Argosy Collegiate should it open in the fall of 2014. Collectively, these parents have 395 children, 59 of whom are in the third grade and would be grade-level eligible to enroll in Argosy Collegiate in August 2014. Members of the founding board and Lead Founder, Kristen Pavao engaged with families in the community at the following Information Sessions and Tables at: HealthFirst Family Care Center, 387 Quarry St. and Sunset Hill Apartments, Fall River Housing Authority, 19 Sunset Hill, Family Halloween Night, CD Recreation, 72 Bank St. Armory, Family Halloween Party, Boys & Girls Club, 803 Bedford St., Stop & Shop Supermarket, 303 Mariano Bishop Blvd., Stop & Shop Supermarket, 501 Rodman St., Walmart, 1180 Fall River Ave., Staples,
416 William S Canning Blvd., Breaking Pointe Dance Studio, 1575 Stafford Rd. to broaden our reach to the families and the children who most need Argosy Collegiate, Ms. Pavao and the founding board continue to work diligently to develop relationships with faith-based and community-based organizations, including Sacred Heart, Holy Trinity, First Baptist, Saint Peter and Paul, St. Bernadette, St. Luke’s Episcopal, Santo Christo, Good Shephard, Espirito Santos, St. Stanislaus, Third Baptis, Calvary Temple.

Commitment to Dissemination: As a Massachusetts Charter School, Argosy Collegiate looks forward to fulfilling our mandate by disseminating practices and successes to the surrounding districts and larger education reform landscape across the state. We will use our website to provide school documents including such items as handbooks, scope and sequence, and other resources. We maintain an open door policy to all interested individuals and organizations committed to improving the quality of public education for all children. Just as we intend to continue to network with strong schools on behalf of our mission and target population, we will encourage similar networking for other schools for which we can provide insight and continuous improvement.

II. How will the School Demonstrate Academic Success?

“Our teachers, they don’t give excuses. We’re in a culture of success and we don’t accept excuses. Children can learn. All children can. You might have to work a little harder, you might have to overcome a few obstacles, because we realize that our kids statistically are underdogs, but we won’t accept that and the people won’t accept that. If the student is here, we’ve got to teach them.”

A. Educational Philosophy. We propose to bring the benefits of a rigorous, college preparatory academic program to middle and high school students in Fall River’s most chronically underperforming communities. In Creating “No Excuses” (Traditional) Public School, Roland Fryer examines the impact of five core components of highly successful no excuses charter schools — increased time, better human capital, more leveled differentiation, frequent use of data to inform instruction, and a culture of high expectations. These schools had higher numbers of ethnic minorities, English Language Learners, and students qualifying for Free and Reduced Priced Lunch than district averages. Researchers observed that the impact of creating no excuses public schools is large and statistically significant, dwarfing gains attributed to smaller class sizes, bonus compensation programs for teachers, and the impact of early childhood programs. Argosy Collegiate espouses these core no excuses practices, along with proven Sheltered English Immersion strategies and the Sheltered Instruction Observation Protocol, allowing English Language Learners to learn English rapidly and succeed across the curriculum. Comprehensively, and within a no excuses model that best serves the diverse needs of our student community, Argosy Collegiate’s educational philosophy is based on two values: Integrity and Accountability.

VALUE 1: Integrity. Schools that offer high-quality education and produce outstanding results do so because they approach every aspect of education with integrity, expect integrity from all members of the school community, and develop structures and systems to support that expectation. “Research on urban, public, high-performing schools that have a proven track record of academic excellence demonstrates that holding students, staff, and leadership to the highest standards is pivotal to producing high levels of achievement.” Students are taught that effort creates ability. Each school community member knows that excellence demands hard work. There are no shortcuts to academic excellence. Integrity in Leadership. Strong, principled leadership requires the Executive Director to take actions necessary to fulfill the mission. A strong Board provides clear oversight to ensure the school is faithful to its mission, charter, and goals. We have assembled an exceptional team to manage and govern the school, oversee its mission and vision, and establish policies/procedures to protect academic and organizational success over time. Integrity in Instruction. Teachers meet students’ academic needs, every student is challenged and supported, and we maintain a high bar for students across all sub-groups. Staff leverages research-proven

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instructional methods\textsuperscript{19} to equip students with a transformative education that propels them to measurable success in middle and high school, and prepares them to achieve in college and beyond.\textsuperscript{20} We provide teachers with immediate and clear feedback and work with them to implement data-driven action plans tied to achievement. \textbf{Integrity in Academics.} Two-thirds of students who cannot read proficiently by the end of grade 4 are predicted to end up in jail or on welfare. Research indicates that “between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged.”\textsuperscript{21} The detrimental effects are most evident when students enter grade 4 and unsuccessfully move from “learning to read” to “reading to learn.” We provide 110 minutes of literacy instruction daily and an additional 15 minutes of independent and accountable reading through Drop Everything and Read (DEAR). Middle school students are held accountable through weekly checks of DEAR journals in which students respond daily to a variety of texts being read during DEAR and as part of nightly HW. High school students are held accountable for an hour of independent reading every day. By mastering literacy across a variety of texts, students are prepared for more advanced work in high school and college. “Over 70% of all English words are derived from Greek and Latin.”\textsuperscript{22} Latin is incorporated into our academic program beginning in fifth grade. Research shows that “Latin education on all grade levels, particularly on the elementary grade levels, is related to improved general English comprehension (including reading, vocabulary, grammar and comprehension for both native and non-native speakers) and in facilitating the acquisition of a second foreign language. At the secondary level the study of Latin is related to increased levels of language achievement as demonstrated on both the Scholastic Aptitude Test (SAT) and the American College Test (ACT) verbal scores and increased use of critical thinking as evidenced by increased mathematics scores on these same tests.”\textsuperscript{23} In ELA and across subjects, five SAT words per week are studied including: parts of speech; understanding roots, suffixes, and prefixes; positive, negative, and neutral connotations; synonyms and antonyms; vocabulary in analogies (as seen on Miller Analogies Tests - commonly used in graduate school applications); completing a sentence, improving sentences, and finding the error in a sentence (as seen on SATs and ACTs). For advanced work to be accessible, fundamental skills must be in place. Cognitive scientists describe this as rendering skills and knowledge automatic – necessary for success in sophisticated conceptual work. Middle school students demonstrate knowledge, comprehension, and application of information. Students build upon foundational knowledge to cultivate the intellectual tools to analyze, synthesize, and evaluate what they are learning. High school students build a solid academic foundation followed by mastery of high-level conceptual tasks, preparing them for academic rigor and success in college. All scholars are expected to successfully complete a minimum of one AP course in grade 11, and two in grade 12. Scholars work with academic advisors in their Collegiate Skills blocks to evaluate which AP level courses are best suited for them. Scholars can choose AP courses in English Literature, Latin, History: US Government and Politics, Economics, Biology, and Calculus AB and BC. “The extraordinary transformation of financial markets over the past decade has placed a new premium on financial literacy, making it nothing less than an essential survival tool.”\textsuperscript{24} Financial literacy skills are taught in every grade, creating a multi-year framework that prepares students for success in management of personal finance, college, entrepreneurship, and career. We adhere to research from the President’s Advisory council that coalesces around the idea that to raise financially capable adults, we must start teaching them the fundamentals of money at a young age. As example, grade five students learn how to explain forms of financial exchange (cash, credit, debit, etc.), describe forms of money and sources of income, list examples of financial decisions and their consequences, identify sources of financial

\textsuperscript{19} Lemov, Doug. Teach Like A Champion. San Francisco, CA; Jossey-Bass, 2010. Lemov’s text outlines a taxonomy of forty-nine techniques that put students on the path to college. We emphasize a strategic subset of the taxonomy such as Do Now, Exit Tickets, 100%, No-Opt-Out, Right-is-Right, Ratio as drivers of achievement.

\textsuperscript{20} In an ex post facto study of 48 school districts, Alspaugh (1998a) found that students attending school districts with transitions at grade 6 and grade 9 experienced greater achievement loss than students in districts organized K–8. Seidman, Allen, Aber, Mitchell, and Feinman (1994) called the effect of multiple transitions on academic and social outcomes "double-jeopardy."


\textsuperscript{23} DeVane, Alice, “Efficacy of Latin Studies In the Information Age.” Educational Psychology, Valdosta, GA., 1997.

\textsuperscript{24} Mooney, Robert W. Statement of Robert W. Mooney, Deputy Director of the Division of Supervision and Consumer Protection, FDIC, before the U.S. House Committee on Financial Services on Financial Services and Education: The Effectiveness of Governmental and Private Sector Initiatives. April 15, 2008.

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information, and give examples of investments and explain how they can grow in value. In grades 9 to 12, students master advanced study in financial literacy coursework including Banking, Finance, Investment Strategy and Economics, including an option for AP Economics in 12th grade. Curriculum is informed by the National Financial Educators Council, JumpStart Coalition, National Council of Economic Education and the President’s Advisory Council on Financial Literacy. Integrity in Behavior. Students learn in a disciplined and respectful environment so that nothing detracts from learning and achievement. Students have affirmative responsibilities, such as participating actively in class, respecting themselves and others, and helping fellow students who have difficulty mastering skills and concepts. Building on the philosophy of successful charter schools like Boston Preparatory, a BES school founded in 2003 and a nationally recognized EPIC award winner, we approach behavior just as we do academics: it is modeled by staff, learned and practiced by students, and consistently and rigorously expected and reinforced throughout the school. Students develop ethical character and positive leadership through instruction, training, and practice in our five DREAM Values – Determination, Responsibility, Excellence, Ambition, and Mastery.

VALUE 2: Accountability. As a charter school, we gain autonomy of hiring, budget, and school design in exchange for a higher level of accountability for academic achievement, measured on growth, comparative, and absolute scales, and for fiscal sustainability, with all academic and financial data shared in timely, efficient, and clear ways with the authorizing and larger school community. Accountability to the Public. We regularly inform the public about the school’s progress. Through published annual reports, annual family surveys, multiple external evaluators, and community participation, Argosy Collegiate is held accountable for faithfulness to our mission, vision, and charter. We publish performance results on our website and are fastidious in collecting data to ensure that clear, measureable benchmarks are met. Our accountability plan provides constant measure of how we are performing as a school using longitudinal, comparative, and absolute measures. We maintain ambitious and measurable goals focused on (a) achievement in middle and high school so that students can achieve at the highest levels in college, (b) organizational viability so that we demonstrate we are faithful stewards of public revenue and serving the community’s needs, and (c) the value-added of our school, particularly regarding our financial literacy program, supports for English Language Learners, and comparative analysis of academic growth to that of local and state performance results. Accountability to Families. We are accountable to the authorizer for reaching our accountability plan goals and we are accountable to students and families. “Parents and students have opted to attend a charter school by choice. Charter school leaders must honor that leap of faith by communicating honestly and often with students and families.” We use benchmark, formative and summative tools to assess achievement and growth objectively, deliver information clearly, and ensure that students are mastering subject matter content absolutely. We acknowledge that families have chosen our school to educate their children; as a result, we err on the side of over-communicating with parents about achievement in both growth and absolute terms. Accountability to the Argosy Collegiate Community. All members of our community are accountable for achieving our mission, respecting the school’s culture, and upholding and modeling the DREAM values. “We can model first-rate standards of performance and reinforce the idea that significant learning and personal growth come only from hard work and persistence.” Students are accountable for mastering subject content and meeting behavioral expectations. Teachers are accountable for using professional development and data to inform instruction. Leadership is responsible for supporting teachers and students by ensuring access to the necessary resources and providing constructive feedback and guidance.

25 Boston Preparatory Charter Public School (BPCPS) is a high-performing BES charter school in Boston, MA. Currently entering its ninth year, BPCPS has proven itself as one of the leading public schools in the nation. BPCPS students have made a habit out of out-performing their peers across the city and state, on a variety of assessments. In 2009, the Effective Practice Incentive Community (EPIC) announced that BPCPS is one of the highest performing schools in the country.
Comprehensively, Argosy Collegiate provides a high performing, college bound opportunity for all of its scholars, regardless of zip code, socio-economic status, race, ethnicity, or language. Our mission is achieved by fully operationalizing our seven core beliefs. **CORE BELIEF 1: Academic achievement is possible for all students.** Providing a rigorous curriculum aligned to MCFs and the Common Core, we hold students to a high bar of mastery; by the end of eighth and twelfth grades, students complete Algebra I and Calculus respectively. Academic success is achieved through a longer school day (7:45 am to 4:30 pm\(^28\)), Saturday Academy (7:30 to 11:30 am) twice per month for struggling students, and a longer school year (185 days). In middle school, each day is structured with 110 minutes of mathematics and 110 minutes of literacy development (including ELL support and Latin language studies) five times per week, 55 minutes of science and 55 minutes of social studies four times per week, and 55 minutes of financial literacy twice per week.\(^29\) Additional time is allowed for organizational foundations, health/physical education, PSAT preparation, and the arts as part of our afterschool enrichment program offered for 60 minutes four times per week. In high school, students exceed MA graduation requirements by taking four years of English Language Arts, mathematics, science, history, financial literacy, and Latin. Scholars take a minimum of one AP course in eleventh grade and two AP courses in twelfth grade. AP courses are offered in calculus, biology, Latin, chemistry, history (civics & government), economics, and literature. **CORE BELIEF 2: Exceptional educators deliver exceptional results.** To prepare students for college and life success, the most mission-driven, effective teachers are recruited, trained, evaluated, and supported. Ongoing professional development includes three weeks of summer orientation, 10 additional days during and at the end of the year, and a weekly cycle for individual observations, followed by feedback and support. Once per week we provide three hours of targeted professional development, focused on the development of a strong school culture with consistent expectations and routines, creation of a rigorous standards-based curriculum and assessments, and data analysis to inform instructional planning and student supports. Research consistently shows that teacher quality is vital to raising student achievement and closing achievement gaps. The challenge is to ensure that every classroom is staffed by a skilled, qualified teacher.\(^30\) **CORE BELIEF 3: A clear code of conduct consistently implemented ensures a school culture of respect, responsibility, and character.** Students adhere to a clear and consistently implemented code of conduct that mandates self-control, self-respect, and respect for others. We embrace Dr. King’s seminal words, “Intelligence plus character - that is the goal of true education.”\(^31\) Our students come into middle school far behind their counterparts across the state, and we are committed to doing the work necessary to move every student to grade level as quickly as possible, and that all students develop the character and discipline to reach their goals and be part of a productive and positive school community. We teach, practice, and then expect respectful daily behavior, respectful interactions with others, and a strong work ethic. **CORE BELIEF 4: A seamless continuum between middle school and high school allows for strategic vertical planning and eliminates common transitional risk factors.**\(^32\) For students struggling in school, and living in poverty within a community plagued by chronic academic underperformance, the transitional risk factor as students move from middle to high school threatens their commitment to school and their ability to acquire the skills, content knowledge, and future aspirations needed for school and life success. By providing a seamless transition from eight to ninth grade, we eliminate this adjustment period, support students and families through the transition, and provide seamless transition into high school. For educators, this growth model supports optimum vertical planning as we build year by year our curriculum, teaching staff, and student body. This growth model ensures students are prepared for the next grade level and curriculum tests the boundaries of and improves student achievement. **CORE BELIEF**

\(^{28}\) School doors open at 7:30 for breakfast.

\(^{29}\) Classes meeting four times per week do not meet on abbreviated Friday schedule; financial literacy meets twice per week, w/PE instruction on the other two.


\(^{31}\) Dr. Martin Luther King, Jr. www.greatquotes.com.

\(^{32}\) In an ex post facto study of 48 school districts, Alspaugh (1998a) found that students attending school districts with transitions at grade 6 and 9 experienced greater achievement loss than students in districts organized K-8. Seidman, Allen, Aber, Mitchell, and Feinman (1994) called the effect of multiple transitions on academic and social outcomes “double jeopardy”.

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5: Data is systematically gathered and analyzed to inform instruction and student supports. Data drives the mission and pervades every plan of action to bridge gaps and challenge each student to reach their potential. Data is gathered through assessments that quantify our progress so we keep constant finger on the pulse of our work, and react swiftly and accordingly. 33 For more detail, see II.C Assessment System.

CORE BELIEF 6: All operational and management decisions must optimize student achievement and ensure the realization of the mission. From the Board of Trustees, to the Executive Director and leadership team, to teachers in every classroom, every decision is framed through the mandate of our mission. All votes cast by the Board or decisions made by the school’s leadership pertaining to school matters - both internal and external - will be with the mindset of protecting student learning time. These include policy, curriculum, personnel, schedules, board planning, business and operations management, etc. CORE BELIEF 7: Frequent communication with families regarding students’ academic and behavioral performance supports student achievement and character development. We build a relationship between home and school and support meaningful parental involvement in the mission and vision of the school through a variety of measures, including annual home visits and informational meetings, weekly syllabi outlining learning objectives, assessments, and homework, email access to every staff member, biweekly phone calls from students’ advisors, and weekly student academic and behavioral progress reports. Parents receive monthly newsletters, are invited to participate in Parent Achievement Committee Meetings - all so that they can have a solid supporting role in the academic and behavioral success of their child(ren).

A commitment to academic and professional success for diverse learners is why Lead Founder Kristen Pavao accepted a Fellowship with Building Excellent Schools (“BES”), a national non-profit training charter school leaders to design and operate highly effective urban schools. Ms. Pavao has observed, met with leaders from, and studied the best practices of 30+ of the highest performing charter schools in the nation. She is completing school leadership residencies at some of the highest performing charter schools in the country, including Boston Collegiate Charter School for grades 5 through 12 in Dorchester, MA. In 2012, 100% of the tenth grade class scored Advanced on the mathematics MCAS, and 100% of BCCS graduating twelfth grade classes have been accepted to college.34 Following is a list of BES Fellowship schools that inform leadership and school design.

<table>
<thead>
<tr>
<th>Building Excellent Schools Fellowship School Studies</th>
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<tbody>
<tr>
<td>Achievement Prep, DC (4-8)</td>
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<tr>
<td>Boston Collegiate, Boston (5-12)</td>
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<tr>
<td>Grizzly’s Prep, Memphis (6-8)</td>
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<tr>
<td>Cornerstone Prep, Memphis (K-5)</td>
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<td>Democracy Prep, Harlem (K-12)</td>
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<tr>
<td>Equitas Academy, Los Angeles (K-5)</td>
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<tr>
<td>Freedom Prep, Memphis (6-8)</td>
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<td>KIPP Academy Lynn, Lynn (5-8)</td>
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<tr>
<td>MATCH Charter, Boston (5-12)</td>
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<tr>
<td>Nashville Prep, Nashville (5-12)</td>
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<tr>
<td>Valor Academy, Los Angeles (6-8)</td>
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<tr>
<td>South Bronx Classical, Bronx (K-8)</td>
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</table>

B. Curriculum and Instruction. “You can get smart. Children’s learning is primarily determined by their effort and use of effective strategies. ‘Intelligence’ is not a fixed inborn limit on learning capacity. All children can do rigorous academic material at high standards.” 35 For scholars to be college bound and perform well on MCAS, SAT, ACT, and AP exams, a rigorous curriculum that aligns with the MCFs and Common Core must drive all curricular and instructional decisions. Argosy Collegiate provides a rigorous, college preparatory curriculum to aggressively remediate student’s academic gaps in middle school and accelerate mastery in core content areas in high school – both necessary steps to prepare every student for success in competitive four-year colleges and the professional opportunities that follow. The Executive Director36 oversees the development of school-based curriculum and assessments for each grade level and subject area during the planning year in 2013-2014, and the school uses a frequent assessment system to monitor results. The Executive Director will evaluate the effectiveness of curriculum based on data from interim assessments, MCAS37, and end-of-year Comprehensive Assessments and report to the Board’s Achievement Committee, as well as to the larger community through Family Newsletters and our Annual Report. Our curriculum is focused on English Language Arts (with Latin Vocabulary Studies), Mathematics, Financial Literacy, Science, and Social Studies, with the addition of foreign language study in the high school, and is complimented by enrichment opportunities and multiple layers of student supports. Our annual calendar, daily schedule, and entire academic program promote success in students’ core courses, with emphasis on literacy and math in the middle school.

We use a dual approach to develop our college preparatory curriculum: (1) Research-proven curricula suitable for students with varying learning needs is used in tandem with internally developed curricula aligned with and/or exceeding MA standards and Common Core; (2) When research-proven curricula do not adequately align to MA Standards, Common Core, or fully prepare students for the demands of rigorous college courses, we supplement these with internally developed curricula.38 The Executive Director and Director of Achievement oversee the development of curriculum and the school’s scope and sequence, with the Director of Achievement working closely with teachers to develop unit and lessons plans that align with MCFs and the school’s scope and sequence. During summer training, teachers learn how to align curriculum using Curriculum Alignment Templates as spearheaded by Roxbury Preparatory Charter School, and they meet with the Director of Achievement to ensure all curriculum simultaneously supports our ambitious goals and the needs of our diverse learners. Teachers create standards-based internal assessments, and have year-round professional development to strengthen implementation. In selecting curricula, we have identified programs that can be easily adapted for students identified as ELLs and those with special needs. Teachers meet for three weeks in July to analyze diagnostic data gathered from the Stanford 10 during the Student Intake Process. This is where the process of data-driven instruction begins. Staff develops and refines curriculum, and practices together effective teaching strategies. At the middle school, MCFs, MCAS, SSAT, ISEE, and Stanford 10 exams are used to establish specific, rigorous, measurable school standards. At the high school, MCFs, MCAS, the SAT, and Advanced Placement exams are used to inform our college preparatory curriculum. Below please find Outline of Curriculum focus during the first four years of operation. Outline of all additional grades can be found in the Required Attachments.

36 Kristen Pavao is the proposed Executive Director. For more information, see the Organizational Viability Section.
37 We recognize the current adoption of national core standards, and the possible impact this may have on the state’s assessment system. Should there be any change in the MCAS, including a replacement assessment, we will adjust all accountability measures accordingly.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Dual focus on procedures (computation) and problem solving (application). Algebra and Geometry integrated</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Guided reading, fluency, Latin vocabulary comprehension strategies and genre characteristics, focus on phonics and phonemic awareness</td>
<td>Reading and textual analysis of literature in a number of genres, Latin vocabulary comprehension strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Spelling, grammar, punctuation, paragraph writing, editing/revising. Composing multiple-paragraph writing of narrative and expository texts</td>
<td>Spelling, grammar, punctuation, analytical and persuasive essays, research papers, editing and revising</td>
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We anticipate a diverse student body with varying learning needs and capabilities. Our extended day and year, tiers of student supports, increased emphasis on and opportunity for practice within ELA and math, and differentiated instructional strategies combine to meet the needs of all students, including those with disabilities and English Language Learners. We differentiate instruction as needed, and provide all of the
supports, accommodations and modifications necessary to best support the differing needs and capabilities of each individual student, with emphasis on supporting struggling, ELL and special education students. We hold all students to the same academic expectations, through the uniform implementation of year-end, trimester-based, and interim assessment system – thus holding us a school community accountable for the achievement of all students and all sub-groups. Below please find a more detailed Curriculum Outline that provides skill and content taught and learned in the core subjects during the first four years of operation. Outline of all additional grades can be found in the Required Attachments.

**GRADE 5: Mathematics** - Understand place value to billions & thousandths; compute w/large/small numbers, positive integers, decimals, fractions; understand relationship between decimals/fractions/percentes; perform calculations & solve problems involving addition, subtraction, simple multiplication/division of fractions/decimals; add/subtract integers; use variables in simple expressions; compute value of expression for specific values of variable; understand & compute volumes/areas of simple objects; identify, describe, classify properties of, relationships between, plane/solid geometric figures; display, analyze, compare, interpret data sets; problem solve; think critically.

**READING** - Develop vocabulary via spelling, decoding, understanding of imagery, Greek/Latin roots/affixes, context clues, dictionary skills; fluently read aloud narrative/expository texts; identify/analyze characteristics of poetry, drama, other types of fiction/nonfiction; practice utilizing phonemic awareness and phonics skills as needed; identify/analyze plot conflict; contrast character traits; understand/recognize theme; evaluate archetypes used in mythical/traditional literature; summarize main ideas/supporting details of nonfiction texts; use textual evidence to determine author’s POV; understand how text features make information accessible/usable; analyze chronologically organized texts; draw inferences, conclusions, generalizations supported by textual evidence; distinguish facts, supported inferences, opinions in texts.

**WRITING** - Identify/utilize 7 parts of speech (adding conjunction; preposition; pronoun to previous list); recognize verb phrases/tense; use correct punctuation, capitalization, spelling; write multiple-paragraph stories/essays (w/introduction, body, conclusion); gather research from various sources; revise writing; analyze media techniques.

**SOCIAL STUDIES** - Analyze Pre-Columbian Civilizations of the New World and European Exploration, describe and explain the Political, Intellectual, and Economic Growth of the Colonies; explain key events leading to the Revolution and the Formation of a Federal Government under the Constitution, describe the Principles and Institutions of American Constitutional Government and explain the events that led to growth; describe events occurring during 19th century presidencies; describe factors that fostered growth of imperialism; analyze US expanding role in world during late 19th and early 20th centuries; identify connections between current and historical events and issues; understand immigration/demographic changes; determine chronology/cause & effect; maps/ globes/charts/graphs, works of art, primary/secondary sources; understand conflict/cooperation.

**SCIENCE** - Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time; identify rocks and their properties; recognize different properties of soil and explain how it is formed; distinguish among various forms of precipitation; differentiate between weather/climate; describe water cycle; recognize that plants and animals go through predictable life cycles; recognize that energy is ability to cause motion or create change; explain how electromagnets can be made, give examples of how they can be used; recognize that sound is produced by vibrating objects and requires a medium through which to travel; explain the difference between simple and complex machines; compare natural systems with mechanical systems that are designed to serve similar purposes, ask questions/make predictions that can be tested; select /use appropriate tools/technology to extend observations.

**FINANCIAL LITERACY** - Explain forms of financial exchange (cash, credit, debit, etc.); describe functions of money (medium of exchange, unit of measure, store of value); describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.); explain legal responsibilities associated with use of money. Identify sources of financial information; set measurable short-term financial goals; describe how to allocate a weekly allowance among the financial goals of spending, saving, and sharing.
explain the difference between buying with cash and buying with credit. Give an example of an investment and explain how it can grow in value.

GRADE 6: MATHEMATICS - Compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. READING - Determine unfamiliar word meanings through Greek/Latin roots/affixes; determine meaning of figurative language; read aloud with pacing, intonation, expression; use textual evidence to identify author's purpose; practice utilizing phonemic awareness and phonics skills as needed; utilize print/electronic dictionaries/thesauri; identify textual organizational structures; determine figurative language meanings; analyze how tone/meaning is conveyed in poetry; identify/analyze characteristics of nonfiction texts; identify characteristics of different forms of prose; identify/use structural features of popular media; analyze compare-and-contrast texts. WRITING - Identify/ utilize parts of speech (adding interjection to previous list); use common phrases, clauses, simple, compound, compound-complex sentences; use correct punctuation, capitalization, spelling, subject-verb agreement; write expository compositions, research reports, speeches, responses to literature, narratives employing specific details, voice, effective word choice; revise writing to improve level of detail; employ various textual organizational structures; create outlines and logical notes; utilize books and Internet to complete research projects; apply research steps for completing projects; create multimedia presentations; deliver formal presentations. SOCIAL STUDIES - Identify purposes/uses of maps, globes, aerial photographs, atlases to analyze people, places, environments; construct maps using symbols to represent features; locate continents, bodies of water, mountain ranges, countries, cities on map; determine impact of geography on different peoples; describe impact of extreme natural events on human and physical environments; discuss geographic knowledge and skills related to current events; use geographic concepts/skills to find solutions to local, state, national problems; compare/contrast how social institutions influence individual behavior in different societies; describe how social status help(ed) to determine individual roles in various societies; examine impact of cultural change brought about by technological inventions/innovations; use sources to identify examples of present conflicts between cultural groups; analyze historical and geographical background. SCIENCE - Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth’s surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and w/environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends. FINANCIAL LITERACY - Identify ways to be financially responsible adult; use online/printed sources of financial information to guide financial decisions. Research primary consumer protection agency in state of residence; set measureable short - and medium-term financial goals. Prioritize personal finance goals. Identify differences among peer’s values/attitudes about money; give example of how education can affect lifetime income; define gift, rent, interest, dividend, capital gain, tip, commission, business profit income; explain difference between earned/unearned income, give example of each; explain difference between spending practices/achieving financial goals; explain difference between assets and liabilities; construct net worth statement from simplified case study; explain how students, homeowners, and business owners use debt as “investment”; explain why it is important to establish positive credit history; discuss relationship between risk and insurance; give examples of how saving money can improve financial
well-being; explain why saving is pre-requisite to investing; describe entrepreneurial planning considerations; explain tools used by entrepreneurs for venture planning; assess start-up requirements.; assess risks associated with venture; describe external resources useful to entrepreneurs during concept development; assess need to use external resources for concept development; explain basic functions of intellectual property protections for innovation; use components of business plan to define venture idea; describe desirable entrepreneurial personality traits; determine personal biases and stereotypes; determine interests; evaluate personal capabilities; conduct self-assessment to determine entrepreneurial potential; explain marketing management and importance in global economy; describe marketing functions and related activities; explain nature and scope of operations management; explain concept of management; explain concept of financial management; explain concept of human resource management; explain concept of risk management; explain concept of strategic management.

GRADE 7: MATHEMATICS PRE-ALGEBRA - Read, write, compare rational numbers in scientific notation; convert fractions to decimals/percent; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean theorem; use mathematical reasoning; problem solve. READING - Use knowledge of affixes/roots to determine meaning of content area words; use textual evidence to support facts/opinions; build upon previously developed skills analyzing various nonfiction texts; employ character analysis; identify, analyze, provide textual evidence of themes; identify various genres of fiction; analyze character/plot development; write summaries, persuasive essays, autobiographical narratives, poems; apply research steps for completing projects; effectively utilize English language conventions; support all statements/claims with anecdotes, descriptions, facts, statistics, specific examples; use note taking, outlines, summaries to impose structure on drafts; revise writing to improve organization/word choice; critique works in oral presentations; deliver well-organized formal presentations demonstrating standard American English. SOCIAL STUDIES - Understand origins of modern humans from Paleolithic Age to agricultural revolution; determine impact of agricultural development; identify peoples, cultural advancements, scientific contributions, government, religious traditions of Mesopotamia, Egypt, Kush, Indus Valley Civilization, Northern China, Olmecs, to 1000 B.C.E., Ancient Hebrews, Ancient Greece, Rome, Indian Subcontinent to 700 C.E.; describe development of sub-Saharan civilizations in Africa; explain importance of early trade routes; identify roles/contributions of individuals; compare historical origins, central beliefs, spread of major religions; trace steps in development of written language; describe transition from Roman Empire to Byzantine Empire; analyze various historical interpretations; understand Earth’s grid system; create maps of past. SCIENCE - Classify organisms into kingdoms; recognize that all living organisms are composed of cells; describe that typical cell of organism contains genetic instructions that specify traits; recognize biological evolution accounts for diversity of species developed through gradual processes over many generations; study the structure and function in living systems; understand that evidence from rocks allows us to understand the evolution of life on earth; recognize that organisms in ecosystems exchange energy and nutrients among themselves and with the physical environment; communicate the steps and results from an investigation in written reports and verbal presentations; discuss types of technology that are developed and in use. FINANCIAL LITERACY - Explain how individuals demonstrate responsibility for financial well-being over a lifetime; analyze how financial responsibility is different for individuals with and without dependents.; determine whether financial information is objective, accurate and current; set measureable, short-, medium-, and long-term financial goals; apply systematic decision making to long-term goal; analyze how taxes affect financial decisions; determine risks, costs, and rewards of starting business; demonstrate skill in basic financial tasks, including reconciling checking/debit account statement; discuss factors that affect net worth; explain difference, with examples, between cash inflows (including income) and cash outflows (including expense); explain
difference between cash flow statement and budget; compare cost of borrowing $1,000 by means of different consumer credit options; identify and compare strategies for investing, including establishing brokerage account with investment advisor; given rate of return, and years, determine end value of invested lump sum and lump sum needed to reach specific investment goal; explain common types of investment risk; analyze how economic and business factors affect market value of stock; distinguish between debt and equity financing for venture creation; describe processes used to acquire adequate financial resources for venture creation/start-up; select sources to finance venture creation/start-up; explain factors to consider in determining venture's human-resource needs; describe considerations in selecting capital resources; acquire capital resources needed for the venture; assess the costs/benefits associated with resources; maintain positive attitude; demonstrate interest and enthusiasm; make decisions; develop an orientation to change; demonstrate problem-solving skills; assess risks; assume personal responsibility for decisions; use time-management principles; develop tolerance for ambiguity; use feedback for personal growth; demonstrate creativity; set personal goals.

**GRADE 8: MATHEMATICS ALGEBRA** - Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular lines, how slopes are related; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

**READING** - Know meanings of common foreign words used in English language; understand shades of meaning in words; identify speaker’s purpose/POV; compare/contrast texts covering same topic; build upon previously developed skills analyzing various nonfiction texts; evaluate structural elements of plot; analyze how setting relates to problem and resolution; identify significant literary devices that define writer’s style; write multi-paragraph essays with thesis statements, logical organization, detail, rhetorical devices, transitions, varying sentence structure; write short stories or narratives; support conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, similar devices; write stories/scripts with dialogue; analyze electronic journalism; revise writing for word choice, appropriate organization, consistent point of view, transitions; deliver formal presentations that convey ideas clearly, relate to the background/interests of audience. **SOCIAL STUDIES** - Analyze migration of Europeans to Americas from colonial times to World War I; recognize impact of European migration on indigenous peoples and later on US citizens; understand integration of enslaved Africans into European migration; describe development of American constitutional democracy; identify U.S. Constitution, powers of federal government; analyze foundation of American political system; identify rights, responsibilities, roles of citizenship; understand politics, geography, culture, economy of new nation; describe early U.S. foreign policy, state developments in early 1800s, issues of slavery; analyze factors leading to Civil War; determine significance of individuals or groups in Civil War; describe impact of events/movements that influenced Reconstruction; discuss American economic response to Industrial Revolution; understand progressive reforms resulting from Industrial Revolution; create/utilize time lines; analyze various historical interpretations; understand Earth’s grid system; create maps of past; analyze current events. **SCIENCE** - Recognize that elements have distinct macroscopic properties/atomic structures; describe chemical reactions; discuss density/buoyancy; explain relationship amongst motion, velocity, force; differentiate between forms of energy/heat energy; recognize earth in solar system, role of gravity, compare/contrast properties/conditions of other objects; explain relationship between tilt of earth and seasons; describe/relate lunar/solar eclipses, moon phases, tides to earth’s position; describe/apply engineering design process; communicate ideas through engineering drawings, written reports, pictures; describe manufacturing process/explain production process; describe construction of bridges/structures, apply universal systems model to solve transportation problem. Use/analyze organization of Periodic Table; test hypotheses; write clear step-by-step instructions for conducting investigations. Use/analyze organization
of Periodic Table; test hypotheses; write clear step-by-step instructions for conducting investigations. **FINANCIAL LITERACY** - Apply knowledge of personal finance to economics of individual firm; understand productive resources are limited; identify what is gained/lost when choices are made; describe situation that requires choice, make decision, identify opportunity cost; identify examples of natural resources, human resources, capital goods; give examples of how to improve human capital; identify individuals and firms that act as consumers/producers; identify marginal benefit/cost of buying/consuming items; understand principles of rational behavior predict that people, individual firms will respond in reliable ways to positive/negative incentives; analyze competing viewpoints about impact (on consumers, producers, workers, savers, investors) of increase in minimum wage, new tax policy, and change in interest rates; give examples of markets in which buyers and sellers meet face-to-face and other markets in which buyers and sellers never meet; predict how consumers and producers would react if price of pencils rose to $10 each or fell to $.01; understand difference between price and non-price competition; use external resources to supplement entrepreneur’s expertise; explain complexity of business operations; evaluate risk-taking opportunities; explain the need for business systems and procedures; describe use of operating procedures; explain methods/processes for organizing work flow; develop and/or provide product/service; use creativity in business activities/decisions; explain impact of resource productivity on venture success; create processes for ongoing opportunity recognition; adapt to changes in business environment; explain accounting standards (GAAP); prepare estimated/projected income statement; estimate cash-flow needs; prepare estimated/projected balance sheet; calculate financial ratios; determine and deposit payroll taxes; file tax returns.

**Instructional Methods.** Instruction is organized with daily objectives and agendas. Classes begin with a Do Now, followed by agenda and objective preview, activities and exit ticket. Lessons are designed so students have the opportunity to accomplish most of the cognitive heavy-lifting – the writing, thinking, analyzing, and talking – in class. “The goal is to give [s] the most practice possible, to apply what they know as much as they can to do all the work in solving sample problems as opposed to watching [the teacher] solve problems.” While teachers draw from many instructional methods, we consistently use the following research-proven strategies, aligned with our educational philosophy, to build skills and knowledge critical to student success. **Gradual Release.** We plan for a diverse group of learners - students learning English, students who find reading easy, and students whose level of engagement or special needs require strategic intervention for them to be successful. Students become more independent and responsible for their learning as the weight of cognitive work shifts from teacher-as-model, to joint responsibility, to independent practice. **Reading and Writing Across the Curriculum.** Students use Harvard Outline and Cornell Note-taking strategies to support independent and college-bound work habits. Students are taught, supported and expected to produce high-quality and substantive writing in all content areas. Teachers expect everyone to write. Teachers require all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. To support ELL students and struggling writers, teachers provide exemplars of responses that meet and exceed expectations for all independent practice and homework. **Double Planning.** Lesson plans include what the teacher is doing during class time and detailed, parallel plans for what students are doing. Teachers create a T-chart listing teacher and tasks during the class period. This setup ensures teachers define and plan students’ on-task behavior during the lesson, avoid the error of teacher talk and idle students, and ensures students are maximizing every instructional minute to achieve more time on task. **Format Matters and Accountable Talk.** “Talking with others about ideas and work is fundamental to learning.” Students are trained,
supported, and required to ask and answer questions and address teachers in complete sentences, using proper grammar, with strong, articulate voices. Equally high standards attach to all written work. Students are respectfully corrected on format if an answer or question is given using incomplete sentences and/or improper grammar. High quality work is celebrated and displayed and quality standards inform the level of excellence required for posting work. Students have numerous opportunities to engage in meaningful and highly structured conversation, which builds phonemic awareness and fluency for ELLs and excellent habits of discussion across the school. Joy Factor. We train students to our routines, practices, and expectations, we introduce numerous achievement-oriented chants and cheers to foster a culture where “learning is cool,” teachers engage students in the classroom, students are invested in the learning experience, and we celebrate excellence. The process of acculturating students is an ongoing process, supported by weekly professional development to continue to build and improve upon the development and inculcation of that culture. FOCUS. Tutoring is part of the daily schedule, allowing staff to work individually or in small groups to re-teach skills and concepts with which students are struggling. Teachers create tutoring plans and leadership supports and monitors teachers on results. The FOCUS program is informed by the best practices of Excel Academy, a successful Building Excellent Schools (BES) charter school in Boston.

**Evaluating Success of Curriculum and Staff Needs.** Annually as part of our extended PD, the Executive Director leads analysis of student outcomes to identify strengths and weaknesses in our academic program and curricular materials; with support from the Director of Achievement, we use 5 data days during the year to make adjustments in real time, and the summer months with the results from state and end-of-year nationally-normed assessments to make strategic decisions going into the upcoming academic year. Such evaluation, along with the feedback loop of professional observations conducted weekly, inform us as to the individual, discipline-specific, and whole staff needs and use such data to design our weekly and annual professional development work. **Evaluating Teachers.** We conduct regular and frequent feedback with staff, and provide three formal points of evaluation – at the end of the first month of school for all new staff members, and at the mid-year and end-of-year points. We use evaluation tools informed by Kim Marshall, focusing on critical inputs to strong instruction, as well as on student outcomes. The Executive Director conducts all teacher evaluations, informed by the input of the Director of Achievement.

**C. Performance, Promotion and Graduation Standards.** Students earn grades based on demonstrated mastery of curriculum standards, Common Core Standards, and MCFs. Performance standards can be found in **Section B: Curriculum and Instruction** beginning on page 25, and represent Exit Standards in middle school core subjects. Supplemental requirements will be sourced from the AP, SAT, and ACT. Grades will include performance on in-class work, HW, assessments, and other components as applicable. School-wide standards for grading are explained and detailed by the Executive Director for teachers and staff during Summer Institute, during which the ED and Director of Achievement ensure all aspects of the school’s policy on grading, attendance, tutoring, promotion, and retention are discussed in detail for consistent and fair evaluation. Grading for students with IEPs will follow the objectives as outlined within the IEP. When objectives are not clearly specified, the school-wide grading policy will apply. The table below outlines our grading system with comparison of letter, percentage, and rubric, and how these grades translate to a student’s mastery of the Common Core standards.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Rubric</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
<td>4</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>4</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Promotion Requirements

For students to successfully graduate from a four-year college, they need to have a strong mastery of academic content, contextual college skills and awareness, strong academic behaviors and key cognitive strategies. Sufficient mastery is indicated by a 70% or better. For each trimester, student work – quizzes, tests, HW, and classwork will count for 75% of the student’s overall grade for that trimester with the remaining 25% accounted for by end-of-the-trimester comprehensive exam. The final grade for each year will be an average of the scores from the end-of-year final comprehensive exam and the three trimester grades, each carrying equal weight of 25% of the final grade.

#### High School Graduation Policy

To graduate twelfth grade from Argosy Collegiate, students must earn a 70% or better in all classes, meet attendance requirements, and complete a senior thesis approved by the senior teaching staff and the Director of Achievement on an approved topic related to business and economics, financial literacy, entrepreneurship, or civic leadership. The senior thesis is submitted to a group of internal and external evaluators, graded on a rubric, and as a final comprehensive exam for the twelfth grade counts for 25% of the final grade. As a college preparatory charter school, Graduation requirements and therefore Exit Standards exceed the high school

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Argosy Collegiate Charter School

requirements of the district. Our academic program is crafted to thoroughly prepare our scholars to gain access to high quality colleges and university, including but not limited to those described in Loren Pope’s profile of Colleges that Change Lives. Scholars are prepared for success in higher education institutions academically and socially. With our College Counseling and Advisory Programs, our high school students are supported with developmentally appropriate courses, programs, and schedules that prepare them for increasing independence and choice.30

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Geometry</td>
<td>Algebra II &amp; Trigonometry</td>
<td>Pre-Calculus</td>
<td>Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Argosy Collegiate: 4 Math Credits, Exceeds District HS Requirements (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>World Literature</td>
<td>World Literature</td>
<td>American Literature</td>
<td>British Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Senior Thesis &amp; Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP English Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Argosy Collegiate: 4 English Credits + Senior Thesis, Exceeds District HS Requirements (4)</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Argosy Collegiate: 4 Science Credits, Exceeds District HS Requirements (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP History- US Government &amp; Politics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Argosy Collegiate: 4 History Credits, Exceeds District HS Requirement (3)</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin I</td>
<td>Latin II</td>
<td>Latin III</td>
<td>Latin IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Latin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Argosy Collegiate: 4 Language Credits, Exceeds District HS Requirement (0)</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Financial Literacy I &amp; Banking</td>
<td>Financial Literacy II &amp; Financing</td>
<td>Financial Literacy III &amp; Investing</td>
<td>Financial Literacy IV &amp; Macro/Micro Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Argosy Collegiate: Years 5-8 of Financial Literacy Curriculum 8 credits, Exceeds district HS Requirements (1) year of economics</td>
</tr>
</tbody>
</table>

Argosy Collegiate’s high school curriculum includes a four-year College Skills Program influenced by some of the best and most successful collegiate preparation programs in the country. Our four-year program is mandatory for promotion but is not graded. Each year, students exercise their literacy, research, and writing skills as they move through each level of the College Skills Program. Each year, students dig deeper into college preparedness, pursuit of college acceptance, and individualized plan for achieving college-bound goals. We are practical and pragmatic in our unyielding belief in student potential with a college-bound mission. Research supports the validity of our mission. “Full time workers with a bachelor’s degree earn, on average, 84% more over their lifetime than those with only a high school diploma.”51 The Collegiate Skills Program is outlined by grade here. Freshmen: Level I-Bootcamp. This bi-weekly course has two components. The first includes successfully transitioning students to meet high school academic expectations. Students reflect upon their own scholarly habits, identifying strengths and weaknesses, and learning about the high school classroom. During the year-long program, students practice academic skills necessary for inquiry and research at the high school level focused on the current trends in the job market, researching high growth careers, and identifying the best college programs that support those trends. The course teaches students how to find and evaluate research sources, actively read and research using

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30 Local Graduation Requirements In Massachusetts Public High Schools, Massachusetts Department of Education, February 2011.
51 Report by the Center on Education and the Workforce, Georgetown University, May 2011.
various tools, and develop systemized note-taking skills. The second component requires students to meet with advisors at least once per week to help manage courses, to ensure students are acquiring skills and mastering curriculum, and to schedule tutoring time as needed. Tutoring is available to all students during study blocks, extra-help morning sessions, HW support, and at Saturday Academy. Any student with an average below an 80% in any class is required to schedule tutoring in those courses; all other tutoring is scheduled independently by students with advisors overseeing the process. **Sophomores: Level II-My Road.** This bi-weekly course has a large writing and public speaking component as students practice writing personal essays typical of college applications, learn about and practice the college interview, and do deeper analysis of college profiles. Public speaking skills are honed as students present college profiles and personal essays to small groups. Advisors work with students to develop criteria upon which to compare colleges and to create a college list, a preliminary listing of colleges based on personal reflection, selected criteria, and interests. Sophomores explore Advanced Placement Programs and make selections for Mastery Academy, in which all Juniors and Seniors take AP courses. Sophomores take a 10-week PSAT Prep workshop and the PSAT. **Juniors: Level III-College Kick-Off.** This bi-weekly course is a continuation of the college advisory relationship; students meet every week with advisors, attend college presentations, and host guest speakers. Students continue to research and fine tune college lists, take virtual tours of campuses, learn how to manage social media and professional networking outlets responsibly, and learn about college work study and internships. Classes meet to address procedural aspects of the college search process including the SAT general test and subject tests, conduct additional campus visits, researching tuition options including financial aid, scholarships, and grants. Juniors attend our 10-week SAT Prep workshop and take SAT general tests and subject tests in the spring. College campus visits continue over the summer and are based on students’ interests, research, and funding. **Seniors: Level IV-Senior Seminar.** This bi-weekly course focuses on the application process, essay writing, interviewing, identifying a preferred course of study, and ranking their college lists. Students work with their college advisors to break their college lists into three categories; Category 3 - high probability of acceptance into most of these schools, Category 2 - more competitive, good probability of getting into most of these schools, Category 1 - a stretch goal, very competitive, a smaller possibility of acceptance. Students will apply to a selection of schools in each of the three categories. Upon acceptance into colleges, advisors work with students to navigate choice, apply for financial aid, and set plans for transition.

Argosy Collegiate Alumni are supported via yearly campus visits from an Argosy College Support Counselor (ACSC) and through monthly emails. The ACSC works with our alumni in matters that ensure success and completion of college graduation requirements.

**D. Assessment System.** We will provide data on performance and growth, as well as comparative and trend analyses; reporting will include all subgroups. We will prepare an Annual Report at the conclusion of every academic year, providing complete transparency regarding our school design, instructional methods, and academic results. Our mission is to equip every student in grades five through twelve with the academic foundation, financial literacy, and character development necessary to excel in college, earn professional opportunities, and demonstrate positive leadership. This includes providing every student, including ELLs and students with special needs, with a college preparatory instructional program that equips them for success in high school and college. While we recognize that such growth is achieved in gradual, incremental steps, Argosy Collegiate will regularly assess the effectiveness of our programs using a variety of formative and summative assessments. Achievement data is used by all stakeholders; it drives every instructional decision of leaders and teachers; it informs parents and students about academic strengths and areas for focused efforts; and it sets the priorities for the Board of Trustees and school leadership.

In many urban settings, and looking at district data, it is clear that our scholars will be entering fifth grade significantly below grade level in ELA and math. To remediate gaps in learning, an in-house interim assessment cycle takes into account that these gaps exist. The initial part of the middle school grade levels
has assessments that begin with pre-grade level material and progressively advances to grade-level material, reaching proficiency by the end of the first year or the beginning of the second. Argosy Collegiate will administer MCAS tests in each year and subject as required. Tests will demonstrate students’ mastery of grade-level content standards in each tested content area. A testing coordinator will be appointed each year to manage the assessment process.

Argosy Collegiate is driven by core goals in all academic subjects, across sub-groups, and includes focus on attendance and partnership with parents. All goals are aligned with time-sensitive benchmarked measures that provide longitudinal, comparative, and absolute measures of performance. Kickboard will be utilized to manage scholar information and performance, which is accessible in a collaborative way to teachers, parents, and students with multi-language accessibility. For teachers and administrators, Kickboard is a valuable tool that saves time by tracking and measuring student Response to Intervention, IEP progress, reward and consequences for behavior in real-time, homework completion, and record family contact, and informing decisions that affect academic achievement. The Executive Director, Director of Achievement and teachers use state test data to analyze areas of strength and weakness and to set priorities for each school year. The Board uses the data to oversee progress towards accountability goals and evaluation of the Executive Director; families use the data to continue to examine the efficacy of the school and support the academic and character growth of their children.

All interim assessments, including Achievement Network assessments, end-of-trimester assessments and end-of-year assessments set a high bar for academic achievement, are aligned to external assessments on the state and national level and include open-ended questions. Under the direction of the Executive Director and with the support of the Director of Achievement, teachers design interim assessments before they teach to drive rigor, thus teachers know the end goals before they plan instruction. Paul Bambrick-Santoyo explains the most effective use of an assessment system: “[I]nstead of standards defining the sort of assessments used, the assessments used define the standard that will be reached...[W]e should not first teach and then try to write an assessment to match; instead, we should create a rigorous and demanding test and then teach to meet its standards. Using the wisdom and shared resources of high performing schools like North Star and Boston Collegiate, we create internal comprehensive exams, and backwards plan to meet those goals through scope and sequence planning, curriculum mapping, lesson plans, exit tickets, Show What You Know Quizzes, and Do Nows.

Curriculum is aligned to interim, trimester-based and end-of-year internal and external assessments. Assessments are given every six weeks and are graded and analyzed promptly so teachers can make instructional and student support adjustments. Teachers own the data analysis process and analyze the results individually and as a school team. Teachers develop specific plans for improvement scheduled to happen at specific times following analysis.

Trimester-based assessments are scored and analyzed using Kickboard (or similar software program). Achievement Network assessment results are provided with a test-item analysis by standard, student, and cohort. Teachers meet with the Executive Director and Director of Achievement after each round of assessments to analyze data, looks for patterns, and create action plans for the class and individual students. Action plans identify: (a) skills/concepts to be retaught to class; (b) skills/concepts to be retaught to small groups during class; (c) skills/concepts to be retaught to individual students with tutoring support; (d) students in need of intense remediation and therefore assigned to daily tutoring for the next 52 Bambrick-Santoyo, Paul. (2010). *Data Driven Instruction*. San Francisco, CA: Jossey-Bass p.133.
53 Kickboard is a web-based professional data management system that allows schools to track performance in individual classrooms and school-wide using skills-based grade books, progress reporting, school culture analysis and custom tailored to the discipline systems of each school client. Kickboard. http://www.kickboardforteachers.com/features.
54 Ibid.
55 The Achievement Network was awarded the 2011 Organization of the Year Award at the NewSchools Summit. The Achievement Network provides and scores standards-aligned assessments, holds timely data meetings with instructional leaders, and helps schools develop the internal structures and practices necessary for effective data use. ANet team members help educators acquire, review, understand, discuss, and make concrete and measurable plans based on data.
marking period; (e) adjustments to existing small groups for reading and math instruction; (f) weaknesses in curriculum to revise for subsequent years; and (g) support and PD for teachers to strengthen areas of instructional weakness. Action plans are revisited frequently in grade-level and content-area team meetings to ensure students are making adequate progress toward mastery. Five PD days throughout the year are exclusively devoted to the analysis of assessment data. Below please find the comprehensive list of assessments used to propel our mission and support strong student outcomes.

**Stanford 10 – Reading, Language Arts, Math.** Measures longitudinal growth for cohorts of students over multiple years; compares growth to national cohort. Conducted in the fall for each new student and at the end of each year for all students in grades 5-8. **Trimester and End-of-Year Assessments – ELA, Math, Science, Social Studies, Financial Literacy.** Measures progress in core content areas. Data allows us to revise ways standards are taught, assessed, and re-taught. Conducted at the end of each trimester and at the end of the year. **Achievement Network Assessments** – ELA, Math. Interim assessments produce user-friendly data maps on which standards students have mastered and where they are struggling. Allows for comparison against other charter schools in the state. Conducted every 6 to 8 weeks, typically at midpoint of trimesters.

**Fountas and Pinnell and Accelerated Reader – Reading, Decoding, Comprehension.** Monitors reading and fluency levels, and monitors comprehension of books read independently. Tracks level and quantity of books and reading growth over time. Conducted at various intervals based on student needs. **Teacher-Created Assessments – Class Activities, Weekly Quizzes, Projects, Writing Assignments, Daily HW in All Subjects.** Checks for understanding, allowing real-time adjustments to instructional planning and execution and student supports. Administered daily, weekly, and cyclically as appropriate. With the growth of the high school, during the term of a second charter, we will supplement these assessments with the SAT, AP, and ACT Exams.

**E. School Characteristics.** Our mission is to equip Fall River scholars in grades five through twelve with the academic, financial and character foundation necessary to excel in college and demonstrate positive leadership. To achieve our goals, our daily schedule and calendar must reflect a focus on literacy, language, and mathematics, infused with the development of financial literacy, and supported with an exemplary school culture that frames our rigorous academic program. Please see Attachment I for the Argosy Collegiate 2014-2015 Academic Calendar.

**Narrative for Academic Calendar.** Operating on a trimester schedule, we provide 185 total days of instruction, including five student orientation days in August. In addition, we provide 22 days of Saturday Academy for students struggling in reading and math. Saturday Academy is offered every Saturday in September to focus on mastering the multiplication tables. From October through June, Saturday Academy is held bi-weekly. There are 10 days of Summer Academy for all students struggling to meet academic requirements for the year. (See Promotion Requirements for details on Summer Academy.) Daily operation Monday through Friday begins at 7:30 am with breakfast for all students, advisory at 7:45, and classes begin at 8:00. Each day except for Fridays, school dismisses at 4:30 pm. On Fridays, school dismisses at 1:30 pm to allow for ongoing, targeted PD for all staff. In addition to three hours of PD each Friday, there are five full days for ANet data analysis, and 15 full days of staff/teacher orientation prior to the start of each school year. Stanford 10 testing is scheduled for early September and late June. Based on the slow growth model utilized in high performing schools, Argosy Collegiate opens in August, 2014 with a fifth grade inaugural class of 81 students, in three classes of 27 students per class. Each year thereafter, Argosy Collegiate adds another incoming fifth grade group of 81 students arranged in the same format. We do not enroll new students into any grade unless we are below our charter approved target

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57 Achievement Network. www.achievementnetwork.org. The Achievement Network (A-Net) serves high-need students with effective data-driven strategies to identify and close gaps in learning and embed these strategies into schools’ everyday routines. A-Net enables schools to use data to increase achievement by combining high-quality standards-aligned assessments; educator coaching in how to analyze assessment results, identify gaps in learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.

number. When we backfill, we do so from our waiting list through and including grade eight (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1); 603 CMR (1.06(8)). We continue at this pace until full enrollment in 2021 with 585 students in grades five through twelve. A slow growth model allows us to develop systems, instructional programs and new curricular materials, while building upon a strong foundation of culture and academic achievement. The enrollment plan below allows for attrition and retention.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Ages</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y1</td>
<td>Y2</td>
</tr>
<tr>
<td>First Charter</td>
<td>5</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11-13</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>12-14</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>13-15</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>14-16</td>
</tr>
<tr>
<td>Second Charter</td>
<td>10</td>
<td>15-17</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>16-18</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>17-19</td>
</tr>
<tr>
<td>Total Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students per class</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

All instructional periods are 55 minutes long. Students take: Reading, Writing, and two Math periods (Procedures and Problem Solving) five days per week; Social Studies and Science four days per week; PE and Financial Literacy two days per week. Tutoring support is offered during non-core academic time, and during the daily FOCUS period when students have teacher-support for tutoring and HW as needed. The school meets as a whole community each Friday, celebrating student achievement and the school’s values, and the staff meets for three hours each Friday for Professional Development. Sample student and teachers schedules are below.

Sample Student Schedule, Mon/Tue/Wed/Thu, Grades 5-8

<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 7:45</td>
<td>Breakfast (15 minutes)</td>
</tr>
<tr>
<td>7:45 - 8:00</td>
<td>Advisory, DEAR (15 minutes)</td>
</tr>
<tr>
<td>8:00 - 8:55</td>
<td>Math: Procedures (55 minutes)</td>
</tr>
<tr>
<td>9:00 – 9:55</td>
<td>Reading/ELA (55 minutes)</td>
</tr>
<tr>
<td>10:00 – 10:55</td>
<td>Social Studies (55 minutes)</td>
</tr>
<tr>
<td>11:00 – 11:55</td>
<td>Physical Education 2x week/Financial Literacy 2x week (55 min)</td>
</tr>
<tr>
<td>12:00 – 12:25</td>
<td>Lunch/Recess/HW Center (25 minutes)</td>
</tr>
<tr>
<td>12:30 – 1:25</td>
<td>Math: Problem Solving (55 minutes)</td>
</tr>
<tr>
<td>1:30 – 2:25</td>
<td>Science (55 minutes)</td>
</tr>
<tr>
<td>2:30 – 3:25</td>
<td>Writing (55 minutes)</td>
</tr>
<tr>
<td>3:30 – 4:25</td>
<td>Focus/Homework Center/After School Enrichment/Detention (55 min)</td>
</tr>
<tr>
<td>4:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Sample Student Schedule, Fri, Grades 5-8

<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 7:45</td>
<td>Breakfast (15 minutes)</td>
</tr>
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<tr>
<td>9:00 – 9:55</td>
<td>Reading/ELA (55 minutes)</td>
</tr>
<tr>
<td>10:00 – 10:55</td>
<td>Math: Problem Solving (55 min)</td>
</tr>
<tr>
<td>11:00 – 11:55</td>
<td>Writing (55 minutes)</td>
</tr>
<tr>
<td>12:00 – 12:25</td>
<td>Lunch/Recess/HW Center (25 minutes)</td>
</tr>
<tr>
<td>12:30 – 1:15</td>
<td>Weekly Community Meeting (45 minutes)</td>
</tr>
<tr>
<td>1:15 – 1:25</td>
<td>Advisory (10 minutes)</td>
</tr>
</tbody>
</table>

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59 We add four years of Latin as a foreign language at the high school level.
A Day in the Life of an Argosy Collegiate Scholar.  **7:10 am** – Carolina, an Argosy Collegiate fifth grader is ready to board the school bus on the corner of South Main Street and Mt. Hope Avenue. Just like every morning, Carolina’s mother, Mrs. Medeiros, an Argosy Collegiate Volunteer, supervises her daughter and the other four students who board the bus at this stop. Each student greets Mrs. Medeiros and each other with “Good morning, Carolina. Good morning, Mrs. Medeiros.” Carolina and Mrs. Medeiros respond in kind, and Mrs. Medeiros asks each student if they are ready to learn today. Students respond with an enthusiastic, “Yes, I’m ready to learn today. I can’t wait to learn something new!” “Excellent,” responds Mrs. Medeiros. The scholars know to line up in front of Mrs. Medeiros, facing her so she can keep her eyes on them and on the arrival of the bus. Scholars are expected to be reading their DEAR books as they quietly await the bus. Once the school bus arrives, Carolina and her peers board the bus one at a time and in silence, other than a greeting for Ms. Oliveira, the bus driver, who responds with, “Good morning, Carolina. Are you Determined to learn today?” Carolina responds, “Yes, Ms. Oliveira, I am Determined to learn today!” Carolina sits in her assigned seats and scholars get right back to their DEAR books. Ms. Oliveira, using her rearview mirror to check that Carolina and the others are quietly seated before turning off the bus’ flashing red lights, and slowly accelerates, and enters traffic. Carolina sits in her assigned seat and looks out the window to see the scenery pass by.
next to Dante, and they exchange warm smiles. The bus ride to school is quiet, except for morning greetings as other stops are made on the way to school. A quiet bus ride ensures the safety of all aboard the bus, eliminates the possibility of bullying or misbehavior, allows the bus driver to concentrate on driving, and adds valued reading minutes to the day even before students arrive at school. Both Mrs. Medeiros and Ms. Oliveira received training at Argosy Collegiate during Student Orientation, where hour of practice at boarding and de-boarding the bus, and reviewing procedures until students carried out arrival and dismissal procedures correctly. 7:27 am - Carolina arrives to Argosy Collegiate on time, and waits for the bus to come to a complete stop before gathering her belongings. She and the other students on the bus look for Mr. Silvia, one of her math teachers, who boards the South Main St./Mt. Hope Avenue bus every day as part of his morning duties. Mr. Silvia makes eye contact with Carolina and Dante, and signals them non-verbally to stand and walk off the bus. Mr. Silvia continues this procedure, row by row, and the students maintain their silence except for a quick “Thank you, Ms. Oliveira” from Carolina and each of the scholars until all 28 scholars have vacated the bus. Mr. Silva’s job is to vacate the bus of scholars and ensuring the bus is empty in less than two minutes. Carolina is greeted by Ms. Greene, the 5th grade History teacher as she steps onto the sidewalk and ensures all scholars quickly and quietly approach the threshold of the school. Carolina joins the two parallel lines of students who await the doors opening at 7:30 am. There are two additional Argosy Staff members supervising the lines ensuring proper line behavior and safety. 7:30 am - The Executive Director, Ms. Pavao, opens the school doors, and warmly and individually greets every student by name. When it’s Carolina’s turn to enter the building, Ms. Pavao welcomes her eagerly. “Good Morning, Carolina! Why are you here today?” “I am here to learn,” Carolina replies. “What will it take?” asks Ms. Pavao. “Determination, Responsibility, Excellence, Ambition, and Maturity,” replies Carolina. “Absolutely,” says Ms. Pavao. “Let’s check your uniform quickly, belt, socks, and shirt tucked. Great. Carolina, I heard you got an A- on Friday’s Math Procedures Show What You Know Quiz. Great work! Looks like you are on your way to Mastering translating fractions to decimals. I look forward to sharing the news with your mother later today at the Argosy Collegiate Volunteer Meeting.” “Thank you, Ms. Pavao,” replies Carolina as she beams with pride. In full uniform, Carolina is welcomed into the school building. On her way to drop off her homework, Carolina is greeted again by Mr. Sullivan, one of the fifth-grade ELA teachers, in the school’s main hallway, passing walls rich with motivational thoughts and a bulletin board highlighting staff members’ pictures, collegiate logos, and a map with pinpointed colleges that Argosy Collegiate staff members have attended. HW file boxes are lined up on tables inside the multi-purpose room and are organized by grade and homeroom, and are filled with colorized hanging files. Carolina hands her HW folder to Ms. Greene, one of six staff members who check every HW sheet for heading and completion. Reading logs are checked for parent/guardian signatures, and any document failing to meet standards is quickly marked on an alphabetized spread sheet by a HW supervisor. Ms. Greene checks Carolina’s papers and since every paper is completed to satisfaction, Ms. Greene makes no mark on the spreadsheet, and hands the papers back to Carolina. Carolina inserts her HW, which is printed on colored paper that corresponds with its hanging file - math procedures homework is always printed on light purple paper and is quickly dropped in the purple file, writing HW is always blue and goes into the blue file, etc. HW is due at 7:45 am, and any student dropping off homework later than that will automatically be assigned detention after school the same day, as well as any student who does not submit HW that is 100% complete. HW spreadsheets are handed to the Office Manager by 8:00 am, and she compiles and enters the data into the computer. Parent/guardians of any scholar assigned to detention will receive an automated phone call notifying them of the detention by 9:00 am. That HW report is automatically sent to the Executive Director, Director of Achievement, Director of Finance and Operations, Student Supports Coordinator, and the teaching staff. Carolina walks to her left to silently join the line of students walking around the perimeter of the room toward the breakfast pick-up table. With breakfast in hand, Carolina continues to walk along the perimeter, just as she had been taught in student Summer Orientation, until she reaches her advisory’s table, clearly identified with a laminated sign that reads “Boston University 5” next to a colorful picture of Rhett, the Boston Terrier, Boston University’s
mascot. At the end of each table, plastic cartons hold each student’s Brain Breakfast folder, all organized alphabetically for easy retrieval. Carolina sets her food down and then walks to the end of the table to pick up her folder. Carolina eats her breakfast, as she works on a puzzle to identify synonyms and antonyms on a Latin/English vocabulary review worksheet. Mr. Amaral, her homeroom/advisory/Math Procedures teacher, warmly greets Carolina with handshake and smile and little interruption. Carolina has been improving her vocabulary and enjoys the breakfast work. After 10 minutes, Ms. Pavao, the ED, walks to the center of the room to lead a clapped chant, letting everyone know that it is time for a cheer and some Shout Outs. “Good morning, Class of 2026!” “We are Argosy Collegiate Scholars. We have the knowledge to go to college. We share our knowledge with others because explaining what we know and justifying our thinking prepares us to transform ourselves, our communities, and the 21st century.” Carolina and the rest of the students and staff repeat the chant in unison. With a non-verbal cue from the school leader, homeroom/advisory and enrichment teachers begin to raise their hands to give scholar “Shout Outs” from the previous day. “Ms. Greene, do you have an Argosy Collegiate Shout Out?” “Yes, Ms. Pavao, I do,” says Ms. Greene enthusiastically. “Dominic has been demonstrating great Responsibility in Social Studies class and I have an example from yesterday. Dominic was unsure about a specific question on last night’s HW and after calling a few scholar friends for help, he still wasn’t 100% clear, so he emailed me for clarification. I sent him back a quick email to explain the question a little further, and I just looked at his HW and it looks great! Dominic showed great Responsibility by reaching out to fellow scholars first, and then to me for support. He took great Responsibility for his HW which will make today’s lesson even better for him and the rest of Northeastern 5 Paws!” Scholars chant a short burst of encouragement about Responsibility, and scholars immediately return to silence. With a non-verbal cue, a hand gesture, Ms. Pavao directs the students and staff that it is time for silent cleanup. This is the cue for students who have cafeteria clean up jobs this week to wheel large waste cans to the end of each table. Students silently carry their food trays in two single file lines to the end of the table, where there is a separate waste container for solids and liquids. Students wait for additional directions and then gather their belongings to transition to advisory in silent, orderly lines, led by their homeroom/advisory leader. 7:45 am – Mr. Amaral escorts Carolina along with the rest of BU 5 silently to their homeroom/advisory. Carolina proceeds to her pre-assigned desk. Mr. Amaral gives a non-verbal cue for Carolina’s group to move to the back cubbies to get organized, and signals with his other hand that they have one minute to complete their cubby tasks. Carolina silently stands up and brings her backpack to her cubby, unzips it, and removes all of her binders. She puts her white writing binder and blue science binder in her cubby and places her empty and zipped backpack on top of the cubby, along with the other scholars’ empty backpacks. She brings her green math binder, red reading binder, and black social studies binder to her desk. She places the reading and social studies binders in the rubber band that wraps around the two right-hand legs of her desk. This rubber band keeps her binders tightly secured and out of the way, and Carolina finished her cubby tasks in less than 60 seconds. Carolina sharpens two pencils from her pencil case, and places them along with a black pen and an eraser at the top of her desk. She begins reading her DEAR book, as the other students work for their minute time blocks to get their cubby work done. DEAR books have been carefully selected for each student with the assistance of Ms. Jones, one of our ELA teachers, who matches each student with an appropriately challenging book for his or her reading level and interests. Carolina is currently reading The Phantom Tollbooth, a classic fantasy novel by Norton Juster. At 255 pages, it is the longest book that Carolina has ever read but she became excited about it when Ms. Jones told her that The Phantom Tollbooth was also one of her favorite books when she was in fifth grade. Carolina is already more than halfway through. Time passes too quickly, and just as Carolina reads that Milo and his friends reach the Valley of Sound, Mr. Amaral calls, “1-2-3 Eyes on me!” The class responds in unison, “1-2-3 Eyes on you!” and then proceeds to close their DEAR books and place them on the left corner of their desks. Mr. Silvia enters the room right on cue with his math cart that is loaded with all the copies he needs for his three
Math Procedures classes, and Mr. Amaral exits the room wishing the Boston University scholars a very collegiate day. **8:00 am** - Math Procedures always begins with a Q2 (Quick Questions-Do Now60) and Mad Minute math facts, where students calculate as many math facts as they can on a handout containing 100 questions. Today’s Mad Math Minute focuses on practice of all operations with integers. “You have one minute. Pencils up. 3-2-1-Go,” says Mr. Silvia. After one minute Mr. Silvia reads the answers in two minutes as scholars mark Xs or Cs next to their answers. He directs them to make a ratio of number correct over 100. Josiah, who sits next to Carolina, is the BU 5 Mad Minute Champion but Carolina is close behind. Carolina answers 87 of 100 correctly today - a personal best. Mr. Silvia teaches a lesson on expressing fractions as ratios. Scholars begin to understand the relationship between converting fractions to decimals, decimals to fractions, and fractions to ratios. Math Problem Solving and Math Procedures are Carolina’s favorite classes so she is excited about two blocks of math everyday plus financial literacy twice per week. She will have almost three hours of math in one day; she used to struggle in math, and now she is so proud to be improving and proud of how hard she works to succeed. Mr. Amaral uses the last few minutes of class to review the main objective for the lesson, give feedback to the class using DREAM Points, remind scholars to copy HW, and provides direction for transition.61 Mr. Amaral says, “Scholars, yesterday you transitioned to Reading in 38 seconds. Your challenge now is to transition in 35 seconds. I am waiting for 100% eye contact.62 Good. Go.” Scholars quickly and silently switch out binders from their rubber bands around their desk legs. Carolina and her peers absolutely enjoy being timed for tasks and being challenged to beat their best times.

For full Day in the Life, from arrival to dismissal, please see Attachment N

**A Day of an Argosy Collegiate Teacher.** Mr. Silvia- Math Procedures Teacher, 5th grade. Mr. Silvia arrives to Argosy Collegiate at 6:30 am on a regular basis to ready his materials and white board configuration, refer to the day’s schedule, email 5 parents (which he does every day to touch base, and then adds additional phone calls if necessary), read and respond to any in-house email from the ED, DA, or SSC. At 7:10 am Mr. Silvia gets a ride from the custodian who drops him off at the South Main St./Mt. Hope Ave. bus stop to supervise/ensure behavioral expectations on the bus ride to Argosy Collegiate. He quickly greets Mrs. Medeiros, the bus stop/parent volunteer, and Ms. Oliveira, the bus driver before greeting and inviting scholars to board the bus. Scholars take advantage of the 10 minute bus ride to read DEAR books or put finishing touches on homework or to review Latin vocab words. The bus arrives to school on time and Mr. Silva gives the scholars a summary of their behavior of the bus ride and invites them to de-board the bus. From 7:30 am – 7:45 am, Mr. Silvia supervises breakfast, and greets each scholar with a warm smile, a firm handshake, direct eye contact, and morning welcome by name. Ms. Pavao directs breakfast, and Mr. Silvia directs Brain Breakfast for his homeroom and monitors behavior according to school policy. At 7:45, he escorts his homeroom to class for advisory and DEAR. At 8:00 he teaches his first Math Procedures cohort. 9:00 is targeted tutoring for scholars who are struggling as evidenced through yesterday’s EXIT ticket, and Mr. Silvia pulls 3 scholars who struggled with conversions of mixed numbers to fractions yesterday. 10:00 is Mr. Silvia’s planning time to analyze data, plan tutoring, intervention, supports, or reteach. 11:00, Mr. Silvia teaches his second cohort for Math Procedures. At12:00 Mr. Silvia eats his lunch quickly and moves to provide support during lunch/Homework center. At 12:25 Mr. Silvia teaches his third and final Math Procedures cohort for the day. At 1:30, Mr. Silvia has Curriculum Development and Individual Planning time, which allows for vertical planning. From 2:30 to 3:25, Mr. Silvia attends a Team Meeting/Curriculum Development, which allows for 5th grade team continuity. At 3:30, Mr.

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Argosy Collegiate Charter School
Silvia provides homework support until 4:25, where he then supervises dismissal per direction of the ED. Mr. Silvia works until 6:00 pm ensuring that he is prepared for a smooth 6:30 am arrival the next day.

**Culture of Achievement.** We provide a positive, safe, and energetic middle and high school experience where student achievement comes first. We implement systems and structures to limit distractions, based on the Building Excellent Schools model for high performance and highly structured schools, such as Excel Academy and Boston Preparatory Charter Schools in Boston, MA and Achievement Preparatory Academy in Washington, DC. With the model of such BES schools, Argosy Collegiate will ensure that every teacher hired, dollar spent, policy written, schedule created, rule enforced, and school-related meetings all focus on academic achievement.

At the start of each year, we hold a week of student orientation to teach new students how to be successful in the school and learn the school’s rituals and routines, and in which we refocus all returning students on the behavioral and academic expectations of the school. Each day during Advisory and each week during Community Meeting, we ritualistically build and celebrate class and school culture, as students and staff focus on our DREAM Values - Determination, Responsibility, Excellence, Ambition, and Mastery. During the planning year, the Executive Director conducts recruitment events in targeted Fall River communities, explains the mission of Argosy Collegiate to families and students emphasizing the importance of academic achievement and hard work through our college preparatory curriculum. Through these events, gatherings, networking, and marketing materials, we communicate our mission for a no excuses, highly structured, safe school, with a rigorous and joyful focus on academic achievement and leadership development, all provided through our extended school day and year.

**Defining and Communicating Expectations.** A warm and demanding school culture for every stakeholder begins before the school’s first day of operation with home visits and family orientation meetings, with multiple sessions scheduled at times convenient for families. We review all components of the Student and Family Handbook that name expectations of students and parents. The Handbook outlines the structures that support students during and outside of the school day. It details the school’s expectations and consequences for not meeting expectations. Topics include attendance, uniforms, school-work, HW, discipline and staff contact information. All families receive the Handbook during Family Orientation in English and their native language. The Staff Handbook, provided and reviewed during staff orientation, has details on expectations, policies and systems and procedures for every staff member. The Handbook outlines expectations to ensure we maintain a safe, orderly, academically focused school.

**Paycheck Token Economy System.** We reward and grow student behaviors that we want to see. Modeled after KIPP and as implemented by BES schools such as Excel Academy (Prep Points) and Achievement Prep (DREAM Dollars), we use a paycheck system and reward students with weekly paychecks of DREAM Dollars for upholding expectations and modeling DREAM values. Students earn DREAM Dollars individually and may lose DREAM Dollars for exhibiting behaviors that do not uphold the DREAM values (i.e. unprepared for class, not paying attention, not doing HW, disrespect). DREAM Dollars are used to purchase mission-appropriate materials (college notebooks, pens, and t-shirts) and school supplies. Students can accumulate DREAM Dollars for rewards such as field trips and events. Paychecks are tallied weekly and sent home for parental review and signature, and are returned to school each Monday. Students receive new weekly paychecks (starting at $100) every Monday. Paychecks tell families how students have done in the previous week in regards to attendance, behavior, and homework.

**Disciplinary Offenses.** We define a disciplinary offense as a violation of our code of conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity;
walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. Consequences for disciplinary offenses are subject to the discretion of the Executive Director and the Dean of Culture and Families and may include school service, loss of school privileges, detention, in-school suspension, out-of-school suspension, and/or expulsion. The list of punishable offenses will be set forth in the Student and Family Handbook.

Consequences are administered for behavior that transgresses our Code of Conduct, such as unpreparedness for class, minor disruptions of class learning, uniform violations, and chewing gum. More serious consequences are administered for behaviors including, but not limited to the following: 

**Disrespect and/or disruptions of learning.** We do not tolerate disrespectful behavior towards staff, guests, or other students. Behaviors which prevent other members of the school community from pursuing their education (such as failing to follow a teacher’s directions, repeated talking or deliberately distracting other students during class) are considered disruptions of learning. **Cheating and/or plagiarism.** Cheating and plagiarism represent breaches of community integrity and trust. We define cheating as conversing with another student during a graded assessment, copying or attempting to copy another student’s work, or using/attempting to use materials other than those allowed during an assessment. Plagiarism is defined as representing another’s work as one’s own. **Safety Violation.** This includes pushing, fighting, threatening or other violent behavior. Being in an unsupervised location is also a safety violation. **Unprofessional contact.** This includes any forms of touching, groping, or other displays of affection. **Attendance violations.** Students are required to attend all scheduled classes and events, on time. Students should not go beyond the specified limits of the school grounds without an approved chaperone or the express permission of a faculty member. Students who are not present in school may not attend school-sponsored activities after school on that day. **Property violations.** The theft, destruction, or defacement of school or private property constitute violations of state law and jeopardizes the integrity of the school community. **Harassment.** We are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. **Alcohol, controlled substances, and tobacco.** The sale, transfer, use, or possession of alcohol and controlled substances at school or school related functions constitute a violation of Massachusetts State Law. Smoking on school grounds is strictly prohibited. **Weapons.** Massachusetts State Law dictates that “any student who is found on the school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or knife...may be subject to expulsion from the school.”

**Progression of Consequences: DREAM Dollar Deductions.** Teachers give students visual reminders and verbal clarification to help students develop self-discipline and correct behaviors. Students whose behavior in class is unproductive or counter-productive earns paycheck deductions and are required to serve a detention at the end of the school day. **Suspension from Class.** Any student whose behavior disrupts the learning environment and jeopardizes another student’s education is suspended from class at the discretion of the teacher. This means that the student must report immediately to the Executive Director or Director of Culture and Families, and remain in the office until it is clear that the disruptions will cease. Suspension from class requires a student to reflect upon and learn from his or her behavior as demonstrated through writing and perhaps through service towards the school community. **In-School Suspension.** An in-school suspension results in the loss of all social and academic privileges. A student who receives an in-school suspension remains in the building and continues to have access to the curriculum but is isolated from classmates and peers. An in-school suspension may also result in after school duties. A parent or guardian is required to meet with an administrator before the student’s readmittance to class. A student on in-school suspension who continues not to follow school rules and

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Strategically informed by Boston Preparatory Public Charter School’s Student and Family Handbook. Argosy Collegiate Charter School
expectations is subject to out-of-school suspension. **Out-of-School Suspension.** An out-of-school suspension results in immediate removal from school of the student in question. Unless otherwise stated, the final determination of the length of any out-of-school suspension rests with the Executive Director. The suspension continues until the administration, student and his/her parent(s) meet to agree upon appropriate behavioral conditions for the student’s re-admission into the school community. This meeting takes place as quickly as possible after the student’s removal. In the case of more serious or repeated infractions, suspensions may last for a longer duration and may be accompanied by other sanctions. A student suspended from school is not allowed on school grounds or at school-related functions. **Expulsion.** An expulsion results in the immediate and permanent removal from the school.

**Suspension and Expulsion Procedures: Short Term Suspensions.** Unless a student presents danger or risk of substantial disruption to the educational process, the student receives the following prior to suspension of 1-10 days: oral or written notice of charges; if the student denies the charges, an oral or written explanation of the evidence against him/her; and an opportunity to present his/her version of the relevant facts. In the case of danger or a risk of substantial disruption, this process occurs immediately after rather than before the suspension. **Long Term Suspensions or Expulsion.** For expulsion or suspension longer than ten days, the student receives: written notice of the charges; the right to be represented by a lawyer (at the student’s expense); adequate time to prepare for the hearing; the right to present witnesses and to cross examine witnesses presented by the school and a reasonably prompt, written decision including specific grounds for the decision. We record the hearing and a copy of such is made available to the student upon request. Notices and proceedings are translated into the student’s/parent’s primary language if necessary for their understanding of the proceedings. **Role of the Executive Director and Board of Trustees in Long Term Suspension and/or Expulsion.** The Executive Director (ED) is vested with the authority to expel students in the following four circumstances: student possession of a dangerous weapon; student possession of controlled substance; student assault of educational personnel; or student charged with or convicted of a felony. All decisions by the Executive Director regarding long term suspension or expulsion of a student for any of the above-mentioned reasons or any other reason are subject to review by the Board of Trustees. Expulsion for all offenses except for the four listed above must involve the Board of Trustees. Expulsion shall be defined as permanent expulsion. Upon receipt of the recommendation for expulsion, the Board of Trustees considers the expulsion of a student (as provided for in M.G.L. c. 76). The following procedures apply: The ED may commence an expulsion proceeding before the Trustees by providing them with notice of the reasons for the proposed expulsion; Prior to any decision by the Trustees to expel a student, the student is provided with written notice of the following: charges and a statement of the evidence; date, time and place of a hearing; notice of the right at the hearing to be represented by legal counsel, present evidence, confront and cross-examine witnesses; Hearings to consider the expulsion of a student are held in executive session unless the student or parent requests an open hearing; A student and/or parent have the right to review the student’s records; the decision by the Trustees is in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision. All policies relative to conduct of students that can result in a suspension or expulsion from school are published in our Student Handbook in accordance with M.G.L. c 71 section 37H.

**Discipline Procedures Applicable to Students with Disabilities.** In addition to discipline procedures applicable to all students, the following are applicable to students with disabilities. A student not specifically identified as having a disability but whose previous school(s) or Argosy Collegiate, prior to the behavior which is the subject of disciplinary action, has a basis of knowledge – in accordance with 34 CFR 300.527(b) – that a disability exists may request to be disciplined in accordance with these provisions. Argosy Collegiate will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. Argosy Collegiate maintains
written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior, disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Students for whom IEP includes a Behavior Intervention Plan (BIP) is disciplined in accordance with the BIP. If it is determined that the BIP is ineffective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter is immediately referred to the Student Services Coordinator, or a like position or team of individuals, for consideration of a modification to the BIP. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student is immediately referred to the Special Services Coordinator, or a like position or team of individuals, for reconsideration of the student’s BIP and/or educational placement. In the event such student does not have a BIP in place, a functional behavior assessment is conducted and a BIP is developed. Such a student shall not be suspended for a total of more than 10 days during the school year without the convening of a Multi-Disciplinary Team (MDT) meeting prior to the eleventh day of suspension, because such suspensions may be considered to be a manifestation of the student’s disability and/or a change in placement.

**Provisions of Services During Removal.** Those students removed for a period fewer than ten days receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions are made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school provides additional alternative instruction for the first 10 days of suspension so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring. During any subsequent removal that, combined with previous removals equals 10 or more school days during the year, but does not constitute a change in placement, services are provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child’s special education teacher, make the service determination. During any removal for drug or weapon offenses pursuant to 34 CFR § 300.520(a)(2), services are provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The school will place students in interim alternative educational settings for up to 45 days as appropriate and mandated by 34 CFR § 300.520(a)(2). During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services are provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP.

**Homework Center.** Homework (HW) is assigned nightly and is a mechanism for student success. HW reviews skills and content taught in class that day or in a previous lesson. Since HW is review, it allows teachers to know how each student is performing on each lesson and to identify any interventions students may need. Nightly HW helps students become accustomed to the self-motivation and time-management needed to advance their education. HW check is part of morning Advisory; students who do not complete any HW are required to attend HW Center instead of social lunch and recess that day. Names of students not completing HW or completing HW unsatisfactorily, e.g., crumpled paper, illegible handwriting are provided to the office and the Office Manager promptly informs parents. HW Center provides a quiet, structured environment where students can complete HW and receive assistance. Scholars have two opportunities daily for homework support; during lunch and from 3:30-4:25 pm. **Focus.** All students have access to additional tutoring, as part of the schedule before dismissal each day. Students are identified for support and are also encouraged to request Focus time in a particular subject by asking his/her teacher. Tutorials are provided in small group settings or through one-on-one support. Tutoring is mandatory for any student scoring below 70% in a subject area. Students attend tutoring over a six-week period or until the student demonstrates that s/he is successfully mastering class material. As part of their daily schedule, teachers provide targeted tutoring during the day for individual students who require
additional support. **Saturday Academy.** Saturday Academy provides supplemental support in reading, writing, and math. Starting the second week of school, Saturday Academy is offered every Saturday in September and every other Saturday from beginning in October. Saturday Academy is for all students who are underperforming. For all incoming fifth grade cohorts, Saturday Academy begins with early numeracy when necessary or multiplication tables. This supplemental program provides struggling students with additional academic support in small groups tailored to their specific academic needs. Students enrolled in Saturday Academy are also required to attend Focus and Tutoring during the week. **Summer Academy.** At year’s end, students scoring below 70% in one or two core academic class(es) attend a two-week Summer Academy. Students work through targeted instruction and practice in subject area(s) of struggle. At the end of Summer Academy, students are re-tested on comprehensive assessment(s) in the appropriate subject area(s). If a student scores 70% or above, s/he is promoted; if below 70%, s/he is retained. Families who believe their student(s) requires summer support, regardless of promotion status, may select to attend Summer Academy, with prior approval of the Director of Achievement. If approved, a self-selected student is held to the same academic and behavioral standards as students required to attend Summer Academy, except that s/he does not receive a formal grade or is not required to take the comprehensive assessment. **Parent and Family Partnerships.** Research shows that when families are constructive participants in their child’s academic life, learning outcomes improve. We build and continue to develop a positive, mutually beneficial relationship through regular communication between school and the caring adults in our students’ lives. We work with families to become part of our school’s work to promote their children’s academic success, and the possible academic success of all students. Strategies include: Annual Information Sessions during application process with Parent Orientation following lottery; Daily HW Hotline with summary of all HW provided through a phone call-in system; Weekly Academic and Behavioral Reports distributed each Friday and returned with signatures each Monday; Monthly Newsletters outlining major events and updates on student achievement and school community events; 6 Mid- and End-of-Trimester Reports providing quantitative and qualitative student performance results; 3 Trimester Family-Teacher Conferences; Cyclical Award and Recognition Events with families invited to school to celebrate student success and performance; and Family Achievement Committee that meets monthly with the Executive Director to support school growth and student success. We gauge parental and familial satisfaction through annual written surveys. These allow the school to identify strategic areas of improvement, and gather parental input on important issues of school administration and governance. Results are reviewed by the Executive Director and other school-level administrators, who in turn report results to the Board, thus informing future Board agendas and school improvement efforts.

**F. Special Student Populations And Student Services.** We educate all students regardless of ability and comply with all state and federal statutes, including Title II of the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and section 504 of the Rehabilitation Act of 1973. We educate students with disabilities in the Least Restrictive Environment (LRE) and with their non-disabled peers, to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP). We do not discriminate in admission and enrollment practices against students having or suspected of having disabilities. **Special Education Services.** All students regardless of challenges and ability can achieve academically. The Executive Director oversees the planning and implementation of school-wide structures and systems to ensure compliance with all state laws and regulations. We provide students with a Free and Appropriate Public Education (FAPE), and to ensure that all students’ needs are well met, we hire highly qualified and appropriately licensed special educators including a Student Supports Coordinator (SSC) who works closely with all teachers to provide accommodations and modifications as needed, and to establish responsive classroom practices that meet the needs of all learners, particularly those with learning disabilities. The SSC maintains records and adheres to the following processes to ensure that Argosy Collegiate meets every student’s needs.

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65 [http://www.doe.mass.edu/charter/sped/default.html](http://www.doe.mass.edu/charter/sped/default.html).
<table>
<thead>
<tr>
<th>Year</th>
<th>Anticipated SPED #</th>
<th>Projected Staffing Needs</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>17 students</td>
<td>1 FTE Student Supports Coordinator @ $55,000 (.5 admin; .5 service delivery)</td>
<td>licensed Special Educator in MA; supervisors/directors license preferred</td>
</tr>
<tr>
<td>2015-2016</td>
<td>34 students</td>
<td>1 FTE Student Supports Coordinator; 1 FTE Special Ed teacher @ $55,000</td>
<td>licensed Special Educator in MA</td>
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<tr>
<td>2016-2017</td>
<td>51 students</td>
<td>1 FTE Student Supports Coordinator; 2 FTE Special Education Teachers @ $55,000 + COLA</td>
<td>licensed Special Educator in MA</td>
</tr>
<tr>
<td>2017-2018</td>
<td>68 students</td>
<td>1 FTE Student Supports Coordinator; 3 FTE Special Education Teachers @ $55,000 + COLA</td>
<td>licensed Special Educator in MA</td>
</tr>
</tbody>
</table>

For additional special education providers, such as Speech and Language, Physical, and Occupational Therapists, we will contract with an external entity to provide licensed and qualified professionals. All contracted providers will be overseen by the Student Supports Coordinator and will provide services within the school building as part of the regular school day. **Service Delivery for Existing Individual Education Plans.** After the lottery and upon enrollment, families complete questionnaires to identify if their child has received special education services or been diagnosed with a learning disability. The SSC communicates with families of students receiving Special Education services to discuss their child’s IEP, answer questions, and schedule a transfer meeting. Teachers implement the IEP, providing appropriate education within the Least Restrictive Environment, and record observations and data to inform the transfer meeting with parents and any potential changes to service delivery decided by the team. For all students, academic progress is monitored regularly and students not showing academic progress receive additional supports. If a child is not making academic progress with structured supports, staff begins the pre-referral process. **Intervention and Pre-Referral to Special Education.** The SSC leads a tiered intervention process prior to referring students for Special Education services. The SSC works with teachers to identify strategies from the District Curriculum Accommodation Plan and provide additional support to students within and outside of the classroom. After consistent implementation over a 6 week period, the group meets to share data. If strategies are effective, teachers continue implementing and monitoring progress and the SSC maintains documentation. If strategies are not effective and the student is not making progress, the school recommends an evaluation, and with parental consent, conducts an evaluation with an appropriately licensed professional. **Individualized Education Plans.** When an evaluation indicates evidence of a disability and special education services are appropriate, an IEP team including parents, SED, regular education teacher, and student (if age appropriate) develop an IEP and agreed upon services are delivered. All IEPs are evaluated annually and revised as needed by the IEP team. All students receiving special education services go through an annual review to monitor and ensure progress towards goals. Students are re-evaluated once every three years. To the greatest extent possible, we serve all students within an inclusion program. When a student’s needs and IEP require a different program, we meet those needs with appropriately licensed staff or contractors. **Evaluation of Special Education Program and Services.** The Special Education Program and services are evaluated annually by surveying parents and by comparing academic results of students with special needs to that of overall school performance and that of students not receiving services. We provide electronic and hard copies of surveys to solicit the maximum number of responses and encourage candid feedback. The Executive Director, Director of Achievement, and the Student Supports Coordinator annually review written survey results to improve the program. A Parent Group works closely with the Student Supports Coordinator, planning meetings and workshops to keep parents informed and educated about Special Education laws, regulations, and ways to support their child.

**English Language Learners.** We comply with all applicable federal laws related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We follow the applicable provisions of the No Child Left behind Act of 2001, including sections 301 and 1112(g)) and federal case law. ELL students are provided with equal access to and full participation in school activities. They study the same content and are held to the same rigorous
standards as other students. All classes are taught in English; the level of English used for instruction, verbal and written, is modified as needed to facilitate ELL students’ acquisition of English. For students identified as ELL, we use Structured English Immersion to accelerate academic progress. We eliminate or limit the separation of ELLs from the mainstream classroom.\(^{66}\) If a student’s English language proficiency is severely limited as to render the student incapable of accessing a regular classroom, we provide instruction in English to speakers of other languages (ESL) for the required period of time every day. Because the objective is for students to transition to fully English classes, ELL students participate in part of the regular classroom schedule, where all students have the opportunity to hear and use English. Doing What Works, established by the federal Department of Education\(^{67}\), lists five strategies proven highly effective in supporting ELL students. We incorporate these in all classes: (1) **Screen and Monitor Progress.** An effective ELL program includes well-developed assessments for identifying student needs. This corresponds with our principle of data-driven instruction. We assess students’ progress frequently and use results to drive instruction and to identify students in need of intervention. The Executive Director and/or Director of Achievement oversee this process while working closely with teaching staff. (2) **Provide Reading Interventions.** Recognizing that ELLs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading interventions for struggling readers that augment the core reading program. A key element of our educational program is daily small-group tutoring during the Focus period for students struggling in reading. The DOE recommends that intervention “utilize fast-paced, engaging instruction.”\(^{68}\) This aligns with our instructional strategies. (3) **Teach Vocabulary.** One important component in language acquisition is vocabulary development. To read and understand grade-appropriate material, students need to learn 3,000-4,000 new vocabulary words each year (roughly 70 new words per week).\(^{69}\) In effective schools, students are taught vocabulary through formal instruction and through use in language rich settings in and out of the classroom. We provide formal vocabulary instruction using essential word lists and words in context. A structured vocabulary program features student-friendly definitions and cumulative assessments. (4) **Develop Academic English.** For ELLs to have academic success, they must develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes content area vocabulary specific to academic subjects and the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. Vocabulary development is part of all subjects and includes explicit scaffolding of higher-order academic tasks. Although language acquisition experts predict that it could take ELLs five years or more to become truly proficient in CALP\(^{70}\), we expect that our extended school day and year will accelerate this process through increased daily exposure to academic English. (5) **Schedule Peer Learning.** Students improve mastery of language through use. The DOE’s recommendation is that a minimum of 90 minutes a week be dedicated to activities that allow students to work together to provide practice and extension of language skills. We implement strategies such as “turn and chat” in which the class is given a question or prompt and instructed to discuss the topic with a shoulder partner. Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice. **Identification of English Language Learners.** Families of enrolled students complete a **Home Language Questionnaire**, which enables us to identify students who may have limited English proficiency. If a returned questionnaire indicates that the student is of foreign birth or comes from a home where a language other than English is spoken, we arrange for an informal interview with the student, conducted both in English and the student’s native language, with a member of our staff or qualified contractor. If the interviewer determines that the


\(^{68}\) Ibid.


student speaks no English, the student is classified as an ELL. If the interview indicates potentially limited proficiency in English, we use a language assessment to determine the student’s level of proficiency. This structured screening process ensures that Argosy Collegiate does not inappropriately place ELL students in special education or remedial classes. **Assessment of English Language Learners.** Students identified as ELL are assessed annually to determine improvement in English proficiency. Students who score above the established cut-off point are deemed no longer ELL. We regularly evaluate the progress of our ELL students, with such evaluations informed by student performance on the MA ELL proficiency exams, the MEPA and MELA-O, and teacher observations in consultation with the Director of Achievement and Executive Director. Performance is assessed in the following ways: (1) ELLs are making strong academic progress as measured by teacher-developed assessments; (2) ELLs are proficient in English in three years or less; (3) ELLs are proficient in English/Language Arts as evidenced by proficiency on state and standardized exams; and (4) ELLs are advancing from grade level to grade level, evidencing mastery of core subjects on par with native speaking students. All ELL students learn with all other students in the classroom for instructional time. During FOCUS and non-core subjects, ELLs have tutoring time in small like-skilled groups, HW tutors, and adequate HW time. ELLs who require supplemental instruction in English to build core English language skills receive sheltered instruction and tutoring as appropriate. If students are not making sufficient academic progress, we modify our ELL program as needed. At no point will an ELL student be excluded from any curricular or extra-curricular activities due to their level of facility with the English Language; all students have equal access to all aspects of Argosy Collegiate. We work to ensure that the student population at Argosy Collegiate, at a minimum, reflects the student population in local schools with regards to ELL students. We recognize that special outreach efforts are needed to reach families of these populations. We translate all letters, flyers, advertisements, and notices into Spanish and any other language spoken by several local families. To make sure that we are reaching this population, we reach out to local leaders with frequent and direct access to ELL families. In all outreach, documents, and presentations, we emphasize that the school is a free, public, open-enrollment school open to ELL students. **Evaluation of ELL Program.** We collect data on student performance to monitor the efficacy and success of our ELL program. We look to assessments of our ELL students, including improvements in performance on the MEPA and MELA-O, MCAS, nationally-normed exams and internal assessments to determine whether our program is effective in: 1) improving ELL students’ English proficiency levels and 2) ensuring that they are meeting or exceeding content and skill standards across the curriculum. We disaggregate assessment results by ELL and non-ELL students and use data to continuously improve our instructional strategies and PD sessions.

**Nutrition and Wellness.** Students are provided with healthy food choices and opportunities for physical activity throughout the school day. According to the 2009 MA Youth Health Survey, 67% of MA middle school students did not meet the required levels of weekly physical activity and 86% ate fewer than five (5) servings of fruits and vegetables per day. With obesity and related health issues on the rise, it is important to embed nutrition and physical activity into our school culture and expectations. We provide physical education as part of our core program, and have a Wellness Policy that sets goals for nutrition education, physical activity, and provision of nutritious foods. In full compliance with all federal nutrition regulations, we provide a healthy breakfast, snack, and lunch at school and we work with local produce vendors to serve fresh produce to students daily.

**Ancillary and Support Services.** We expect to refer families as needed to programs and services provided by local agencies and organizations for their ancillary needs and therefore have established close relationships with key community organizations. These include HealthFirst Family Care Center in Flint Village in Fall River which serves the medical, social, and psychological needs of local families. The CFO of HealthFirst serves on our Founding Board. We intend to hire a nurse, and we have on our board the Nurse Manager for the East Bay Community Action Program.
Health Center, who will be helpful in ensuring that we have established a strong and proactive set of ancillary services through our in-house nursing position and various local agencies.

III. How will the school demonstrate organizational viability?

A. Enrollment and Recruitment. Using a slow growth model, Argosy Collegiate opens in August of 2014 with a fifth grade inaugural class of 81 students, in three classes of 27 students per class. Each year thereafter, Argosy Collegiate adds another incoming fifth grade group of 81 students arranged in the same format. We enroll new students into any grade when we fall below our charter approved target number and we do so from our waiting list up through and including eighth grade (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1); 603 CMR (1.06(8)). We continue at this pace until full enrollment in 2022 with 585 students in grades five through twelve. The slow growth model allows us to strategically develop systems, instructional programs and new curricular materials, while building upon a strong foundation of culture and academic achievement.

<table>
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<th>Grades</th>
<th>Ages</th>
<th>Number of Students</th>
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<td>Y1</td>
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<td>12</td>
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<tr>
<td>Total Students</td>
<td></td>
<td>81</td>
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Application and Enrollment Process. Argosy Collegiate does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or prior academic achievement as defined in M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1). See Attachment C for the enrollment policy. The application process does not require testing prior to admission nor are previous testing results used to enroll students 603 CMR 1.06(2)). Families/guardians who wish to enroll a child must submit a completed and signed Intent to Enroll form, which includes proof of residency. Examples of proof of residency are outlined on the Intent to Enroll documents or webpage. This document requires only one signature of the parent or legal guardian, and must be submitted by the established deadline. Argosy Collegiate accepts Intent to Enroll forms until the established deadline which will be posted on the school’s website and included in all mailings and public notices at least 30 days prior to the application deadline (603 CMR 1.06(3)). Parents/guardians are strongly encouraged (not required) to attend informational meetings as well as participate in at least one session with the school leader(s) to learn about the expectations and the rigorous program offered at Argosy Collegiate. Information requested in the application, such as language spoken at home or race/ethnicity, is not intended and will not be used to discriminate(603 CMR 1.06(2)). To ensure that a Commonwealth charter school shall fulfill its obligations under its recruitment and retention plan, the school district or districts from which the commonwealth charter school is expected to enroll students shall annually provide, at the request of a Commonwealth charter school, to a third party mail house authorized by the department, the addresses for all students in the district eligible to enroll in the school, unless a student’s parent or guardian requests that the district withhold that student’s information; provided however, that the department may require the charter school to send the mailing in the most prevalent languages of the district or districts that the charter school is authorized to serve. At the request of a school district from which a Commonwealth charter school enrolls students, the charter shall provide to a third party mail house the addresses for all students currently enrolled in the
commonwealth charter school from the district; provided, however, that the information shall not be
provided if a student’s parent or guardian requests that the school withhold that student’s information.
Each district shall be permitted to supply a mailing to a third party mail house and pay for it to be copied
and mailed to families of students from said district enrolled in the commonwealth charter school. Parents
and guardians may deny disclosure or consent to disclose student information by filling out a form
supplied by Argosy Collegiate (MGL Chapter 71, Section 89(g) (n). Lottery Procedures. After the
enrollment cycle deadline, Argosy Collegiate determines the number of seats available and how many
students it will enroll by each grade. If the number of applicants exceeds the number of available seats,
then students will be enrolled by a random public lottery. At least one week prior to the enrollment
lottery, public notice will be given including the date, time, and location of the lottery via newspaper
advertisement and the school website. The inaugural and all subsequent lotteries will be conducted by a
disinterested party (603 CMR 1.06(6)). Preference is given during admissions to siblings (resident or non-
resident) of enrolled students over non-siblings. In addition, residents of Fall River are given preference for
admission over non-residents of Fall River (603 CMR 1.06(4)(a)). If a space becomes available and the
enrollment of a student would cause his or her sending district to exceed their net school spending cap,
Argosy Collegiate would skip over that student but keep them on the waiting list (MGL Chapter 71, Section
89(i); 603 CMR 1.06(4)). All applicants not selected in the lottery are placed on a waiting list in the order
the names were selected while also taking into account sibling and resident preference (603 CMR 1.06
(4)(d). If the principal enrollment process fails to produce an adequate number of enrolled students, the
lottery process may be repeated if a waiting list does not exist and the required lottery process is strictly
followed including public notification and deadlines (603 CMR 1.06 (5)). Waiting List Policy. If a student
stops attending the charter school or declines admission, the next available student on the waitlist for that
grade will be offered admission until the vacant seat is filled (MGL Chapter 71, Section 89(n)). No student
will be admitted ahead of other eligible students on the waiting list unless said student is either a sibling of
a previously enrolled student or a resident of the charter school’s city or town (603 CMR 1.06(5)). The
Executive Director or other administrator will notify students/families on the waitlist if a seat is available
for them and an offer is extended for attendance. If a student declines an offer for admission, their name
is removed from the list and an offer is extended to the next name on the list, according to all preference
guidelines. Argosy Collegiate will keep and maintain three waiting lists for each grade level if the number
of applicants exceeds the number of available seats for that grade and year one will list siblings, one for
Fall River residents, and a third for non-resident, non-siblings. At the beginning of each year, waiting lists
will roll over to the following grade to maintain the order of the previous list and give subsequent
preference to new applicants. All applicants on the waiting list are notified in writing of their position on
the list after the lottery, at the beginning of each school year, and again in the midpoint of the year. If a
seat becomes available before February 15, the seat may be offered to the student at the top of the first
list first, second list after the sibling list is exhausted, and then to the second list of non-sibling, residents of
Fall River, etc. The waitlists will be maintained and updated with contact information including names,
home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission (603 CMR 1.06(4)(d)). When a student stops attending school for any reason, the school
will attempt to fill vacant seats up to February 15th from 5th through the 8th grade but not for 9th through
12th (603 CMR 1.06(4)(d)). A student is not considered enrolled until all required documents of the
Enrollment Package are received and the student is determined eligible for attendance based on the
documents.

Enrollment, Recruitment, and Parental Support. Argosy Collegiate has undertaken and will continue
extensive community outreach measures to ensure full enrollment at all points during the term of the
charter. Some of the methods for recruitment and enrollment initiatives include: Canvassing low-income
housing communities on foot to reach families with limited means to access publicized notices. All
recruitment flyers are distributed in Spanish, Portuguese, and English. Other languages encountered are
addressed accordingly. Posting and distributing flyers at local events including supermarkets, health and medical centers, day-care centers, churches, community centers, low income complexes, etc; Placing advertisements in the local newspapers including the local Portuguese language newspaper; Sending letters or postcards via mail to residents of low income communities. Inviting families to open houses to meet staff and teachers, tour the school, and learn about the academic and behavioral programs we offer, and how to enroll students; Participating in local radio programs broadcast and designed for our community in Fall River; Visiting local organizations that provide family services, youth services, employment information, and health and wellness support; Partnering with adult education groups in the local community college, particularly adult ELL and adult literacy programs. We have currently secured 591 signatures of support and numerous letters of support from community partners with whom we will continue to work in all student recruitment efforts. Please see Attachment C for our Draft Enrollment Policy. Please see Attachment B for our Recruitment and Retention Plan.

B. Capacity. The founding group members of Argosy Collegiate Charter School are united by a commitment to the school’s mission and core values. As residents of and professionals within the greater Fall River area, we come together out of deep concern for our students’ low academic achievement, stunted aspirations, and high dropout rate. We believe that Fall River is in urgent need of a seamless 5-12 college preparatory school that sets high expectations for all students, makes no excuses for underperformance, and provides a school design and leadership prepared to deliver success. The group began its membership in April, 2012, and began its formal meeting structure in July of this year to establish goals and responsibilities, examine the elements of our school design, conduct community outreach, and educate ourselves on both the mandate of and strong approaches to charter school accountability. While the primary author of the charter application is Lead Founder and proposed Executive Director Kristen Pavao, all founding group members are involved in the writing and planning process. Each board member has expertise and experience critical to the development of the school. Julie Almond, CEO of Health First, is an asset in the areas of strategic planning, facilities planning, governance, finance, and grant writing. Paul Burke, President and owner of Hadley Insurit Group Incorporated, contributes decades of experience in finance, insurance, and board governance, along with strong ties to business leaders in the community. Domenic DiNardo, VP of Strategic Marketing, and Co-founder & President of Valcourse, provides tremendous insight on new business development and strategies, high quality options for educational materials and resources, and marketing solutions. Michael Grimo, Owner and Manager of Cool Geeks, Incorporated is an expert in Information Technology design, installation, and management to support small and large scale business strategies. He has tremendous experience managing large budgets and installing complex support systems for organizations. Israel Navarro, Nurse Supervisor with BAMSI, is experienced in emergency planning and management and has expertise in childhood growth and development issues. Kristen Pavao, Lead Founder and proposed Executive Director, is a highly respected and accomplished educator and Fall River native, determined to put her expertise to work on behalf of the chronic underperformance in the city. Michelle Pelletier, Real Estate Broker and Developer, offers a wealth of experience with large facilities property development in Fall River. Lisa Rocha, Associate Attorney for Morrison Mahoney, LLC is adept at general liability, worker’s compensation, and family law. She is adept at preparing and reviewing financial statements, drafting legal documents, providing counsel. Teri Theberge, Nuclear Medicine Technologist for a number of local hospitals, is grounded in development and fundraising, and is adept at building relationships among community and business leaders. Pam Viveiros, President of Ultimate Marketing, brings start-up experience as well as marketing, event planning, information technology, planning, and project management skills. Resumes and Statements of Commitment from each Board member can be found in Attachments F and G, respectively. We are excited for the leadership of Kristen Pavao as the founding Executive Director. Ms Pavao brings deep understanding of the proposed school design, proven educational leadership, and remarkable leadership
across all constituencies. She is well poised to manage the organizational and academic needs of the school and to lead a mission-driven team to reset the academic bar for the students of Fall River.

We have met with many leaders within Fall River and surrounding neighborhoods to gain input on and support for our school proposal. We have been energized by the time, energy, and intellect provided by these individuals who have pledged to remain supportive and available for future efforts as we move forward. Supporters include: Palmira Aguiar, Accreditation Officer, Fall River Police Department; Andrea Amaral, Public Relations and Marketing Manager, BankFive; Reverend Dr. John Amaral, Chaplain, Rehoboth Fire and Police Department; Amy Blais, Managing Director, Development, Teach For America, MA; Nicholas Christ, President and CEO, Bay Coast Bank; Joseph DaSilva, Family and Youth Service Coordinator, Fall River Housing Authority; Arthur DeAscentis, Attorney, Bogle & DeAscentis; Jenny DiBlasi, Vice President, People Incorporated; Patricia Diegel, Program Coordinator, Junior Achievement of Southern MA; Sonia Fastino, Vice President, RDA Insurance; Sean Flannery, Program Director of Youth Outreach, Fall River Recreation; Anne Freitas, Vice President / CRA Officer, BankFive; Wendy Garf-Lipp, Executive Director, United Neighborhoods of Fall River; Fernando Goulart, Former Executive Director, Atlantis Charter School; Reverend Dr. Robert P. Lawrence, Senior Minister of the First Congregational Church; Joan Mabie, Donor Relations Coordinator, The Fly Foundation; Peter McCarthy, Director, Boys and Girls Club of Fall River; Christian McClusky, Youth Services Coordinator, Fall River Recreation; Paul Medeiros, President, BankFive; Rob Mellion, President and CEO, Fall River Chamber of Commerce; Mary O’Neill, Attorney, Bristol County District Attorney’s Office; Caroline Paradis, President, Junior Achievement of Southern MA; Louis Petrovic, Director, Vice Chancellor Advanced Technology and Manufacturing Ctr.; Jason Rua, President, RDA Insurance Agency; Robery Shaker, President, PACE Project Management Incorporated; Jameson Sousa, Program Director, Fall River Recreation; Karen Tourjee, Risk Manager, St. Anne’s Hospital; Ramona Turcotte, Mentor Coordinator, Big Friends, Little Friends; Michelle Vezina, Executive Vice President, RDA Insurance Agency; James A. Wallace, Founding Executive Director, Board Member, Atlantis Charter School.

Letters of Support are provided in Attachment K and include those from: Richard C. Bassett, Financial Advisor, J. Marshall Associates; Josh Biber, Executive Director, Teach For America, Massachusetts; Arthur DeAscentis, Attorney, Bogle & DeAscentis, P.C.; Wendy Garf-Lipp, Executive Director, United Neighborhoods of Fall River; Sara Gonet, Philanthropy Officer, Southcoast Hospitals; Patricia A. Haddad, State Representative, Somerset, MA; Daryl McAdoo, Founder and Executive Director, Preclarus Mastery Academy; Peter McCarthy, Executive Director, The Boys and Girls Club of Fall River; George Matouk, Jr, President, John Matouk & Company; Caroline Paradis, President, Junior Achievement of Southern Massachusetts; Louis J. Petrovich, Ph.D., Assistant Vice Chancellor for Research Development, University of Massachusetts; Michael J. Rodrigues, Massachusetts State Senator; Jim Soule, President, The Preservation Society of Fall River, Incorporated. All individuals have offered their support to Argosy Collegiate and are prepared to aid our efforts to: build community awareness; recruit students, teachers, and staff; secure a facility; and attract resources. We will continue to build relationships in the community in order to support the academic and character building programs that are pillars of the Argosy mission.

C. SCHOOL GOVERNANCE. (1) Governance Structure. The Board of Trustees, which will hold the charter, will govern Argosy Collegiate Charter School. The Board will be legally and ethically responsible for the governance of the school and is held accountable by the Commonwealth for the financial, legal, and academic operation of the school. The Board and ED work together to ensure that the governing functions of the Board and the management functions of the ED and the administration are clearly defined and separated as described in Charter School Administrative and Governance Guide. The ED reports to the Board monthly, on all financial documents and all academic data using a dashboard with relevant and
agreed upon data points. The Board sets goals and defines expectations; the Executive Director implements and manages daily operations and reports directly to the Board. All other staff members and hired by and report directly to the Executive Director. The Executive Director will serve on the Board in a non-voting, *ex officio* capacity. **(2) Roles and Responsibilities.** The Board’s responsibilities are to: (a) define and refine the organization’s mission, vision, and direction; (b) recruit, hire, set compensation for, support, and evaluate the Executive Director; (c) ensure effective organizational planning; (d) ensure adequate resources for short and long term sustainability; (e) determine, monitor, and strengthen the organization’s programs and services; (f) build and expand the organization’s public standing; (g) maintain accountability and ensure legal integrity; (h) assess board performance; and (i) recruit and position new board members. The Lead Founder, who is the school’s proposed Executive Director, and all founding board members who will transition immediately onto the governing Board of Trustees, will use the following criteria when considering and identifying board candidates: (a) Expertise in banking/finance, law, marketing/public relations, human resources, strategic planning, fundraising, governance, community service, education, executive management; (b) Alignment with the college preparatory mission of Argosy Collegiate and the belief in highly structured learning environments; (c) Driving commitment to providing exceptional education for children in our community; (d) Time to serve as a loyal, caring, and obedient Board member; (e) Familiarity with ongoing needs and issues within our community and the children Argosy Collegiate will serve; (f) Networking, social, and communication skills necessary to work with other Board members as well as the community to establish and maintain Argosy Collegiate as a powerful educational force in Fall River; (g) Ability to work for the betterment of Argosy Collegiate and the achievement of our students above personal or individual goals; and (h) Contribution to the diversity of the Board in race, age, gender, expertise, and socioeconomic background. (See Bylaws in Attachment A for more information.) The Board will consist of four Elective Offices including a Chair, Vice-Chair, Treasurer, and Secretary. Newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one term in the same office but not more than three consecutive terms in the same office. The Board Chair serves numerous functions: (1) preside at board meetings, (2) coauthor board agendas, (3) appoint and assist committees, (4) manage group development, (5) set goals and expectations for the board, (6) create a safe environment for decision-making, (7) communicate with the board effectively, (8) support the school leader, (9) cultivate future leadership, (10) link with major stakeholders. Upon completion of his/her term, the Board will consider and vote upon elected officers, including the Board Chair, as outlined in our draft Bylaws as found in Attachment A. **Criteria the Board Will Use to Choose the School’s Leader.** The Board selects the Executive Director (ED) based on the individual’s capacity to execute on the school’s mission as determined by the following attributes: Deep understanding of and commitment to the school’s mission and vision; First-hand knowledge of the School’s design and familiarity with no excuses schools charter schools; Knowledge of curriculum and classroom instruction in urban, no excuses schools; Academic training and experience sufficient to implement a no excuses school culture and educational philosophy described in the charter application; Experience teaching and/or learning in an urban school; and extensive experience in administrative, financial and managerial leadership in an organization, preferably in a charter school. **Criteria the Board Will Use to Evaluate the School’s Leader.** It is the responsibility of the full Board to evaluate the school leader on an annual basis. The school leader’s performance will be measured relative to his/her job description and will include student performance, staff relations, administration, planning, educational program, leadership, fiscal management, external public relations, effectiveness in working with the board to meet the requirements of the charter and the overall strategic plan, and effectiveness in helping the board achieve its own accountability. A central component of that evaluation will be progress towards and absolute completion of the goals as set forth in our Accountability Plan.
(3) Policy Development. A draft copy of the complete Bylaws can be found in Attachment A. Policies and decisions are made by the Board of Trustees when issues arise that are (1) not adequately/acceptably addressed by current board policies, (2) when changes in operating practice have evolved over time so that the written policies do not reflect reality, (3) external changes and trends have an impact on the charter school and families being served, (4) the school has changed in size, scope, services offered, or methods of service delivery, (5) changes in federal or state laws may prompt adjustments in policy, i.e. changes in wage and hour laws, equal employment, safety, etc., (6) current policy does not adequately reduce ambiguity and ensure uniformity of decisions across the charter school. Policies are created by following these steps: (1) Board-level discussion, (2) assign a team to draft a new policy, (3) write a first policy draft, (4) ask legal counsel to review the draft policy, (5) present draft policy to the Board for approval, (6) continue to review and revise Board policies. In making decisions, the Board will seek consensus, but will rely on majority vote where consensus cannot be obtained. On an ongoing and annual basis, the Board reviews all of its policies to ensure alignment with legal and regulatory guidelines, and the needs of the school. All essential school policies, as outlined in the Board Manual, Fiscal Policies and Procedures Manual, Staff Handbook and Student and Family Handbook, are established prior to the first operational year modeled after policies of exemplary schools studied during the BES Fellowship. The Board will retain legal counsel and independent auditor before the school opens. We will seek professionals with charter school experience, and in the case of legal counsel, a firm with demonstrated expertise in school, special education, and labor and employment law. If revising school policies, the school will seek staff, parent, student, and community feedback on proposed policies that impact the school community. Primary mechanisms for information will be: Parent Feedback. Parent feedback will be obtained through annual parent surveys, the Parent Achievement Committee and by forming focus groups when needed. Staff input. The Executive Director will create short electronic surveys to collect focused input from teachers and staff which will inform the revision of school policies. Community Organizations. The Executive Director will seek the expertise of other charter schools and community organizations such as youth, educational, recreational, and local colleges as needed to inform school policies. Illustrative Example of Policy Adopted by Founding Group. The Founding Group adopted the school’s Application and Enrollment Policy during a meeting held on September 25, 2012. One member of the group drafted the policy based on the current regulations and presented it to the group one week prior to the meeting for review. Founders came prepared with questions that guided a discussion at the meeting. Once all questions were addressed and no additional questions remained, the group agreed that the policy should be included in the body of this application.

(4) Board Development. The Governance Committee will oversee the recruitment of new Board members; all Board members will access their networks to recommend to the Committee any possible new member(s). (1) Members recommend only those candidates whom they believe are mission aligned to Argosy Collegiate and its college preparatory program. Recommenders explore the candidates’ interest and discuss the school in advance of suggesting the candidates to the governance committee. (2) Candidates’ names, résumés, and contact information are forwarded to the chair of the Governance Committee. A member of the Governance Committee contacts the candidate, facilitates the evaluation process, and serves as a contact for candidate questions. (3) Candidates who seem to meet the above criteria are asked to meet individually with at least one board member to further assess their compatibility. This member should have responsibilities related to the potential contribution area of the candidate. The recommender does not necessarily officially meet with the candidate again until the full board meeting. (4) Candidates who pass this first interview phase will be invited to meet with the Executive Director and at least one of—and in this order of preference—the Board Chair, Chair of the Governance Committee, or a member of the Governance Committee. (5) If potential Trustee continues to be interested in joining the board, then s/he attends the next Board meeting. When potential Trustee attends, s/he is given copy of the following: Charter application, Trustee job description, Board of Trustees
committee job descriptions, Board of Trustees meeting minutes from the past calendar year, and State Charter school law. (6) Following the meeting, a member of the Governance Committee follows up with the potential Trustee to discuss mission and philosophical alignment and answer questions. If the Committee finds that s/he shares philosophical alignment with mission and possesses useful capacities for the Board, the Committee will formally recommend to the full Board of Trustees that he/she be approved as a new member. (7) Board of Trustees vote to accept or reject approval of new Trustee by two thirds (2/3) vote. (8) Once a new Trustee is approved, s/he is provided with the following information by the Governance Committee: Argosy Collegiate Charter School By-Laws; Schedule of future Board meetings; Trustees Guide. (9) New Trustees are required to fill out a Financial Disclosure form within two weeks of becoming a Trustee. The Financial Disclosure form will be forwarded, along with a current resumé, to the DESE Charter School Office by the chair of the Governance Committee. The Board will develop and execute a process to measure its own development and effectiveness. The Board will develop a set of annual strategic goals and will implement systems, including surveys, retreat meetings and other reflective activities, to assess the Board’s performance.

(5) Network of Schools. We do not intend to build a network of schools at this time.

(6) School’s Management Contract. Argosy Collegiate will be governed by the Board of Trustees, and we do not intend to have a school management with any external entity.

D. Management. (1) Management Structure. The organizational structure of the school was chosen based on the models of other successful charter schools with strong academic results and powerful school cultures operating within the structure of a viable organization. There is an inextricable link between operations and academic achievement in schools, with the Executive Director overseeing business operations, school culture and student achievement to create a mission driven school culture and a school of academic and organizational integrity. The Executive Director reports to the Board, and oversees all management decisions. Please see Organizational Chart in Attachment D. Below are descriptions of staff positions to be filled during the first five years of the charter, and includes the reporting structure of the organization. Executive Director (Y1): oversees school performance, management, and ensures viability; leads public relations, fundraising, finances and operations; reports to the authorizer; manages the administrative team. The ED is hired by, reports to, and is evaluated by the Board. Director of Achievement (Y1): oversees curriculum development; ensures alignment with academic initiatives; manages benchmark assessments and data; observes and provides feedback to teachers; plans and implements professional development; oversees Student Supports Coordinator and teachers; reports to and is evaluated by the ED. Director of Finance and Operations (Y1): is responsible for the operational, financial, and facility needs; ensures that all records are up to date, accurate, and meet all local, state, and federal requirements; maintains facility; coordinates human resource needs, including documents, communications, and records; oversees Office Manager; is evaluated by and reports to the ED. Student Supports Coordinator (Y1): is responsible for all aspects of special education including administrative duties pertaining to student IEPs and 504s, maintenance of special education reports, ensuring compliance with all special education laws; services students in classrooms or pull-out situations when required; is special education certified in MA; reports to the DA, and is hired and evaluated by the ED in partnership with the DA. Office Manager (Y1): is responsible for all student records including personal information, health forms, attendance, homework, and behavior records/reports; ensures the readiness and distribution of weekly progress reports to parents every Friday; welcomes all students, families, staff, and visitors whether in person, telephone, email, or otherwise with professionalism and efficiency; works directly with the DFO; is hired by, reports to, and is evaluated by the ED. Teachers (Y1): are highly qualified as defined by No Child Left Behind; deliver curriculum using data to determine instruction effectiveness; evaluate individual and whole class progress; interviewed by ED and DA; hired by ED; report
to DA, evaluated by ED with input from the DA. **Director of Culture and Families (Y2):** focuses on student culture, behavior, and discipline; establishes and maintains relationships with students and families to support the school's behavior expectations; keeps records of reports, incidents, and communications with students, families, and administration; coordinates all non-academic meetings and ensures appropriate communications and confidentiality regarding student and family incidents; reports to and is evaluated by the ED. **Director of Development (Y2):** works to maintain and build new funding opportunities through networking, planning and hosting fundraising events, searching for and applying for governmental grants, and private foundations; hired by, reports to, and is evaluated by the ED. **Tutoring and Enrichment Coordinator (Y2):** coordinates after school tutoring, Saturday Academy schedules, summer academic sessions, and enrichment activities including field trips; is hired by, reports to, and is evaluated by the ED.

(2) **Role and Responsibilities. Student Achievement** - The ED ensures the academic program is strong and makes all final curricular choices. The Board ensures that all curricula align with the school's mission and accountability goals, and approves an annual budget to support curricular purchases and development. **Personnel Decisions:** The Board hires the ED and delegates all personnel decisions, including all hiring and firing decisions, to the ED. The Board approves an annual budget to support personnel needs, and ensures that all personnel are appropriately credentialed to serve all learners needs. **Fiscal Planning** - The Board approves the annual budget and major line items for the expenditures. The ED is responsible for the day-to-day management of the school’s finances, and makes decisions on the regular allocation of those resources within the approve budget. The Board and ED work together through the Finance Committee to review the monthly actuals versus projected as well as the school’s chart of accounts. **Operations** - The Board approves any vendors providing services in excess of $5,000 and the ED presents to the Board the proposed vendors for approval.

(3) **Policy Development.** Please see Draft Bylaws Attachment A.

(4) **Educational Leadership.** The educational content and pedagogical approach is being developed through in-depth school visits and training from the leaders of successful urban charter schools provided through the Building Excellent Schools Fellowship. The founding group envisions that the Executive Director will provide the vision for Argosy Collegiate’s proposed educational program and serve as the school’s primary leader. The Executive Director is responsible for hiring and developing a Director of Achievement (DA) who will be the front line support for teachers and students, working closely with the Executive Director to execute the educational program and drive student achievement to high levels. An ideal DA will have taught in an urban, gap-closing charter school, possessing an unwavering belief that all students can achieve at high levels with a proven track record of results to this end. S/he will work closely with teachers, providing ongoing feedback and using data to drive instructional planning and developing teachers’ capacity to drive significant gains in achievement for every student.

(5) **Human Resources.** Positions, roles and responsibilities are modeled after the organizational structure of other successful charter schools in Massachusetts and nationally. The table below shows what positions will be hired and when during the first five years of the school’s charter.

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<tr>
<th>Positions</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>Executive Director</td>
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<td>Director of Finance and Operations</td>
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<tr>
<td>Director of Achievement</td>
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<td>Student Supports Coordinator</td>
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<td>Office Manager</td>
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71 BES Fellow and Lead Founder, Kristen Pavao, has received training in curriculum development and instructional approaches from several high impact school leaders including Dana Lehman, Co-Director of Roxbury Preparatory Charter School and Eileen Callahan, Former Chief Academic Officer of Boston Collegiate Charter School.
Beginning in year two, our budget and plans will allow for Teaching Fellows. The goal and benefits of our Teaching Fellowship are that we will employ culture-and mission-aligned teachers in training who will smoothly transition in teaching positions as we grow and fill hiring needs. In addition, the Teaching Fellow will serve as trained in-house substitute teachers who will adeptly fill the role of teacher upon an absence. Teaching Fellows will also provide tutoring support during lunch time and after school homework centers. Our Teaching Fellowship is based upon the work of such schools as Roxbury Prep, and BES schools Excel Academy and Nashville Prep.

Recruitment of Teachers and Staff is led by the Executive Director (ED). The ED includes other staff members in the recruitment and selection process once the school is operational. We recruit people who hold an unwavering belief that all students can and must achieve at high levels in order to compete and succeed in high school and college. In addition to being highly qualified in their content area, ideal candidates are goal-oriented, reflective, and willing to do whatever it takes to ensure that students succeed. A warm/strict approach is a must. We retain the best and brightest teachers by offering them a competitive salary, high quality professional development with supportive school leaders, and a no excuses school culture that allows teachers to focus on teaching and students to focus on achievement. Teachers are compensated at a starting rate higher than that of the surrounding district schools and given a comparable benefit package including 80% coverage of health insurance. They are provided a professional working environment in which all staff members are mission-driven team players. Teachers lead three (3) academic classes per day with dedicated time every day to collaborate, analyze student achievement data and plan highly effective lessons. In addition to the academic load, teachers have opportunities to build meaningful relationships with students in several ways; they either tutor or teach an enrichment class every day and every teacher leads a small advisory group and leads students in the development of our core values: Determination, Responsibility, Excellence, Ambition, and Mastery. In upholding the school’s culture together, teachers and staff share responsibility for school-wide duties including morning arrival, lunch, homework center, and dismissal. Professional Development is integral to Argosy Collegiate’s culture of achievement. All staff continue to visit and learn from the best practices of high performing charter schools serving a similar population with a similar mission. We will use Doug Lemov’s *Teach Like a Champion* as our anchor text for Professional Development and organize PD into two core strands: (1) Classroom and School Culture and (2) Curriculum, Instruction and Assessment. The Classroom and School Culture Strand trains staff to operationalize the systems and structures that create a calm, joyful, and disciplined culture of achievement. Training and supporting teachers to implement effective classroom management techniques as well as school wide systems and routines allows teachers to deliver their lessons with minimal distractions and students to be fully engaged in their learning. We teach grade level appropriate school chants to promote the school’s values and promote a culture of achievement. Professional development is targeted for teachers, offering support with setting up a highly

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<th>Director of Development</th>
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<td>ELL</td>
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<td>Special Education</td>
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<td>Specials (physical education, music, art)</td>
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<th>Professional (Other)</th>
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<td>Teaching Fellows</td>
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72 The Student Supports Coordinator will provide instruction for Special Education scholars if needed in Y2.

Argosy Collegiate Charter School
efficient and effective classroom, establishing classroom and school wide routines and procedures, and giving students rewards and consequences in a consistent manner, based on our token economy system. Normalizing teacher expectations of student behavior and consistent implementation of school wide systems will take ongoing support and practice. The Curriculum, Instruction, and Assessment Strand focuses first on creating a school wide standard of academic rigor, supporting teachers to write effective lesson plans, and differentiating instruction to meet the needs of our special education students and English Language Learners (ELLs). We emphasize the infusion of literacy throughout the entire school curriculum, with reading and writing in all content areas. We train and support teachers to pay close attention to the explicit academic progress of every single student, every single day, and have dedicated PD Data Days within our school schedule to analyze and create Action Plans for student growth and mastery. By providing specific, targeted professional development, we empower teachers to successfully support all of their students’ academic needs as they master content standards at each grade level. As data-driven instruction is one of the instructional foci of the school, it is critical that teachers understand how to: (1) create lesson plans that contain standards-aligned informal assessments; (2) build effective, standards-driven assessments; (3) grade open-ended responses consistently; (4) analyze standardized assessment data; and (5) use that data to inform instruction and targeted tutoring. We provide professional development and hands on support for all teachers in each of these areas. Summer Institute. Staff reports to work three weeks prior to the beginning of school for students. The staff spends the first week becoming immersed in the mission, vision, culture, and expectations of Argosy Collegiate. During this time, staff is introduced to the systems and structures that define the school’s culture of achievement. The remaining two weeks staff create unit and lesson plans aligned to the scope and sequence and interim assessment system, and aligned with the MCFs and Common Core. We spend our final days of staff orientation preparing for a successful student orientation. Comprehensively, we provide teachers with a total of 27 days of Professional Development annually, as well as individualized Professional Development as outlined below.

School-Year Professional Development. School year professional development occurs for a minimum of three hours weekly. On Fridays, students are dismissed at 1:30 PM, and teachers engage in timely and relevant professional development; 12 PD days are dispersed throughout the year, providing staff and faculty full days of collaboration and development. This time is spent analyzing data from Interim Assessments, reinforcing school culture and visiting other successful schools. Common planning time is a scheduling priority so that teachers can collaborate on lesson planning and provide feedback to colleagues. Each week, a designated faculty member leads an inquiry group to discuss the quality of student work, and gains ideas from colleagues on how to improve outcomes from a lesson that has been problematic for the teacher. Lesson plans and samples of student work are used to discuss student achievement and reflect on effective teaching techniques. The Executive Director and/or Director of Academic Achievement plan and deliver content aligned with school-wide goals and grade-level needs. Teacher Supervision and Evaluation is driven by the following goals: (1) Students are taught by highly effective educators committed to the mission of the school and strong student learning and outcomes. (2) Teachers have clear expectations for high quality teaching, are provided feedback according to criteria named in a teacher evaluation rubric. (3) Teachers receive individualized support and opportunities to grow professionally. (4) Teacher observations inform professional development goals and the corresponding PD program for each subsequent year. Supervision, informed by our ongoing professional feedback loop and Professional Development schedule, includes the following: Mini Observations. Informal 7-10 minute observations are conducted daily by the Executive Director (ED) or the Director of Achievement (DA). Mini observations are followed up with a face-to-face conversation when possible and otherwise with feedback in a written note or an email. Data Meetings. Participants may include ED or DA as well as an individual teacher or a teaching team; full day data meetings are geared primarily around the Interim Assessment schedule but are also in response to MCAS data in the beginning of the year and nationally norm-referenced assessment; Friday data meetings, as part of our weekly Professional
Development, includes analysis of results on “Show What You Know Quizzes” that students complete each Friday. **Curriculum and Instruction Planning Sessions.** Planning sessions with an individual or department, are facilitated weekly by the DA. **Whole Class Observations.** These are conducted at least three times per year, as well as on an additional as-needed basis by the ED or DA, and include written and oral debrief; teachers may request a whole class observation or it may be recommended by ED or DA. **Evaluation Timeline.** All teachers are evaluated annually, according the following timeline: **Beginning of Year (September/October):** Identify goals/priority areas; formal goals set; formal full class observation with written feedback. **Mid-Year (January):** Feedback/discussion with DA; check in on goals / priority areas; identify new goals / priority areas if needed; formal full class observation with written feedback. **End-of-Year (Mid-April - May):** Rubrics completed by DA; formal full class observation with written feedback; evaluation summary written and shared with teacher. **Increases in compensation** are set at a standard 3% COLA annually and we anticipate being able to provide an annual bonus structure for returning staff as informed by two factors: individual performance (and thus new annual contract offered) and school wide student achievement goals in math and literacy (as informed by internal goals and our Accountability Plan). All staff (those who have been offered another annual contract, and regardless of responsibility or content area) will be given a bonus for reaching student achievement goals established in Argosy Collegiate’s Accountability Plan.73 The ED will draft a teacher compensation program that aligns with these goals during the planning year, which will be presented to the Board of Trustees for approval. The founding group deeply respects the work of teachers and expects to offer generous increases in salary based on teacher performance and gains in student achievement.

**Professional Development for School Leaders.** Follow-on services from Proven Provider Building Excellent Schools will provide professional development and support for school leaders through ongoing support, consultation, training and continued access to the practices of high performing schools and school leaders in the national BES network. Additional Professional Development for school leaders will be based on individual needs and responsibilities. We anticipate engaging Charter School Business Management 94 for any finance and operations in the planning year as we establish and operationalize effective operational and fiscal procedures. **Evaluation of School Leaders.** All administrators establish rigorous annual goals aligned with the Accountability Plan measures and/or based on identified roles and responsibilities in support of Argosy Collegiate’s mission. The ED supervises and evaluates administrators and increases in compensation are determined by their overall job performance and meeting individual goals. The ED is evaluated by the Board of Trustees based on annual goals aligned with the Accountability Plan and other priority areas defined by the goal.

**E. Facilities and Student Transportation.** Founders have worked with local real estate experts to assess the current real estate market and identify several potential facilities. The founding group will have 18 months post authorization to complete a facility search, negotiate a lease or purchase agreement, and oversee renovations. We anticipate leasing a facility for at least the first three years of operation before acquiring a permanent facility for the school. However, we will explore all available properties for lease and sale. Items below describes the real estate needs and anticipated associated costs for the first three years of operations. Initial research has uncovered several properties in the South End that could serve as a potential site for Argosy Collegiate. **(1) Notre Dame De Lourdes School,** 34 Joseph Street, Fall River, MA, 02723. Originally opened in 1899, grew to a PK – 8, Catholic Church school closed in 2009 due to low enrollment. Its architectural style is Colonial Revival it and was added to the National Historic Register in 1983. With a brick exterior, three stories, with new windows on the third floor, which houses a gymnasium. The area is 21,780 square feet. The school is centrally located in the Flint Village and has access to Lafayette Park, with baseball and soccer facilities next door. Lead Founder Kristen Pavao and at

73 The bonus plan is reflected in our Budget as found in Appendix E and Budget Narrative found in Part III, Section F.
least one of Argosy Collegiate’s Founding Board of Trustees’ children are alumni of Notre Dame. Off-street bus routes and a paved, fenced playground are key features of this facility. We are in the process of connecting with a representative of the diocese to begin discussion about vacant diocese facilities in the city. **(2) Immaculate Conception Church and Rectory**, 15 Thomas Street, Fall River, MA 02723. Located just one block from Notre Dame De Lourdes School and even closer to Lafayette Park. The church has been vacant for one year as the congregation recently joined the Notre Dame De Lourdes Church. The church building itself and basement could be converted for classrooms, and the rectory could be used for office space. **(3) Fall River District Public Schools:** There are 15 vacant district public schools in Fall River. Lead Founder Kristen Pavao on behalf of the Board of Trustees for Argosy Collegiate has submitted a request to meet and speak with the Mayor and the Superintendent of Fall River to discuss possible public space opportunities in the city for Argosy Collegiate. All students, parents, staff, and visitors who are physically challenged will have full access to the school facility in accordance Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 791 et seq.) and its accompanying regulations. All students will be provided with the access, services, and accommodations necessary to assure their full participation in the educational program, in full compliance with all applicable laws and regulation including the Americans with Disabilities Act. The accessibility costs for the facility, if needed, are included in the renovation expenses.

**Transportation:** We will work with the district to provide transportation afforded to them under SPS transportation practices. Students requiring access to modified modes of transportation as outlined by their educational plans will be provided these by the district. The ED will be responsible for transportation at the charter school and will serve as liaison between families, district services and other transportation arrangements provided to ensure full access and safe access to the school. Transportation practices and costs will be evaluated annually after coordination with the district. We will work with families to create an effective parent car pool system to support our Saturday program. Parent representatives will be involved with the review of transportation practices.

**F. School Finances: (1.) Fiscal Management.** The Board will delegate daily management of school’s finances to the ED who will work closely with the DFO, who will bring experience or training in business management. During the pre-operational year, the ED will consult with Charter School Business Management to design business, operations, and human resource systems based on state and federal requirements. This organization will also provide ongoing support and consultation to the DFO and ED. The ED will develop a Fiscal Control Manual that specifies the financial control procedures in accordance with the relevant laws and regulations and based on the *Massachusetts Charter School Recommended Fiscal Policies and Procedures Guide*. The Manual will cover the roles and responsibilities of all staff involved with financial management, processes of budgeting and reporting, transaction approval, purchasing, record keeping, issuing checks, employees’ expenses, payroll and benefits, and inventory management. The Manual will be reviewed and recommended by the Finance Committee, and approved by the Board. The Annual Operating Budget will be presented to the Board for approval in May after the April tuition projections are released by DESE. Each line item of revenue and expense in the operating budget will be accompanied by documentation supporting the underlying assumptions for the figures used. The Budget will be reviewed and approved by the Finance Committee before being presented to the Board. Monthly, an actual to budget financial statement including cash flow projections, along with a Chart of Accounts, will be produced and presented to the Board for review. The ED will be responsible for the school’s daily financial operations, approving all expenditures. S/he will meet with the DFO weekly to discuss issues related to finances, including budget and cash flow analysis. The ED will oversee procurement of supplies, equipment and services. The DFO will process orders and requests per the Fiscal Control Manual, choose a contractor and complete purchase of goods and services. The DFO, assisted by the Office Manager, will be in charge of the school’s automated accounting books, prepare payroll information for the payroll company, process accounts payable and monitor budget and cash flow. The ED will ensure that
roles and responsibilities are sufficiently and appropriately segregated as required by law. The ED will create a finance and operations responsibility matrix which delineates tasks related to finance, ensuring that segregation of responsibilities is articulated and documented. **Payments and Incoming Funds.** ED will sign checks and have responsibility for approved purchases, while DFO will prepare all checks for signature and monitor approved expenditures. DFO will not have any check signing authority or withdrawal authority. Checks in excess of $5,000 will require second signature of Board member. Checks will be issued only when within approved budget and with approval of ED. Voided checks will be retained to insure proper maintenance of checking account records. Incoming receipts will be recorded by DFO who will record the name, date received, name(s) or donor, address (if available), amount, and type of receipt. The DFO will stamp the check “for deposit only” into Argosy Collegiate’s account, and prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check will be attached to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement by the ED. DFO will receive documentation related to cash receipts deposit and record activity to accounting system. The Finance Committee will review all cash receipts monthly, including comparison of amounts received to budget. **Record Keeping.** Argosy Collegiate will use commercial accounting program such Quick Books to keep financial records. The ED, DFO and Treasurer will have sole access to records and will use password system that is changed regularly. Each week all financial records will be backed up and stored off-site. The Finance Committee will review software needs annually. **Cash flow Management Plan.** Our cash management plan includes processes and procedures that help signal potential cash management problem and allow for immediate attention. The ED bears ultimate responsibility to ensure that all forms are completed and procedures are followed to ensure that all expected public and private dollars flow to school without significant gaps in time. On weekly basis, during Operations Meetings, DFO provides cash flow update to ED indicating expected revenues to be received and budgeted expenses to be made. Meetings focus on ensuring that school maintains positive cash flow and to extent possible, cash reserve each month. Over time, ED with Board Treasurer produces budgets that include cash surpluses each year to help offset potential shortfalls in revenue and help meet short term cash flow challenges. There will be financial management policies and procedures in place to help ensure all purchases and expenditures are approved and accounted for with eye towards fiscal prudence and long-term value. These procedures for purchases and accounts payable will allow DFO and ED to curtail rate of spending if necessary. The ED, with Board's approval, will seek lines of credit with financial institutions to provide extra layer of protection. Finally, in event revenues do not fully cover expenses, ED, DFO, and Board Treasurer will take necessary steps to protect payroll and facilities’ needs. Options would include how revenue through private donations and fundraising can be improved, how non-payroll and facilities expenses and purchases can be delayed, or seeing if schedule for payments of contracts or services can be renegotiated. To maintain fiscal conservancy, we will maintain the accounting records and related financial reports on an accrual basis. All records and reports will be consistent with Governmental Accounting Standards Board (GASB).

**Per Pupil Tuition.** Per pupil amount of $13,550 based on available data for FY13 projections for Fall River. **Student Enrollment.** Student enrollment assumed @ 81 in Y1, plus additional 81 students each additional year. We will fill any seats lost to attrition in grades 5-8 with students on our waiting list. We will reach our full capacity of 585 students in FY21. **Facility Size.** Our facilities need is assumed by

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74 In our Prospectus, we indicated our intention to serve 81 students in Y1, and then 54 students thereafter. Due to attrition data gathered from high performing middle to high school charter schools such as Boston Collegiate and Boston Preparatory, and that we will not backfill after 8th grade, we have raised our enrollment numbers in year two and remain at 81 until the end of Y17. This ensures that we can maintain our goals for class size (27), graduate 12th grade classes larger than 50 students, while maintaining a balanced budget.

75 This number includes an 81 student enrollment in Operational Y1, and maintaining subsequent 5th grade enrollment and backfilling to maintain class sizes of 81 through the end of 8th grade. If CSP funds are approved, total student enrollment will be 456 students, as indicated in our Prospectus.

Argosy Collegiate Charter School
estimating a need of 80 square feet per student. **Cost Per Square Foot.** Our estimated cost per square foot of $12 is based on consultation with local real estate professionals. **Staff FTE.** Staff FTE aligns with the hiring plan for the five year term of the charter, which is included in the governance and management section. **Administrative (Professional).** In FY14 (Planning Year), we assume the hiring of one (1) FTE Executive Director, a Director of Finance and Operations at (.25) FTE, and a Director of Achievement at (.25) FTE. In FY15 (Operational Y1), these positions each increase to one (1) FTE position. In FY16 (Operational Y2), we assume the addition of a Dean of Students and Culture at one (1) FTE. In FY16 (Operational Y2) we add a Director of Development at one (1) FTE. There are no additional administrative positions in FY17. **Administrative (Support/Clerical).** In FY14, we assume part time administrative support at (.2) FTE. This increases to one (1) FTE in FY15 and FY16. In FY17, to support the increased traffic and support in the office in the afternoons, we increase administrative support to (1.5) FTE through the remaining five years of the charter. **Instructional: Teachers.** In FY15, we assume nine and a half (9.5) FTE teaching positions and a (.5) FTE Special Education teacher (the other .5 of this position is recognized as Instructional – Support/clerical for management of the Special Education program from the Student Supports Coordinator). We assume the addition of eight (8) FTE regular education and two (2) FTE special education teachers in FY16 and again in FY17. We base our assumptions for special education staffing needs on the demographics of the Fall River Public School student body which we expect to match our student body. **Instructional: Other (Professional).** In FY16 we assume one and a half (1.5) FTE Teaching Fellows, increasing to three (3) FTE Teaching Fellows in FY17. **Instructional: Salaries - Support/Clerical.** In FY15, we anticipate hiring a (.5) FTE Student Supports Coordinator to oversee provision of services for students with special education and/or Limited English Proficiency needs. We will maintain staffing at this level until FY16, at which point we will make this a one (1) FTE position and add on (1) FTE Tutoring and Enrichment Coordinator. We maintain these staffing levels in FY17. **Other – Cost of Living Increase.** The budget assumes a 3% cost of living increase for all staff each year.

**Operating Revenues.** An outline of all operating revenues is provided here. **Tuition.** We base this on a per pupil allocation of $13,550 with 81 students enrolled in FY15 and 81 students enrolled in each subsequent year. The per-pupil allocation for facilities is included in line 35 as “other.”

**Grants – State.** While we assume receipt of funding through the Charter School Program (CSP) grant, we conservatively do not include it in our proposed budget because the final allocation is not yet determined. **Grants – Federal.** We estimate revenues from Federal Entitlement grants by determining the average amount of funding per eligible pupil according to the amount of Title 1 and IDEA funds granted to the Fall River Public Schools (FRPS) and the school system’s published student demographic data. We anticipate having the same percentages of Special Education and Low Income students as the school system and calculate our assumed revenue accordingly. Therefore, we anticipate receiving an average of $470.81 in Title I funding (total Title I funding for Fall River was $4,629,965 and total FRPS student enrollment was 9,834) and $317.75 in IDEA funding (total IDEA funding for FRPS was $3,124,800) on an annual basis. **Nutrition Funding – State & Federal.** We anticipate that 78% of our students will receive free breakfast and lunch at a combined reimbursement rate of $4.62; 5% of our students will receive reduced breakfast and lunch at a combined reimbursement rate of $3.90. **Program Fees.** We do not include program fees as we will not charge our families any amount for school programs. We anticipate that the majority of our students will come from low income families. **Contributions, in kind.** We will solicit contributions in kind but we do not assume any at this stage. **Contributions, in cash.** Revenue from Board contributions and fundraising is assumed at $30,000 in FY14 to FY17. Please see Attachment J for the Board’s Letter of Financial Commitment. **Investment Income.** We do not assume
investment income as revenue in the budget. We anticipate moving funds to interest-earning accounts as frequently as possible, but will not rely on this income until we have an established surplus of funds from our first few years of operations. **Transportation.** Transportation will be provided by the local school district. **Other: Facility Reimbursement.** Our assumed rate of $893 per pupil, multiplied by the anticipated enrollment each year, provides estimated facility reimbursement revenue.

**Operating Expenditures – Administration Salaries – Administrative (Professional).** FY14, our professional staff will consist of one (1) FTE Executive Director (ED) @ $90,000; a (.25) Director of Finance and Operations (DFO) @ $50,000 (FTE); and (.25) Director of Achievement (DA) @ $50,000 (FTE). The ED remains at one (1) FTE at $90,000 with a 3% COLA. The DA and the DFO each go to (1) FTE with an increased salary to $52,000. In FY16, we will hire one (1) FTE Dean of Culture and Families at $50,000 and we add a one (1) FTE Director of Development at $55,000. We allocate funds to provide a 3% COLA increase each year for returning administrators. In FY17, there are no additional administrators and provide a 3% COLA. **Salaries – Administrative (Support/Clerical).** We will hire an Office Manager (OM) at (.2) FTE at $40,000 in FY14. This will increase to one (1) FTE in FY15. In FY16, there is a 3% COLA. In FY17, there is a 3% COLA and the addition of a (.5) position. **Accounting – Audit.** Fees are assumed at $15,000 each year based on schools of similar size. **Legal.** Fees are assumed conservatively at $10,000 in FY14 and $15,000 in all subsequent years. **Payroll.** We will contract out with a payroll company at an anticipated cost of $3,000 per year based on the payments made by charters schools of similar size. **Other Professional Services.** We assume the cost of $2,000 in FY15 to contract out with a company such as Kickboard to design, and provide support for, a data management system to track academic and behavioral results. This will increase to $2,500 in FY16 and $3,500 in FY17. **Information Management and Technology.** We conservatively estimate anticipated costs for technology in based on the following needs: **Start Up -** $3,000 in FY14 to design and set up our website. We allocate $500 in subsequent years to maintain this site, supported in part by our expertise on our Board; $1,000 on our server plus a $10,000 one-time installation fee in FY14; Two printers at $500/printer; **Annual -** Laptop computers for all staff at $800/FTE, Cell phone device at $100 and a monthly service plan at $80 for all members of the school Leadership Team (ED, DCI, and DFO in Y1; DSC in Y2), $2,000/year on IT support. **Office Supplies and Materials.** We estimate $2,000 on basic main office and classroom space (outside of student furniture and materials) set up in FY14 and the same amount to maintain the main office each year thereafter. We allocate $300/FTE in FY15 and all subsequent years for teacher work room furniture. **Professional Development, Administrative/Board.** We assume the cost of $15,000 per year, starting in FY16, for professional development for the administration and the board, to be provided by Building Excellent Schools. **Dues, Licenses, and Subscriptions.** We will pay dues to the MA Charter School Association beginning in our first operational year. We anticipate dues of $2,500 in FY15 growing as the school grows to $4,000 in FY16 and $6,000 in FY17. **Fundraising.** We assume spending of $3,000 on fundraising in FY15 and $6,000 in FY16 and $8,000 subsequent years to fund the development of professionally designed flyers and folders for presentations to potential donors. **Recruitment/Advertising.** We anticipate spending $1,000 to recruit each FTE staff member and $25 for each student we plan to enroll. We will advertise our administrative and teaching positions locally and nationally. **Travel Expenses for staff/Board.** This covers travel and expenses for staff and board member research trips to schools in nearby cities that have inspired the design of Argosy Collegiate. We assume $500 annually for our board and $100 per FTE in FY15 and all subsequent years. **Bank Charges – Current (Short Term).** We do not anticipate any bank charges because we do not plan to take out any loans. **Student Furniture-** Buying all student furniture the summer prior to enrollment, we budget $150 per student with a 3% COLA. **Printing and Paper-** We allocate $60 per student.

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79 Please see [Attachment O](#) for more information about Proven Provider Building Excellent Schools.
Instructional Services - Salaries – Teachers. We assume average first year teacher salary of $44,000. In FY15, we hire nine (9) FTE general education teachers @ $44,000 each and (.5) Special Education teacher, @ $55,000. In FY16 additional (8) FTE general education teachers @ $50,000 and adding (2) FTE Special Education teachers FTE @ $55,000. In FY17, we add (9) FTE general education teachers @ $55,000 and one (1) FTE Special Education teacher @ $55,000. We allocate funds to provide 3% COLA increase each year for returning teachers. Salaries- Other (Professional). In FY16, hire (1.5) FTE Teaching Fellows @ $40,000, and FY17 we increase to (3) FTE Teaching Fellow position with 3% COLA. Salaries – Support/Clerical. In FY15, we hire (.5) FTE Student Supports Coordinator @ $55,000 to oversee special education testing, programs, and compliance. Position increases to one (1) FTE in FY16. In FY16, add one (1) FTE Tutoring and Enrichment Coordinator @ $45,000 to expand tutoring programs and enrichment opportunities. We allocate funds to provide 3% COLA increase each year for returning teachers. Instructional Technology in Classrooms. Includes ELMO document cameras and projectors in each classroom at $5,000 per year beginning FY15. In FY16, we anticipate fully equipping one classroom with 30 computers at $800 per computer. The school assumes an average computer life of four (4) years. The school will seek in-kind donations or discounted computers, which would have a favorable impact on the budget. Instructional Supplies & Materials. In FY15 we anticipate a cost of $250 per student for instructional materials and supplies. We also assume an additional cost of $2,000 for instructional materials to accommodate students with special needs in each operational year (FY15, FY16, FY17). Testing & Assessment. We assume a cost of $30 per student for assessment material for the Stanford 10, plus $30,000 per year for the Achievement Network. These costs are estimated based on the expenses allocated by other charter schools purchasing the same high quality interim and national normed assessments that we will use. Our allocation for special education testing in FY15 and subsequent years assumes that 21% (17 of our students in Y1) will have special education needs and that one third of them will receive three-year evaluations in FY15 at approximately $1,500 per student. Professional Development, Instructional. We estimate a cost of $3,000 for FY14, then $5,000 for FY15, $10,000 for FY16, and $15,000 for FY16 for teacher Professional Development (PD). Most PD will be planned and facilitated by school leaders so these expenses will cover the resources and materials we use. Additional costs cover PD for purchased curriculum. Classroom libraries. We estimate $500 per classroom for classroom libraries.

Other Student Services - Salaries – Other Student Services. We assume that 10% of our students will require Speech/Language or Occupational Therapy at a rate of $80 per hour and 1 hour of service per week. Health Services. This reflects the hiring of a part time (.25) FTE nurse @ $40,000 as well as a rate of $3/student per year to cover basic health care needs. In FY16, this increases to a (.5) FTE position with a 3% COLA. In FY17, this increases to (1) FTE with a 3% COLA. Student Transportation (to and from school). This is provided by the district. Food Services. We assume a net zero expenditure on food through funding from the National School Lunch Program. Athletic Services. Beginning in FY15, We spend $1,000 per year with an increase of $1,000 every year thereafter in athletic supplies. This reflects estimated expenses for fitness related materials and supplies such as balls, jump ropes, jerseys, and team building exercises.

Operations and Maintenance of Plant - Salaries – Operations and Maintenance of Plant. We assume cost of $15,000 for salaries for part time custodial staff in FY15. This will increase each subsequent year by $5,000 as facility grows in size until we reach full capacity. Utilities. We estimate cost of utilities according to expenditures of other schools of a similar size. Maintenance of Buildings & Grounds. We assume a cost of $12,000 in FY15, $16,000 in FY16, increasing to $20,000 in FY17. Rental/Lease of Buildings & Grounds. The assumed lease expense based upon the major assumptions about square footage needs and costs. Rental/Lease of Equipment. We anticipate the need to lease and maintain copy machines; our assumption of 2 copiers at $12,000 in FY15, 3 copiers at $18,000 in FY16, and 4 copiers at $24,000 in FY17 is based on the average expense of other schools. Other: Phone System. We assume a
cost of $10,000 to set up a phone system in FY15 and allocate $5,150 FY16 and $5,305 for FY17 to maintain this system.

**Fixed Charges - Payroll taxes.** Payroll taxes include 1.45% of total salaries for Medicare, 6.2% of non-instructional salaries for Social Security and 1% for unemployment insurance.  

**Fringe Benefits.** We assume that 75% of employees will request individual health and dental insurance coverage and that the school will assume 80% of an individual policy, and that 25% of employees will request family health and dental coverage and that the school will assume 80% of a family policy. Inflation is assumed at 10% each year. **Insurance (non-employee).** We allocate $20,000 per year, with a 3% annual increase, for Workman’s Compensation, General Liability, and Directors and Operators insurance for the Board of Trustees. **Educator Bonus Program.** Beginning in FY16 and thereafter merit based bonuses are awarded at $5,000 per teacher (FTE) who meets their student achievement goals as established by the ED and the DA. Bonuses are based on student achievement data and are payable upon return to FTE position the following year. This bonus program rewards effective teachers, gives us a competitive edge in the recruiting and hiring market, and helps to improve teacher retention.

**Community Service and Dissemination - Dissemination Activities.** This includes outreach to other schools and sharing of best practices. **Civic Activities.** We budget college campus/university field trips beginning with local campus trips in 5th grade, state campus trips in the 6th grade, and regional campus sites in the 7th grade. We anticipate $30 per pupil for 5th grade, with bus and food, $50 for longer visits providing two meals, and $75 per pupil for overnights, transportation and meals. We will fundraise for costs and trips above these estimates and make adjustments accordingly. **Contingency Fund.** We assume reserves of 3% in our planning year; 3% in year one of operation; and 5% of operating revenue in each subsequent year for unanticipated costs.

A. **Action Plan**
The chart details the Action Plan the school will put in place from the time of charter until opening.

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Governance</th>
<th>State</th>
<th>Completion</th>
<th>Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assess/approve Bylaws (BOT) and submit to Charter Schools Office</td>
<td></td>
<td>Apr 2013</td>
<td>BOT</td>
<td></td>
</tr>
<tr>
<td>Finalize ED job description and evaluation process</td>
<td></td>
<td>May 2013</td>
<td>BOT</td>
<td></td>
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<tr>
<td>Hire ED</td>
<td></td>
<td>Jun 2013</td>
<td>BOT</td>
<td></td>
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<tr>
<td>Obtain copies of the Administrative and Governance Guide for each BOT member</td>
<td></td>
<td>Mar 2013</td>
<td>BOT</td>
<td></td>
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<tr>
<td>Elect officers, form committees, appoint committee chairs</td>
<td></td>
<td>Apr 2013</td>
<td>BOT</td>
<td></td>
</tr>
<tr>
<td>Hold retreat to transition to governing board</td>
<td></td>
<td>Apr 2013</td>
<td>BES, ED</td>
<td></td>
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<tr>
<td>Submit letter to CSO requesting approval of and resumes for new BOT members</td>
<td></td>
<td>May 2013</td>
<td>ED</td>
<td></td>
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<tr>
<td>Submit a financial disclosure form for the previous calendar year for each of the proposed BOT members to CSO</td>
<td></td>
<td>May 2013</td>
<td>BOT</td>
<td></td>
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<tr>
<td>Finalize dashboard template for monthly reporting to BOT</td>
<td></td>
<td>Jun 2013</td>
<td>BOT, ED</td>
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<tr>
<td>Submit an organizational chart to the Charter Schools Office</td>
<td></td>
<td>Jun 2013</td>
<td>ED</td>
<td></td>
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<tr>
<td>Set board meeting calendar</td>
<td></td>
<td>May 2013</td>
<td>BOT</td>
<td></td>
</tr>
<tr>
<td>Secure legal counsel</td>
<td></td>
<td>Aug 2013</td>
<td>ED</td>
<td></td>
</tr>
</tbody>
</table>

**Enrollment and Admission**

<table>
<thead>
<tr>
<th>Action Items</th>
<th>State</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assess and approve Enrollment Policy (BOT) and submit to Charter Schools Office</td>
<td>Jun 2013</td>
<td>BOT</td>
</tr>
<tr>
<td>Create and finalize recruitment materials</td>
<td>Mar 2013</td>
<td>May 2013</td>
</tr>
</tbody>
</table>

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80 It is difficult to predict an exact rate at this point given that we are not yet able to register with the MA Department of Unemployment Assistance and are not in a position to compare which method we will use to provide insurance. See [http://www.mass.gov/lwd/docs/dua/business/2024-508.pdf](http://www.mass.gov/lwd/docs/dua/business/2024-508.pdf). However, consultation with experienced charter school operations staff indicates that 1% for unemployment insurance is a conservative estimate.
<table>
<thead>
<tr>
<th>Task</th>
<th>Start/End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct recruitment outreach (see recruitment plan)</td>
<td>May 2013-Jan 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Hold enrollment lottery and notify families of results</td>
<td>Mar 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit Pre-Enrollment report to Charter Schools Office</td>
<td>Mar 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Request student records</td>
<td>Mar 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Assess student services and create special education program plan</td>
<td>Apr 2014-Jun 2014</td>
<td>ED, DA</td>
</tr>
<tr>
<td>Conduct diagnostic testing</td>
<td>Aug 2014</td>
<td>DA</td>
</tr>
<tr>
<td>Hold enrollment lottery and notify families of results</td>
<td>Mar 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit Pre-Enrollment report to Charter Schools Office</td>
<td>Mar 2014</td>
<td>ED</td>
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<tr>
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<td>ED</td>
</tr>
<tr>
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<td>Mar 2014</td>
<td>ED</td>
</tr>
<tr>
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<td>Mar 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Assess student services and create special education program plan</td>
<td>Apr 2014-Jun 2014</td>
<td>ED, DA</td>
</tr>
<tr>
<td>Conduct diagnostic testing</td>
<td>Aug 2014</td>
<td>DA</td>
</tr>
</tbody>
</table>

**School Policies and Practices**

<table>
<thead>
<tr>
<th>Task</th>
<th>Start/End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up student information database</td>
<td>Jul 2014-Aug 2014</td>
<td>DA</td>
</tr>
<tr>
<td>Order non-instructional supplies, furniture, equipment and materials</td>
<td>Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Approve school calendar and submit to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Self-assess and approve student code of conduct (BOT) and submit to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit contact information for School to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Draft, get feedback and submit School Health and Medications Administration Plan to Charter Schools Office</td>
<td>Aug 2013-Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Draft, get feedback and submit Wellness Policy to Charter Schools Office</td>
<td>Aug 2013-Aug 2014</td>
<td>ED</td>
</tr>
</tbody>
</table>

**School Facility and Building Safety**

<table>
<thead>
<tr>
<th>Task</th>
<th>Start/End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Search</td>
<td>Mar 2013-Dec 2013</td>
<td>ED</td>
</tr>
<tr>
<td>Secure site</td>
<td>Dec 2013</td>
<td>ED</td>
</tr>
<tr>
<td>Oversee renovations</td>
<td>Jan 2014-Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Prepare building infrastructure (i.e.; lights, phones, server and computer network)</td>
<td>Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Set up furniture, equipment, and materials</td>
<td>Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit a copy of the signed lease</td>
<td>Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit written assurance that the facility is accessible</td>
<td>Jul 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit multi-hazard evacuation plan to CSO</td>
<td>Jul 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit current Certificate of Occupancy and required safety inspections to Charter Schools Office</td>
<td>Jul 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Obtain property insurance and provide documentation to CSO</td>
<td>Jul 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Secure janitorial services</td>
<td>Jul 2014</td>
<td>ED</td>
</tr>
</tbody>
</table>

**Staff Recruitment, Evaluation and Professional Development**

<table>
<thead>
<tr>
<th>Task</th>
<th>Start/End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop job descriptions and postings</td>
<td>Apr 2013-Jun 2013</td>
<td>ED</td>
</tr>
<tr>
<td>Recruit and hire staff</td>
<td>Jun 2013-Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Set staff salaries and benefits</td>
<td>Jun 2013</td>
<td>ED</td>
</tr>
<tr>
<td>Develop staff policies and handbook</td>
<td>Jul 2013</td>
<td>ED</td>
</tr>
<tr>
<td>Plan staff orientation</td>
<td>Jul 2013-Jul 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Hold staff orientation</td>
<td>Aug 2014</td>
<td>ED, DA</td>
</tr>
<tr>
<td>Submit summary of staff's qualifications to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit signed letter of agreement with special education administrator to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Obtain access to CORI and approve CORI policy (BOT)</td>
<td>Jun 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit staff performance criteria and evaluation plan to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit CORI assurance for all employees</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit written documentation of physician and nurse relationship to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Submit professional development plan to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
</tbody>
</table>

**Educational Program and Curriculum**

<table>
<thead>
<tr>
<th>Task</th>
<th>Start/End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop curriculum</td>
<td>Aug 2013-Aug 2014</td>
<td>ED</td>
</tr>
<tr>
<td>Order materials, supplies, equipment</td>
<td>Jun 2014-Sept 2014</td>
<td>ED, DA</td>
</tr>
<tr>
<td>Contract with special education consultants</td>
<td>Aug 2014</td>
<td>ED, DA</td>
</tr>
<tr>
<td>Submit District Curriculum Accommodation Plan to Charter Schools Office</td>
<td>Aug 2014</td>
<td>ED</td>
</tr>
</tbody>
</table>
Submit Special Education Program Plan to Charter Schools Office | Aug 2014 | ED
Submit Title I Plan to Charter Schools Office | Aug 2014 | ED

**Transportation and Food Services**
Submit Transportation Services Plan to Charter Schools Office | Aug 2014 | ED
Contract with food service provider | Aug 2014 | ED

**Financial Systems**
Apply for tax exempt status and ID | Completed | ED, BOT
Secure independent auditor | Jun 2013 | ED
Contract with accounting consultant to create systems for business, ops, and HR | Jun 2013 | ED
Design financial management systems (QuickBooks) | Jun 2013 | ED
Design accounting process forms and reporting templates | Jun 2013 | ED
Establish payroll | Sept 2013 | ED
Set up bank accounts | Apr 2013 | ED
Approve Fiscal Policies and Procedures and submit to Charter Schools Office | Oct 2013 | ED, BOT
Approve annual budget (BOT) and submit to Charter Schools Office | Aug 2013 | ED
Obtain Director and Operators insurance and provide evidence of coverage to Charter Schools Office | Aug 2013 | ED

**IV. How Will The School Demonstrate That It Is Faithful To The Terms Of Its Charter?**

**A. Process.** By design, accountability is one of the core principles at Argosy Collegiate. Our accountability goals will keep us grounded in our mission, and ensure that at any moment in our school day, week, month or year, we will have access to qualitative and quantitative data which will inform our planning, professional development, and student supports. The founding group has drafted an accountability plan with rigorous and measurable goals for academic success, organizational viability, and faithfulness to charter. As Argosy Collegiate grows its student body each year per grade, we will continue to analyze and evaluate our goals in order to make informed decisions regarding improving rigor, instruction, and achievement. The Executive Director will oversee school performance, while the Director of Achievement and the Student Supports Coordinator will be responsible for collecting data, analyzing data, and writing reports that clearly evaluate the school’s progress towards accountability plan objectives. The Board will oversee progress towards our goals through monthly dashboards on academic and fiscal health. Every member of the school community is accountable for the expectations of our mission and our accountability goals.

**B. Goals.** The mission of Argosy Collegiate Charter School is to equip all scholars in grades five through twelve with the academic and ethical foundation necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership. The goals of our accountability plan directly and specifically support the mission of Argosy Collegiate and should be used internally and externally to evaluate the school’s effectiveness for operational years 2014 through 2018.

**(1) Academic Success**

**Goal 1.01: Students will achieve mastery in Reading/ELA.**

**Absolute and Longitudinal Measure (Criterion Referenced) - On the ELA MCAS:** 60% of students who have attended the school for two or more years will score proficient or advanced; 70% of students who have attended for three or more years will score proficient or advanced; 80% of students who have attended for four or more years will score proficient or advanced; 100% of students who have attended for five or more years will score proficient or advanced.
Comparative Measure (Criterion Referenced) - On the ELA MCAS: All students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than that of the surrounding district average.

Comparative Measure (Criterion Referenced) - On the ELA MCAS: All racial, socioeconomic, ability, and language subgroups will, on average, score at the same rates of proficiency as the school’s average rate of proficiency.

Longitudinal, Comparative, and Absolute Measure (Norm Referenced)- On the Language Arts Stanford 10: The average annual increase of percentiles among students on the Reading Comprehension section will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

Goal 1.02: Students will achieve mastery in Mathematics.

Absolute and Longitudinal Measure (Criterion Referenced) - On the MATH MCAS: 60% of students who have attended the school for two or more years will score proficient or advanced; 70% of students who have attended for three or more years will score proficient or advanced; 80% of students who have attended for four or more years will score proficient or advanced; 100% of students who have attended for five or more years will score proficient or advanced.

Comparative Measure (Criterion Referenced)- On the MATH MCAS: All students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than that of the surrounding district average.

Comparative Measure (Criterion Referenced) - On the MATH MCAS: All racial, socioeconomic, ability, and language subgroups will, on average, score at the same rates of proficiency as the school’s average rate of proficiency.

Longitudinal, Comparative, and Absolute Measure (Norm Referenced) - On the MATH Stanford 10: The average annual increase of percentiles among students on the Mathematics section will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

Goal 1.04: Students will achieve mastery in financial literacy.

Absolute Measure (Criterion Referenced) - On Internal Assessments: 75% of students who have attended the school for two or more years score at or above 80% on rigorous internally-created assessments aligned to federal and state financial literacy education standards. At least 80% of students score above 80% after year three and at least 90% after year four.

Absolute Measure - On Authentic Work: 75% of all students in grades seven and eleven who have attended the school for two or more years score at or above 80% on capstone projects and presentations as evaluated by an external panel of judges using a commonly applied quantitative and qualitative rubric. At least 80% of students score above 80% after year three and at least 90% after year four.

Goal 1.03: Students will achieve mastery in Science and Social Studies.
Comparative Measure (Criterion Referenced) - On the SCIENCE MCAS: All students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than that of the surrounding district average.

Absolute Measure - On Authentic Writing: 8th grade students will write a historical narrative that will be assessed by an external panel of evaluators using a qualitative and quantitative rubric. 90% of students will demonstrate proficiency; with 30% will demonstrate mastery.

(2) Organizational Viability

Goal 2.01: Argosy Collegiate will demonstrate fiduciary and financial responsibility.

AUDIT Measure: External, annual audit reports will demonstrate that Argosy Collegiate meets or exceeds professional accounting standards.

BUDGET Measure: Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school’s mission as measured by annual budgets approved by the Board and submitted to the DESE. The Finance Committee of the Board will review this budget monthly.

Goal 2.02 Argosy Collegiate will be fully enrolled and demonstrate the optimum levels of daily attendance and student retention.

ENROLLMENT Measure: Student enrollment will be at 100% of projected enrollment described in the charter application at the beginning of each year.

RETENTION Measure: 85% of students who complete the school year at Argosy Collegiate will re-enroll for the following school year.

ATTENDANCE Measure: Argosy Collegiate will average 95% or higher daily student attendance in each school year.

Goal 2.03 Parents will demonstrate high satisfaction with the academic program and the community of Argosy Collegiate.

ENROLLMENT Measure: Student enrollment will be at 100% of projected enrollment described in the charter application at the beginning of each year.

RETENTION Measure: 85% of students who complete the school year at Argosy Collegiate will re-enroll for the following school year.

SURVEY Measure: 85% of families will respond to annual family surveys, and of the respondent group, 85% will say that they are satisfied or very satisfied with the academic program and community of Argosy Collegiate.

Goal 2.04 The Board of Trustees will provide effective and sound oversight of the school to promote teaching and learning.
ANNUAL REVIEW Measure: The Board will conduct a formal annual review to measure the effectiveness of the Executive Director using one formal evaluation per year.

ANNUAL SELF-EVALUATION Measure: The Board will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.

ANNUAL POLICY REVIEW Measure: The Board will annually review the bylaws and policies and update as necessary.

ANNUAL ANALYSIS Measure: The Board of Trustees will conduct an annual analysis of the school’s organizational strengths and weaknesses.

(3) Faithfulness to the Charter

3.01 Students will be prepared for the rigor of our high school curriculum and be prepared for college.

HW Measure: On average, 90% of students will complete homework as measured by daily checks.

SURVEY Measure: 85% of families will respond to annual family surveys, and of the respondent group, 85% will say that Argosy Collegiate is preparing their student(s) for college.

HIGH SCHOOL MATRICULATION Measure: 80% of matriculating 8th graders will transition to Argosy Collegiate High School’s 9-12 college preparatory program.

C. Narrative. In 2017 or 2018, Argosy Collegiate will welcome a renewal inspection team in to its classrooms, cafeteria, offices, and hallways. Academic achievement and results are strong in both MCAS scores and on nationally normed assessments. Our academic and behavioral goals are high, and outcomes are visible and transparent to students, families, staff, and visitors. The renewal inspection team will see that with an intense focus on planning, organizing, and attention to every detail, Argosy Collegiate runs smoothly, as all individuals know their roles, their functions, and how critically important their roles are to the success of the organization. At Argosy Collegiate, we sweat the small stuff so that small problems do not escalate into larger ones. Upon entering Argosy Collegiate, the energy is palpable and yet orderly. Staff and students move about the building with purpose and a sense of urgency. The culture of Argosy is evident upon crossing the threshold where students’ uniforms are checked by the school leader, and students are met with a warm greeting by name, a firm handshake, and words of encouragement focused on our core principles. Attendance and homework completion will be assessed before students begin their first classes. Transitions at Argosy Collegiate are a tool to ensure culture and to maximize learning time. Transitions will be timed and tracked so that specific goals and improvements can be made each day from the beginning of the year when the school culture and procedures will be new, and then throughout the months and years to maintain culture and expectations. Classroom instruction will be carefully and specifically planned and executed with joy and rigor. Teachers will be observed and given feedback every week so that instruction and rigor will be of the highest caliber. Lesson plans will be created with clearly defined expectations and guidelines school wide, and demonstrate tactical responses to student data, which will be collected daily through exit tickets, weekly through “Show What You Know” quizzes, and Achievement Network interim assessments. Teachers and staff will hold students 100% accountable for behavior, academic achievement, participation, and effort every moment of every day. Tutoring is imbedded into each day and at Saturday Academy so that every student has their needs met in real-time. Our academic and behavior goals and data will be constantly highlighted throughout the school and the day, so that everyone is working and focused on meeting expectations with tools to be successful. The
renewal inspection team will see that Argosy Collegiate has and will continue to meet our goals as outlined in our charter application and also reflect and plan for short and long term sustainability goals. This visit will demonstrate the daily work that has allowed us to reach our academic goals, demonstrate our organizational viability, and prove our faithfulness to the charter.

**D. Dissemination.** Argosy Collegiate is fully invested in positioning itself as a partner in a collaborative relationship within the district and the charter school landscape in Fall River. The Lead Founder has been proactive in connecting with Fall River District Superintendent Meg Mayo-Brown and Mayor Will Flannigan to discuss our school proposal and our interest in sharing best practices among the community of public and charter schools in our district. In addition, the Lead Founder has met with James Wallace, founder of Atlantis Charter School, interim school leader for Atlantis Charter School, Fernando Goulart, and current Executive Director of Atlantis Charter School, Bob Beatty. All have been supportive of our mission, vision, and school design. Argosy Collegiate is designed upon the most successful practices and systems of high performing charter schools in Massachusetts as well as across the country. We will replicate only the best and most effective practices of these schools in the design of Argosy Collegiate. The Fall River Public Schools District is rated as Level 4, while Atlantis Charter School is Level 1. We are fully committed to developing a meaningful relationship with both the district public schools and Atlantis Charter School to improve academic achievement in Fall River and to advance education reform.
Argosy Collegiate Charter School: Part V
Required Attachments

Attachment A: Draft Bylaws

ARTICLE I

Name, Location, Mission and Objectives

Section 1: The name of the organization will be Argosy Collegiate Charter School (Argosy Collegiate).

Section 2: The initial principal location of Argosy Collegiate shall be in Fall River but the exact location has yet to be determined.

Section 3: Argosy Collegiate Charter School equips Fall River scholars in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership.

[Physical Address]

[City, State, Zip Code]

Argosy Collegiate may also have offices at such other places as the Board of Trustees (Board) shall determine the business of Argosy Collegiate requires; provided, however, that the registered office be registered with the Secretary of State of Massachusetts and the agent so registered be located at the same address, or otherwise as provided by the Board of Trustees.

Section 3: The purposes for which Argosy Collegiate is organized are to equip every scholar in grades five through twelve with the academic foundation, financial literacy and ethical development necessary to excel in selective colleges, earn professional opportunities and demonstrate positive leadership.

Section 4: If, for any reason, the organization should dissolve, upon dissolution of the organization assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II

Members

Argosy Collegiate does not have members. While persons who associate or attend programs of, participate in, contribute to, or benefit from Argosy Collegiate may be referred to as “member,” no rights, voting or otherwise, will inure to such person.

ARTICLE III

Board of Trustees

Section 1. Constitution: The Board of Trustees (“the Board”) shall consist of at least seven Trustees and no more than fifteen Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (ex officio).

Section 2. Qualifications: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Section 3. Nomination: The Argosy Collegiate Charter School nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4. Term: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2)
consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective. The initial Board of Trustees:

(a) Shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2015).
(b) Shall consist of at least two Trustees who will serve a two-year term (ending in Spring 2016).
(c) Shall consist of at least two Trustees will serve a three-year term (ending in Spring 2017).

Section 6. Vacancy: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7. Resignation: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8. Removal: The Board may remove any Officer or Trustees by majority vote of the entire Board of Trustee at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Trustees proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Trustee shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 9. Duties: Members of the Board of Trustees

(a) Shall serve Argosy Collegiate with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with Argosy Collegiate.

(b) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.

(c) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Argosy Collegiate activities in accordance with Argosy Collegiate policies.

(d) Shall have no direct or indirect financial interest in the assets or leases of Argosy Collegiate; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Argosy Collegiate shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV

Officers

Section 1. Description: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 2. Nomination: The Governance Committee shall present a slate of Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The election of Officers shall be held at the annual meeting of the Board.

Section 3. Term: The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Trustee may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.
Section 4. Vacancy: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE V
Meetings

Section 1. Annual Meeting: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 10 other regular meetings of the Board held each year. Notice shall be given to each Trustee thirty (30) days prior to the date of every regular meeting of the Board.

Section 2. Special Meeting: Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Trustee five (5) calendar days prior to the meeting.

Section 3. Quorum: One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by these Bylaws.

Section 4. Format: The Board shall select its own meeting format in any method allowed by the laws of the state of Massachusetts. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5. Notice: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Trustees prior to the meeting. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting also shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6. Absence & Proxy Voting: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. A member of the board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he/she grants a signed, written proxy to another board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

ARTICLE VI
Committees and Task Forces

Section 1. Appointment: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees. Committees will include a finance committee, a development or fundraising committee and a governance committee.

Section 2. Governance Committee: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. The duties of the Governance Committee shall be:

(a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustees positions on the Board;

(b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
(c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
(d) to provide ongoing orientation to Trustees;
(e) to oversee a Trustees assessment process to ensure optimum performance; and
(f) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII
Fiscal Year

The fiscal year of Argosy Collegiate shall begin on July 1 of each calendar year and terminate on June 30 of the subsequent calendar year.

ARTICLE VIII
Rules of Order

In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Argosy Collegiate.

ARTICLE IX
Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Trustee at least fifteen (15) days prior to the meeting at which the amendment is to be considered.
I. Recruitment Plan

A. Describe the school’s general recruitment activities, i.e. those intended to reach all students.

**General Recruitment Activities**

List recruitment activities undertaken each year which apply to all students.

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Informational Meetings, Open Houses at the school</td>
</tr>
<tr>
<td>Advertising: Newspaper, radio, direct mail, web-based advertising, social media</td>
</tr>
<tr>
<td>Door-to-door outreach, relationships with community-based organizations, and churches</td>
</tr>
</tbody>
</table>

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. Other subgroups of students who should be targeted to eliminate the achievement gap
### Recruitment Plan – Goals and Strategies

List goals and strategies for recruitment activities for each demographic group.

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Special education students</td>
<td>• Aligning with the district, at least 21% of students enrolled at Argosy Collegiate Charter School will be designated as special education students.</td>
</tr>
</tbody>
</table>

#### Activities:
- Materials will be distributed indicating that students with special education services and IEPs will have their educational needs met as outlined in their IEPs.
- Clearly articulate in all community outreach and recruitment documents and communications that Argosy Collegiate welcomes special education students, and believe they, like all students at Argosy Collegiate can be successful.
- Collaborate with organizations that provide services for and advocates for special education students to disseminate information about and applications for Argosy Collegiate.
- Collaborate with individuals who provide special services including counselors, speech/language therapists, social workers, and medical professionals outside of Argosy Collegiate to ensure they are knowledgeable about and communicative with the message that Argosy Collegiate is a viable educational option for students with special educational needs.
- Continue to cultivate a relationship with Fall River Public Schools to ensure awareness of Argosy Collegiate’s programs and supports for special education students.

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Limited English-proficient students</td>
<td>• At least 23% of students enrolled at Argosy Collegiate will be designated as Limited English-proficient students.</td>
</tr>
</tbody>
</table>

#### Activities:
- Materials will be distributed in Spanish, Portuguese, and other native languages of Fall River’s ELL population residing in the Flint Area, South End of the city, and other areas.
- Materials will be distributed in Spanish, Portuguese, and other native languages of Fall River at adult ELL classes around the city and to community centers that service ELL families.
- Clearly communicate in all materials that Argosy Collegiate enrolls students who are limited English-Proficient or who speak English as a second language, and that we believe that they, like all students can be successful at Argosy Collegiate.
- Widely distribute information, applications, and marketing materials to organizations and business which are likely to service Limited-proficient families and students.
- Collaborate with individuals such as immigration attorneys, medical professionals, social workers, and social service agency employees who work with immigrant students outside of Argosy Collegiate to ensure they are communicating the message that Argosy Collegiate is a viable option for LEP students.
<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Students eligible for free lunch</td>
<td>At least 69% of students enrolled at Argosy Collegiate Charter School will be eligible for free lunch.</td>
</tr>
</tbody>
</table>

**Activities:**
- Materials will be distributed to low income families through the Fall River Housing Authority manager and through door to door, boots on the ground networking including Sunset Hill Housing Community.
- Neighborhood community health centers including HealthFirst Family Health Center servicing low income families in the Flint area of Fall River will distribute recruitment materials to families entering the facility.

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Students eligible for reduced price lunch</td>
<td>At least 9% of students enrolled at Argosy Collegiate Charter School will be eligible for reduced price lunch.</td>
</tr>
</tbody>
</table>

**Activities:**
- Materials will be distributed to low income families at two Stop & Shop locations in Fall River, one in the Flint area and another in the South End of the city.
- Neighborhood community health centers including HealthFirst Family Health Center and TruMed Walk-in Clinic servicing low income families in the Flint area and South End of Fall River will distribute recruitment materials to families entering the facility.

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Students who are sub-proficient</td>
<td>At least 61% of students enrolled at Argosy Collegiate Charter School will have scored sub-proficient (as determined by a previous score of “needs improvement” or “warning” in English language arts for the previous two years on MCAS.</td>
</tr>
</tbody>
</table>
- At least 65% of students enrolled at Argosy Collegiate Charter School will have scored sub-proficient (as determined by a previous score of “needs improvement” or “warning” in Mathematics for the previous two years on MCAS. |

**Activities:**
- Clearly articulate on all recruiting, enrollment, and application documents that Argosy Collegiate welcomes applications and students who have not yet demonstrated academic success and who may struggle academically.
- Clearly communicate in all recruiting, enrollment, and application documents that Argosy Collegiate is a school where all students-despite previous academic achievement can succeed through targeted tutoring and Saturday Academy.
- Collaborate with individuals who provide services including counselors,
| Demographic Group: F. Students at risk of dropping out of school | speech/language therapists, social workers, and medical professionals outside of Argosy Collegiate to ensure they are knowledgeable about and communicative with the message that Argosy Collegiate is a viable educational option for students with special educational needs.  
• Continue to cultivate a relationship with Fall River Public Schools to ensure awareness of Argosy Collegiate’s programs and supports for students struggling academically.  

| Goals: | The percentage of at-risk students at Argosy Collegiate will be comparable to Fall River Public Schools’ at-risk populations.  

| Activities: | Continue to work with organizations and groups who provide services to at-risk and low income children, such as Fall River CD Recreation, and the United Neighbors.  
• Clearly communicate via marketing materials and venues that Argosy Collegiate welcomes all students, including those who struggle academically or behaviorally.  
• Communicate to families through marketing and home visits that Argosy Collegiate is supportive of student success both in and out of school.  
• Clearly communicate to students and families through family nights and other events the common outcomes of dropping out of school, and providing supports to encourage students to endure and persevere through common risks for dropping out of school.  
• Continue to press forward with our college bound mission, rigorous high school curriculum, and counseling at Argosy Collegiate so that the common risk factors are minimized as children transition from middle to high school. |
<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• During the middle school years, Argosy Collegiate is not in a position to enroll students who have dropped out of school.</td>
</tr>
<tr>
<td></td>
<td>• Thereafter, our goal is to implement an aggressive recruitment campaign that specifically targets students who have dropped out of school.</td>
</tr>
<tr>
<td></td>
<td>• Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who have dropped out of school including social service agencies, churches, government agencies, and housing projects.</td>
</tr>
<tr>
<td></td>
<td>• Beginning in 5th grade, Argosy Collegiate students begin their 75 college/university campus tours. The purpose for these visits is to provide real life experiences for scholars to see themselves on college campuses. These visits will expose students to academic programs, registrar’s offices, bursars’ offices, financial aid/scholarship departments, libraries, student unions, student clubs, etc. It is the belief at Argosy Collegiate that students who plan for and work toward a clear future are less inclined to drop out of school.</td>
</tr>
<tr>
<td></td>
<td>• Continue to partner with the Coalition for Social Justice to communicate mission, enrollment, and application process at Argosy Collegiate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic Group(s):</th>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Hispanic and Portuguese students</td>
<td>• At least 19% of students enrolled at Argosy Collegiate Charter School will be Hispanic or Latino.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access print, radio, and television media outlets to reach Hispanic and Portuguese communities to promote Argosy Collegiate, its mission, LEP services, enrollment policy, and application process.</td>
</tr>
<tr>
<td>• Collaborate with organizations and groups that serve the Hispanic and Portuguese community, such as the Flint Association to disseminate application information.</td>
</tr>
<tr>
<td>• Clearly communicate in native languages to Hispanic and Portuguese groups including prayer groups, businesses, and support groups information about our LEP services, enrollment, and application process.</td>
</tr>
</tbody>
</table>
## Overall Student Retention Goal

| Annual goal for student retention (85%): | At Argosy Collegiate Charter School, 85% of students will complete all academic requirements and re-enroll the following year. |

## Retention Plan Goals and Strategies

| Retention Strategy #1 | Prior to enrollment at Argosy Collegiate Charter School, every student/family will receive at least one home visit from a school leader and/or an interpreter if needed prior to the start of the school year. The purpose of these visits is to fully explain the school expectations and to provide strategies for supporting scholar success. |
| Retention Strategy #2 | Prior to the first day of school, a family orientation will be held to distribute and review school policies including attendance, uniforms, school culture, student and school safety, extended day and year, and behavioral consequences including causes for demerits, detention, suspension, and expulsion. |
| Retention Strategy #3 | Students who are struggling with reading, writing, or computing mathematics and are performing below grade level will be supported with daily targeting tutoring, Saturday Academy, and Summer Academy. Students are identified as needing supports based upon data collection and analysis. Struggling students are identified through ongoing data analysis which is collected through Exit Tickets, weekly “Show What You Know” quizzes, exams, ANet Interim Assessments, trimester comps, and state assessments. |
| Retention Strategy #4 | Homework Center will be provided for students who are not completing homework or who are turning in unacceptable homework. |
| Retention Strategy #5 | Families have daily access to pre-recorded homework voicemails, and receive weekly updates on student academic and behavior performance. Monthly newsletters keep families informed of school events, meetings, and strategies for supporting student achievement. |
Each year, Argosy Collegiate Charter School will enroll students in accordance with MGL c. 71, § 89 and 603 CMR 1.00. We will enroll a new cohort of students annually into 5th grade and will fill out available spaces in grades 5 through 8 on a space-available basis. The total number of students enrolled each year will not exceed the number allowed by the charter.

**Application Process.** To apply for enrollment, a student and parent(s) or guardian must submit an Intent to Enroll form and applicants must meet eligibility requirements as outlined below.

**Eligibility.** A student will be considered for enrollment in Argosy Collegiate Charter School if all of the following criteria are met:

- Student must be a resident of Massachusetts. (Preference is given to residents of Fall River.)
- Parents must complete, sign, and submit Argosy Collegiate Charter School’s Intent to Enroll form by the established deadline. All forms will be dated and time stamped upon receipt by the school, and maintained for public review as needed.
- Student is grade-level eligible for the enrolling grade as determined by having successfully completed the previous year’s grade.

Argosy Collegiate Charter School offers equal opportunity of enrollment to all students without regard to race, color, national origin, religious creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement. MGL c. 71, § 89(m); 603 CMR 1.06(1).

**Lottery.** After the deadline for each enrollment cycle, Argosy Collegiate determines the number of spaces available at each grade level. Assuming there are fewer spaces than applicants, we will hold a public lottery to fill our open seats. We will publicize the lottery on our website and in high traffic public venues at least one week in advance of the event. Families are not required to attend the lottery as part of the enrollment process. During the lottery, a disinterested party will draw names at random for each grade separately. For the lottery, we will create three lists of students from all of the applications received:

1. Siblings of students already in attendance at the school in the year of application;
2. Springfield residents; and
3. All other eligible applicants.

During the lottery, the independent party will draw names at random for each grade separately from the lists in the order given above: first from list No. 1, then from list No. 2, and finally from
list No. 3. Those students selected by the lottery will be offered seats. After the enrollment capacity is reached, the drawing will continue and the students above the capacity will be placed on the waiting list in the order they were drawn. All results of the lottery will be maintained at the school for public review as needed.

Accepted Students: Parents of all students accepted in the lottery will be notified in writing, and mailing with lottery results per applicant will be sent out via US Mail within 48 hours of the lottery. Families will be given twenty (20) calendar days from the day of the lottery to submit the Enrollment Package. If the signed Enrollment Package is not returned by the family and in receipt by Argosy Collegiate Charter School by the specified date, the student may be removed from the enrollment list and the seat will be offered to the next student on the established waiting list. If the total number of applicants is fewer than the available seats, all applicants who submitted their Enrollment Package by the deadline will be enrolled. If needed, a second enrollment cycle and lottery will be conducted to establish enrollment for the remaining seats and/or the waiting list.

Waiting List. If the number of applicants in the application and enrollment cycle exceeds the number of available spaces, we will maintain three waiting lists in accordance with the law’s stated preferences: one for siblings, one for Fall River residents, and one for all other applicants. All applicants on the waiting list will be notified in writing of their position on the list after the lottery at the beginning of the school year and again in the middle of the school year. If a seat becomes available on or before February 15 of any given year, the seat may be offered to the student at the top of the waiting list. The student will have five (5) calendar days to respond that they accept the seat. If no response is received, the student may be permanently removed from the waiting list, and the next student on the list may be offered the seat. The previous year’s waiting list will be rolled over to the next year and will have priority over all newly applied students, so that if a seat becomes available, a student from the top of last year’s waiting list will be offered a seat.

Admission Requirements. Students will be considered enrolled when all required documents in the Argosy Collegiate Charter School Enrollment package are received and these documents indicate that the student is eligible for admission.
Attachment D: Draft Organizational Chart

Board of Trustees

Executive Director

Director of Finance and Operations (Y1)
Director of Academic Achievement (Y1)
Student Supports Coordinator (Y1)
Tutoring and Enrichment Coordinator (Y2)
Director of Development (Y2)
Director of Culture and Families (Y2)
Office Manager (Y1)
Teaching Faculty (Y1)
Special Education Teachers (Y1)
<table>
<thead>
<tr>
<th>Charter School: Argosy Collegiate Charter School</th>
<th>Pre-Operational Period</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR ASSUMPTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Per Pupil Tuition</td>
<td>0</td>
<td>13,550</td>
<td>13,550</td>
<td>13,550</td>
</tr>
<tr>
<td>B. Student Enrollment</td>
<td>0</td>
<td>81</td>
<td>162</td>
<td>243</td>
</tr>
<tr>
<td>C. Facility Size (square footage)</td>
<td></td>
<td>6,480</td>
<td>12,960</td>
<td>19,440</td>
</tr>
<tr>
<td>D. Cost per square foot</td>
<td></td>
<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>E. Staff FTE: (1.0 FTE = 40 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1. Administrative (Professional)</td>
<td>1.5</td>
<td>3.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>E2. Administrative (Support/Clerical)</td>
<td>0.2</td>
<td>1.0</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>E3. Instructional: Teachers</td>
<td></td>
<td>9.5</td>
<td>19.0</td>
<td>29.0</td>
</tr>
<tr>
<td>E4. Instructional: Other (Professional)</td>
<td></td>
<td>1.5</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>E5. Instructional: Paraprofessionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E6. Instructional: Salaries - Support/Clerical</td>
<td></td>
<td>0.5</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>E7. Other Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E8. Operation and Maintenance of Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Staff FTE: Subtotal:</td>
<td>1.7</td>
<td>14.8</td>
<td>28.5</td>
<td>40.5</td>
</tr>
</tbody>
</table>

| OPERATING REVENUES                           |                       |       |        |        |
| 1. Tuition                                   |                       | 1,097,550 | 2,195,100 | 3,292,650 |
| 2. Grants - State                            |                       |       |        |        |
| 4. Grants - Private                          | 200,000               |       |        |        |
| 5. Nutrition Funding - State & Federal       | 51,701                | 103,401| 155,102|        |
| 6. Program Fees                              |                       |       |        |        |
| 7. Contributions, in-kind                    |                       |       |        |        |
| 8. Contributions, in-cash                    | 30,000                | 30,000 | 30,000 | 30,000 |
| 9. Investment Income                         |                       |       |        |        |
| 10. Transportation Reimbursements            |                       |       |        |        |
| 11. Other: (Facility Reimbursement $893/pupil)| 72,333              | 144,666| 216,999|        |
| 12. Other                                    |                       |       |        |        |
| 13. TOTAL OPERATING REVENUES                 | 230,000               | 1,315,457| 2,600,914| 3,886,371|

<p>| OPERATING EXPENDITURES                       |                       |       |        |        |
| 14. Salaries - Administrative (Professional) | 115,000               | 196,700| 307,601| 316,829|
| 15. Salaries - Administrative (Support/Clerical)| 8,000            | 40,000 | 41,200 | 66,438 |
| 16. Accounting-Audit                         |                       | 15,000 | 15,000 | 15,000 |
| 17. Legal                                    |                       | 10,000 | 15,000 | 15,000 |
| 18. Payroll                                  |                       |       | 3,000  | 3,000  |
| 19. IT Professional Services                 |                       |       | 2,000  | 2,500  |
| 20. Information Management and Technology    | 22,300                | 13,800 | 18,000 | 17,000 |
| 21. Office Supplies and Materials            | 6,200                 | 6,200  | 10,550 | 14,150 |
| 22. Professional Development, Administrative/Board| 15,000         | 15,000 | 15,000 |        |
| 23. Dues, Licenses, and Subscriptions        | 2,500                 | 4,000  | 6,000  |        |
| 24. Fundraising                              | 3,000                 | 6,000  |        | 8,000  |
| 25. Recruitment/Advertising                  | 15,025                | 14,050 | 21,575 | 14,325 |
| 26. Travel expenses for staff/Board          | 1300                  | 3,350  |        | 4,550  |
| 27. Bank Charges - Current (Short Term)       |                       |       |        |        |
| 28. Purchased Management Services            |                       |       |        |        |
| 29. Other: Student Furniture                 | 12,150                | 12,150 | 12,515 | 12,880 |
| 30. Other: Printing and Paper                | 4,380                 | 4,380  | 9,720  | 14,580 |</p>
<table>
<thead>
<tr>
<th>Item Description</th>
<th>General Education</th>
<th>Special Education</th>
<th>General Education</th>
<th>Special Education</th>
<th>General Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 Salaries - Teachers</td>
<td>396,000</td>
<td>27,250</td>
<td>782,880</td>
<td>110,925</td>
<td>1,256,366</td>
<td>169,150</td>
</tr>
<tr>
<td>33 Salaries - Other (Professional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34 Salaries - Paraprofessionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 Salaries - Support/Clerical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 Contracted Services, Instructional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 Instructional Technology in Classrooms</td>
<td>5,000</td>
<td></td>
<td>29,000</td>
<td></td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>38 Instructional Supplies &amp; Materials</td>
<td>20,250</td>
<td>2,000</td>
<td>20,250</td>
<td>2,000</td>
<td>20,250</td>
<td>2,000</td>
</tr>
<tr>
<td>39 Testing &amp; Assessment</td>
<td>23,300</td>
<td>10,420</td>
<td>10,420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 Professional Development, Instructional</td>
<td>3,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 Dues, Licenses, and Subscriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 Staff Stipends in addition to base salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43 Purchased Management Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 Other: classroom libraries</td>
<td>1,500</td>
<td>500</td>
<td>1,500</td>
<td>500</td>
<td>1,500</td>
<td>500</td>
</tr>
<tr>
<td>45 Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 Subtotal:</td>
<td>5,430</td>
<td>460,180</td>
<td>67,920</td>
<td>961,060</td>
<td>1,500,496</td>
<td>255,259</td>
</tr>
<tr>
<td>47 Salaries - Other Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48 Health Services</td>
<td>10,243</td>
<td></td>
<td>20,486</td>
<td></td>
<td></td>
<td>42,729</td>
</tr>
<tr>
<td>49 Student Transportation (to and from school)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 Food Services</td>
<td>51,701</td>
<td></td>
<td>103,401</td>
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<td>155,102</td>
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<tr>
<td>51 Athletic Services</td>
<td>1,000</td>
<td></td>
<td>2,000</td>
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<td>3,000</td>
</tr>
<tr>
<td>52 Purchased Management Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53 Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54 Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>55 Subtotal:</td>
<td>0</td>
<td>88,864</td>
<td>177,727</td>
<td></td>
<td></td>
<td>278,792</td>
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<tr>
<td>56 Salaries - Operation and Maintenance of Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>57 Utilities</td>
<td>12,000</td>
<td></td>
<td>16,000</td>
<td></td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td>58 Maintenance of Buildings &amp; Grounds</td>
<td>10,000</td>
<td></td>
<td>15,000</td>
<td></td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td>59 Maintenance of Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 Rental/Lease of Buildings &amp; Grounds</td>
<td>77,760</td>
<td></td>
<td>155,520</td>
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<td></td>
<td>233,280</td>
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<tr>
<td>61 Rental/Lease of Equipment</td>
<td>12,000</td>
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<td>18,000</td>
<td></td>
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<td>24,000</td>
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<tr>
<td>62 Capital Debt Service</td>
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<tr>
<td>63 Renovation/Construction</td>
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<tr>
<td>64 Acquisition of Capital Equipment</td>
<td></td>
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<tr>
<td>65 Purchased Management Services</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>66 Other: Phone system</td>
<td>10,000</td>
<td></td>
<td>5,150</td>
<td></td>
<td></td>
<td>5,305</td>
</tr>
<tr>
<td>67 Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>68 Subtotal:</td>
<td>0</td>
<td>138,760</td>
<td>229,876</td>
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<td></td>
<td>327,853</td>
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<td>69 Payroll taxes</td>
<td>7,626</td>
<td></td>
<td>53,537</td>
<td></td>
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<td>70,184</td>
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<tr>
<td>70 Fringe Benefits</td>
<td>11,220</td>
<td></td>
<td>198,650</td>
<td></td>
<td></td>
<td>209,870</td>
</tr>
<tr>
<td>71 Insurance (non-employee)</td>
<td>20,000</td>
<td></td>
<td>20,000</td>
<td></td>
<td></td>
<td>40,000</td>
</tr>
<tr>
<td>72 Purchased Management Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73 Other: Bonus Program</td>
<td>70,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>142,500</td>
</tr>
<tr>
<td>74 Other:</td>
<td></td>
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<tr>
<td>75 Subtotal:</td>
<td>18,846</td>
<td></td>
<td>340,787</td>
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<td>359,633</td>
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<tr>
<td>76 Dissemination Activities</td>
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<tr>
<td>77 Civic Activities</td>
<td>2,430</td>
<td></td>
<td>10,125</td>
<td></td>
<td></td>
<td>18,225</td>
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<td>78 Subtotal:</td>
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<td>4,930</td>
<td>18,125</td>
<td></td>
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<td>23,255</td>
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<td>79 Contingency Fund</td>
<td>6,900</td>
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<td>130,048</td>
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<td>136,948</td>
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<td>80 TOTAL OPERATING EXPENDITURES</td>
<td>214,711</td>
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<td>2,546,241</td>
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<td>2,760,952</td>
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<tr>
<td>81 SURPLUS/(DEFICIT)</td>
<td>15,289</td>
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<td>54,674</td>
<td></td>
<td></td>
<td>70,953</td>
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<td>87</td>
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<tr>
<td>88</td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**
- All amounts are in dollars.
- General Education expenses are shown in bold.
- Special Education expenses are shown in italics.
JULIE M. ALMOND
5 Courtney Street, Apt. 9; Fall River, MA 02720
(508) 642-9001

QUALIFIED BY:

HealthFirst Family Care Center, Inc., Fall River, Massachusetts
Chief Executive Officer – June, 2008 to Present
• Reporting directly to the Board of Directors provides strategic and overall management of Federally Qualified Health Center administrative, clinical, and fiscal operations in compliance with organization’s mission and vision.
• Promotes internal and external customer service excellence.
• Promotes collaboration with other agencies providing service to the vulnerable populations of the Greater Fall River community.
• Provides guidance and oversight in the preparation of health center’s annual Operating Budget.
• Continually researches capital and operating funding opportunities to support mission of service.
• Chairs Directors’ Team meetings on a regular basis.
• Chairs Work Smart Strategy Team meetings on a regular basis.
• Chairs Federal Grant Steering Committee meetings on a regular basis.
• Promotes staff enrichment.
• Instrumental in securing $11.5 Million Facility Investment Program Award notification in December, 2009.

Chief Financial Officer – June, 2000 to June, 2008
• Instrumental in securing 330(e) funding for FQHC status in December, 2004.
• Overall management of financial operations.
• Financial management of Federal Grant, including sub-recipient monitoring.
• Direct reports include Accounting, Billing, Payroll, Accounts Payable, Financial Counseling, and Outreach/Enrollment Specialist.
• Monthly reporting of financial position to Board of Trustees.
• Budget preparation.
• Cost report preparation (Medicare and Medicaid).
• External audit.
• Establishing effective working relationships within area of responsibility.

Rehabilitation Hospital of Rhode Island, North Smithfield, Rhode Island
Controller – 1998 to 2000
• Overall management of daily financial operations.
• Bimonthly reporting of financial position to Governing Board.
• Third party contract negotiations.
• Budget preparation.
• External audit.
• Active participation in Senior Management, Y2K Steering, Information Management, and Corporate Compliance Committee meetings.

Southcoast Health System, Inc., Fall River, Massachusetts
Manager – Accounting Department (Charlton Memorial Hospital) – 1993 to 1998
As a hands-on manager supervising a staff of four to five professionals in this fast-paced environment, continually met deadlines in the preparation of the following:
- Monthly and year-end financial statements (for profit and not-for-profit entities) for senior management review.
- A-133 audits for Federal Grant
- Analyses of all major Balance Sheet and Income Statement accounts on a monthly basis to support the integrity of the financial statements.
- Actual vs. budget analyses of operating and capital expenditures and price/volume variances.
- Tax returns for not-for-profit entities.
- Year-end work papers required by external audit team including lead schedules and flux analyses.
- Maintenance of Fixed Asset System in support of capital costs and depreciation expense.
- Operating and Capital budgets for various organizations of the Health System, which included providing support and education to department managers/directors.
- In this management role I promoted positive working relations with staff and others and exhibited a high standard of behavior in support of the organization’s goals and objectives.
- Providing leadership and direction in General Ledger System projects, including conversions.
- Flexibility in adapting to new reporting formats.
- Preparing and monitoring department’s operating and capital budgets.

Staff Accountant (Charlton Memorial Hospital) – 1987 to 1993
- Prepared journal entries and input to General Ledger for all entities.
- Prepared detailed Balance Sheet and Income Statement account analyses.
- Prepared actual to budget variance analyses.
- Primary contact for all aspects of organization’s Capital and Operating Budgets.
- Prepared bank reconciliations.
- Prepared year-end work papers for external auditors.

Budget Accountant (Charlton Memorial Hospital) – 1979 to 1987
- Assisted with all phases of Clinical and Operating Budgets
- Prepared cost reports for third-party payers maintaining detailed documentation.
- Coordinated third-party cost report audits.
- Assisted with General Ledger conversion.

Fiscal Statistician/Administrative (Union-Truesdale Hospital) – 1974 to 1979
- Provided bookkeeping functions.
- Assisted with account analyses.
- Assisted with variance analyses.
- Provided secretarial support to the Controller.
- Assisted with Accounts Payable processing.

Education:
Bachelor of Science in Accounting, University of Massachusetts, Dartmouth 1983.

Memberships:
Board of Directors, Massachusetts League of Community Health Centers.
Government Affairs Committee, Massachusetts League of Community Health Centers.
Mayor’s Task Force to End Homelessness.
Paul Burke  
15 Mattapoisett Avenue  
Swansea, MA 02777  
508-672-0551  
email: pburke@hadleyinsurit.com

**Experience**

- **Hadley Insurit Group Insurance Agency Incorporated, Fall River, MA**  
  President and one-third owner, May 2003- Present
- **Insurit Agency Incorporated, Fall River, MA**  
  Owner, August 1987 – Present
- **Smith Cochrane Insurance Agency Incorporated, Swansea, MA**  
  Insurance Agent, September 1977- August 1987
- **Massachusetts Association of Insurance Agents**  
  Instructor, Agency Operations, Massachusetts Personal, Auto, CISR & CIC 1986- Present

**Education**

- Bachelor of Science in Business Administration and Finance  
  *University of Massachusetts, Dartmouth, MA, 1975 - 1977*
- Associate Degree in Business Administration  
  *Bristol Community College, Fall River, MA, 1973 -1975*

**Board Membership, Community Service, and Volunteering**

- Swansea Volunteer Fire Department 1974 - Present
- Elected Swansea Town Moderator 1996 – Present
- Swansea Town Selectman 1989 – 1991

**Current Memberships**

- Board of Directors Philanthropic Association of Swansea d/b/a Swansea Ambulance Corp., 1994 – Present
- Greater Fall River Development Corporation
- Southcoast Development Partnership
- Jobs for Fall River, Inc., Fall River Economic Development Corporation

**Previous Board Memberships**

- Fall River Insurance Agents Association
- USS Massachusetts Memorial Committee, Incorporated
- Fall River Chamber of Commerce, Chairman of the Board, 2007

**Licensing**

- Licensed Insurance Advisor 1999 – Present
- Producer License 1980 – Present
Michelle A. Pelletier Colberg  
125 Church Pond Drive  
Tiverton, RI 02878

**Education:** Graduate of Colorado State University, Bachelor of Science, 1995  
**License:** Real Estate Broker, MA  
**Occupation:** Commercial Real Estate Developer/Broker, Jefferson Realty, LLC, 753 Davol Street, Fall River, MA 02720

- Own and manage over 500,000 square feet of commercial/professional office space in mill buildings in the City of Fall River.
- The majority of my work entails purchasing and renovating historic mill buildings in Fall River. I seek out professional companies interested in moving to the city and work with them to design new office suite custom to their specifications. I work closely with an architect to design their suite and then I work with my contractor to oversee their renovations.
- The most recent project is the Sagamore Mill Complex located in the North End of Fall River. With renovations underway, we currently have 5 tenants occupying approximately 30,000 square feet.
- Separate from my own business, I also work with other brokers in Fall River to assist them in leasing to perspective companies interested in moving to the area. On average, I am responsible for helping other owners lease or sell approximately 50,000 square feet of commercial space annually.

**Community & Professional Affiliations:**

- Forester care review panel, Volunteer for the Department of Social Services, 1997-2005
- The Fall River Office of Economic Development; Board Member, 1999 - 2009
- Greater Fall River Chamber Of Commerce; Board member, 2001 - Present  
  Serves on Finance committee, 2002 – 2008; Executive Board Member, 2002-2008;  
  Chairman of the Board, 2006; Chairman of Fall River Celebrates America, 2006; Co-Chairman Fall River Catches A Star, 2002- 2010
- United Way of Greater Fall River; Board Member, 2004 – Present; Served on Finance Committee, 2005 – Present; Served on Executive Committee, 2005 – Present;  
  Chairman of the Annual Campaign, 2007; Chairman of the Lantern Campaign, 2008
- City of Fall River Master Planning Committee, Member, 2007-Present
- SMILES program in Fall River, Mentor, 2007-2008
- The Capitol Campaign to benefit St. Anne’s Hospital, Hudner Oncology Center  
  St. Anne’s Hospital, Steward Health Care Systems, Board Member
- Jim Haskins Memorial Ski & Board Challenge to benefit Special Olympics, Committee Member, 2006- Present

**Community Awards**

- Recipient of the 2008 John S. Brayton, Jr. Memorial award for Outstanding Community Service
Domenic DiNardo  
26 Anawan Road  
North Attleboro, MA 02760  
ddnardo33@gmail.com

Education
University of Massachusetts, Amherst, MA, 2011
Masters of Business Administration

Wesleyan University, Middletown, CT, 2005
Bachelors of Arts, Economics

Work Experience

Tuatara Corporation, Cambridge, MA - Vice President of Strategic Marketing Management
Management and execution of all marketing strategy and tactical direction at a VC funded education technology start-up. Key focus on business development, publisher partnerships, business model generation, series-A funding, and strategic tech partnerships as the company looks to grow. Initiatives include publisher, institutional, and student marketing efforts. The student marketing campaign is an innovation, and the first of its kind in the industry, including the use of game dynamics, inbound marketing, and social media optimization. Manage team of 4 marketing, and design professionals.

Valcourse, Incorporated, Boston, MA – Co-Founder and President
Responsible for all business development, marketing and operational aspects of educational startup focused on course materials affordability, value validation, and faculty digital readiness. Experience working with high-level administrators across various offices at colleges and universities to strategize on, implement, and deploy solutions to deeply reduce costs and enhance value. Organize social media campaigns, both externally and in conjunction with institutions, to maximize student engagement and awareness of solutions.

McGraw-Hill Learning Solutions, Boston, MA – Learning Solutions Manager
Responsible for new business development of print and media learning solutions for colleges and universities in the Northeast (New England and New York State). Accountable for growth, retention and customer service of a $2.1 million territory. Responsibilities include training sales representatives on benefits of learning solutions, project management, identifying customer needs and providing solutions to improve student success. Achieved 118% of goal in 2011, and exceeded goal for 2012 until departure.

Pearson Learning Solutions, Los Angeles, CA – Acquisitions Editor
Responsible for new business development of print and media learning solution at 15 higher education institutions in Southern California. Accountable for growth, retention and customer service of a $4.3 million territory. Responsibilities include training sales representatives on benefits of learning solutions, project management, identifying customer needs and providing solutions to improve student success. Exceeded goal in 2008.

McGraw-Hill Higher Education, Salt Lake City, UT – Publisher’s Representative
Responsible for the sales and marketing of business and economics solutions at 10 institutions in Utah and Southern Idaho. Accountable for growth and management of a $1.7 million territory as well as a $10,000 annual expense budget. Responsibilities included interviewing and identifying potential textbook authors and attaining feedback for future textbook content revisions. Increased total territory revenue 32% in 2007. Lead all 100 publisher’s representatives in editorial leads in fiscal year 2007. Received Rookie of the Year Award for most outstanding performance in 2007.

Volunteer/Leadership/Honors Experience

Gary DiNardo Memorial Foundation, New Bedford, MA, President and Founder
Planned and organized annual charity event in memory of Gary DiNardo. Raised $26,000 in college scholarship money for North Attleboro High School (MA) students, over the first 4 years of the tournament. 104-120 players participated each year.
MICHAEL G. GRIMO  
305 Mohawk Drive  
Westport, MA 02790  
H(508)646-0741  
C(508)642-2517  
MikeGrimo@Yahoo.com

PROFESSIONAL OBJECTIVE
To secure a Strategic Leadership role utilizing my managerial and technical skills in a business, financial, government, healthcare or educational environment.

EDUCATION
BSBA, Rhode Island College
Major: Business Administration/Computer Information Systems
Masters: University of Phoenix – Ongoing
Major: Organizational Management

PROFESSIONAL EXPERIENCE
President, Cool Geeks, Inc./ www.gocoolgeeks.com
Cool Geeks, is a provider of technical solutions to both the commercial and residential communities. February 2005 to Present
• Solutions consisting of Network, Server, Security, POS, desktop design, implementation and support. Support of small to medium size businesses
• Remote and Onsite backup support.
• Website design, management and support.
• Remote and onsite 24hr. technical support.
• HP, Cisco, and Microsoft Certified partner.
• Security alarm distributor for DSC and NAPCO products lines
• Security camera distributor for GSI product lines.
• CIO consultation.

President, Strategic Staffing Solutions, Inc. of Westport, MA/ www.gostrategicsolutions.com
Strategic Staffings Solutions is a National Recruiting firm specializing in the IT Industry. February 2003 – January 2005
• Clients are from the Fortune 500, such as Weyerheuser, Raytheon, Levis Straus, and mony others.
• Staff consisting of both Recruiters and Researchers.

Director of IT Global Operations for Syratech Corp. of Boston, MA/ www.syratech.com
Syratech is a global manufacturer and distributor of Consumer Goods. Syratech owns and operates companies and has established brands such as Faberware, Potpourie, Towle, Wallace International Silver, International Silver, Melannco, C.J Vander, Essentials, Silvestri, and Rauch Inds., with a total of 1700 employees, 1,000 desktops and 100+ servers worldwide. June 2002 to Jan 2003
• Continued server consolidation with EMC and internal server inventory
• Initiated the network intrusion testing with Interliant/Akibia
• Co-ordinated first Disaster Recovery test with SunGard Services

Director of IT Global Operations for Integrated Management Services(IMS), Westport CT.  
www.imsconsult.net An outsourced Sr. Consultant at Syratech Corp., Boston, MA. Syratech is a global manufacturer and distributor of Consumer Goods. Syratech owns and operates companies and has established brands such as Faberware, Potpourie, Towle, Wallace International Silver, International Silver, Melannco, C.J Vander, Essentials, Silvestri, and Rauch Inds., with a total of 1700 employees, 1,000 desktops and 100+ servers worldwide-May 2001 to June 2002
• Instrumental in strategically re-engineering the IT Operations dept. to reduce expenses by approximately $2.4 Million. The department consisted in Network services, Helpdesk/PC support and Computer Operations, DBA group, Programming, and EDI
• Reduced staff from 82 employees to 46.
- Directed the ERP Evaluation process utilizing SAP, ORACLE, People Soft, and JD Edwards.
- Participated in managing a $10 Million budget.
- Orchestrated Server Consolidation Evaluation project with Unisys, Compaq, IBM, EMC, and Hitachi equipment.
- Evaluated and implemented Disaster Recovery Services utilizing SunGard Disaster Recovery Services located in Westborough, MA, and Philadelphia, PA.
- Developed a Statement-of-Work for a Network Intrusion Security test utilizing Interliant/Akibia.
- Strategically managed 4 Worldwide datacenters and 16 offsite locations in HK, China, Puerto Rico, CA, TX, NY, NC, IL. Including 100+ Compaq, HP 3000, and IBM AS400 servers.
- Orchestrated the conversion of 20 T1 and Frame Relay circuits from AT&T to Qwest.

**CIO and VP of Operations at AQM Information Solutions, Inc. Brockton, MA**

- Strategically orchestrated a total system integration including upgrading datacenter to new Acuity G/L accounting and Billing, Synergistics Credit business application replacement, SalesLogix SCM, eCommerce, 3 web sites, MS Outlook, Internet, Intranet, Extranet and converted 4 UNIX SCO servers to 15 HP & DELL servers, NT and SQL v6.5 & 7.0, Internet 256k, 3 T1s, Frame Relays, DSLs, Dell laptops, RAS servers, Tech training center, VPN, 24/7 tech support.
- Primary responsibilities include leading a staff of 35 employees, including IT, operations, Data Management, Tech training, Help desk, multiple business locations, 4,500 customers. Acquisitions and Consolidations team.
- Responsible for $15M Departmental Operating budget.
- Orchestrated the Acquisition and Consolidation team - Negotiated on several company acquisitions, in California and Alabama.

**Sr. Consultant for Edify Corp. Waltham, MA.**
Edify is an IVR, Web, Fax, HR and Bank/Fund management software developer for Fortune 100 Banks and Financial/Fund Management companies-March, 1997 to September 1997

- Developed custom Voice, Web and Fax applications for a leading financial/mutual fund management company in Connecticut. The software allows access to the public and fund managers in the field. It also provides fund balances, robust web security, and numerous statistics for management queries.

**Director of Information Technology and Software Development, Municipal Management Associates, Incorporated (MMA), Marlborough, MA.**
MMA is a software developer and service bureau provider-July 1995 to March 1997.

- Converted a legacy Cobol UNIX system to a Progress Windows NT client/server environment. The current system has approximately 170 users at multiple locations.
- Converted all DB25 in-house cabling network to 10baseT patch panel system.
- Implemented a telephone voice response (IVR) Visa/Mast ercard payment system which operates on an OS/2 Warp IBM, PS2/95.
- Networked 2 NCR UNIX towers utilizing TCP/IP.
- Developed a WEB/Voice/Fax/Intranet payment system.
- Managed a staff of 6 IT personnel.

**Director, (CIO) of Information Technology, City of Fall River, MA.** -May 1989 to June 1995

- System Integration of EDS Municipal (13) software module suite from a PRIME(Pick) 6450, 240 user system to (2) HP 9000, 800 series G40 and G50 UNIX servers with 256 and 140 users per computer. Also, installed a 10-node Novell network. Total cost savings were $1.5 million over 5 years.
- Orchestrated the license renewal between the City of Fall River and Colony Cable TV(AT&T) of Southeastern Massachusetts. The contract included rewiring of the city wide Cable TV network, $900,000 in Capital Grant money to the City and schools, and $2.5 million to the Fall River School Dept. over 10 years. This was a first ever in the state of Massachusetts.
- Administrative responsibility of 685 telephones within the City, with daily responsibility of approximately 350 telephones.
• Created specifications, installed and administered a Geographical Information System (GIS). The system consisted of SUN Sparc 10, ARC/INFO & CAD
• Developed and maintained a departmental budget of over $1.5 million.
• Administered a staff of 15 people, consisting of 5 divisions
• Directed the implementation of emergency 911 system in the city. Also 911 subcommittee chairman on database development and implementation.
• Developed specifications and assisted in the implementation of a 285 node Ethernet network at the New Henry Lord Middle School in Fall River. The network consists of 165 Apple computers, 4 fileservers, 100 printers, and 9 intelligent hubs.
• Orchestrated the development of specifications, design and implementation of a 64 user UNIX, Systemwide School Administrative software system, networked with approximately 1/2 mile of fiber optic cable, bridges and hubs.

**IT Manager, Infocel (EDS), City of Providence, RI.** - A software/outsourc provider - February 1987 to April 31, 1989

• Strategic system integration from an IBM 370 batch environment to an on-line 128 user Prime 9955II and 16 user MicroVAX II including new data center creation.
• Responsible for system analysis and maintenance.
• Provided software support and maintenance, peripheral maintenance and training.
• Served as a technical consultant to other EDS clients throughout New England.
• Managed a staff of 9 employees.
Experience
Nurse Supervisor, Brockton Area Multi-Services, Inc. (BAMSI), March 2012 to present
• Instruct over 50 nurses on the medical management of disabled individuals, based on the American Nursing Association (ANA) Standards of Nursing Practice.
• Member of the Nursing Policy and Procedure Development Committee.
• Ensure compliance of state-mandated regulations.
Health Services Manager, Saint Vincent’s Home, Fall River, MA, Feb 2011 to March 2012
• Developed ANA standards-based medical protocols for organization.
• Served as Safety Officer to ensure emergency preparedness.
• Instructed Nursing Policy and Procedure to 200 staff members.
School Nurse, Atlantis Charter School, Fall River, MA, Aug 2008 to Feb 2011
• Ensured compliance of health standards and records for 765 students from Grades K-8.
• Planned and taught 5th through 8th grade health curriculum based on the Massachusetts Frameworks.
• Equipped teachers and staff with standard medical response and emergency procedures.
Staff Nurse, Saint Anne's Hospital, Fall River MA, July 2004 to Feb 2011
• Responsible for medical supervision and advocacy of compromised individuals.
• Supervised and evaluated nurse performance and competency in emergency setting.
• Delegated patient assignments and supported compliance with unit protocols.
Pediatric Nurse, Northwoods Pediatrics, Taunton, Sept 2002 to Aug 2004
• Performed mandatory health screenings and promoted primary prevention through the Immunization Program.
• Educated parents on growth and development topics.
• Assisted physicians with medical procedures.
Psychiatric Nurse, Home for Little Wanderers, Taunton, MA, Sept 2000 to Sept 2002
• Developed individualized care plans for 16 adolescent clients.
• Trained direct care workers to appropriately respond to medical emergencies.
• Ensured compliance of safety policies of organization.

Education
Bachelor of Science in Nursing, Cum Laude
University Of Massachusetts, North Dartmouth
MA, Sept 1998 to May 2000
Bachelor of Arts, Criminal Justice, Minor in Psychology, Cum Laude
Stonehill College, North Easton, MA, Sept 1990 to May 1994
Kristen Pavao  
207 Oliver Street #3, Fall River, MA 02724  
(cell) 508-982-6121  
kpavao@buildingexcellentschools.org

My objective is to found and lead a college preparatory charter school in Fall River, MA

School Leadership Experience, Fellow 2012-2013, Building Excellent Schools
- The Building Excellent Schools Fellowship is a yearlong, full-time, comprehensive training program in charter school creation. Fellows are prepared and trained to design, found, lead, and sustain highly structured, no excuses urban charter schools that meet the specific needs of underperforming children.

Teaching Experience
The Atlantis Charter School, Fall River, MA  
Seventh and eighth grade mathematics teacher, 2008-2012
- Collaborated within a co-teaching and parallel teaching model to develop a math program that exceeds the depth of the Massachusetts Frameworks and focuses on problem solving, procedure and conceptual thinking, and strategizing.
- Created weekly action plans with a heavy emphasis on evaluating individual students’ performance by standard, so that interventions can be planned and implemented in partnership with the Dean of Instruction/Intervention. A variety of resources are utilized to collect/analyze data including MCAS performance via CPI, The Achievement Network, and teacher created assessments.
- Consistently outperformed the district of charter schools within the Achievement Network for the Boston Region in mathematics.
- Designed/implemented a year-long portfolio that students to build, maintain, and utilize as a reference tool for high school mathematics courses, which includes reference tools, graphic organizers, terminology, class notes, open responses, and all corrected work.
- Shaped and instructed MCAS Mathematics Summer Camp program for incoming seventh and eighth grades.
- SES Tutoring Instructor working with Title I students to support individuals in both ELA and mathematics, 2009-2011.
- Served as a mentor in the ACS Student Mentor Program 2011/2012.
- Worked in partnership with Teach for America educator to create Saturday Math Tutoring classes for ACS students in mathematics held at the Girls and Boys Club in Fall River.

Roger Williams University, Bristol Rhode Island, 2010 and 2011
SAT Mathematics Instructor, Bridge to Success Summer Institute Program
- Assess student skill level, create daily lesson plans to cater to individual learning needs.
- Delivered comprehensive SAT instruction, test taking strategies, and problem solving methodology in mathematics to high school students.

Coughlin Elementary School, Fall River, MA
Fifth grade teacher, ELA, Mathematics, Science, Social Studies, Inclusion Classroom, 2006-2008
- Provided instruction with guided reading groups, Investigations Math Program, Harcourt Series for Social Studies and Language Arts, Lucy Calkins Writing Program, and Fountas and Pinnell Reading Assessment Program.
- Taught after school MCAS tutoring classes in mathematics.

Business Experience
The Gap Corporation, Massachusetts Districts, Associate Manager, Merchandising Manager, 1997-2004
- Responsible for executing GAP corporate visual designs and ensuring merchandising standards for new facilities and the remodel of existing locations in the Boston Region.
- Directed and provided daily feedback to up to 100 employees.
- Hired, processed, and provided merchandising training for new employees.
- Worked directly with District and Regional Managers including store visits, touring new facilities, and ordering.

The Bridge Café and Catering, Saint Thomas, U.S.V.I
Owner and Manager, 1989-1993
- Designed business model and marketing strategies for successful start-up catering business for marina based family restaurant.
- Responsible for hiring, training, menu development, cooking and presentation for all catering contracts ranging from up to 150 people intimate dinners for two, providing yachting provisions, to planning parties.

**Education and Certifications**

**LESLEY UNIVERSITY, CAMBRIDGE, MASSACHUSETTS**
*Master's Degree in Educational Mathematics, 2009*

**UNIVERSITY OF MASSACHUSETTS, DARTMOUTH, MASSACHUSETTS**
*Teacher Certification Program in Elementary Education, 2005*

**UNIVERSITY OF MASSACHUSETTS, AMHERST, MASSACHUSETTS**
*Bachelor of Science in Home Economics with a focus in Marketing & Retail Management, 1988*

MA Elementary Education Grades 1-6, Initial License, 2005
MA Middle School Mathematics Grades 5-8, Professional License, 2009
Lisa C. Rocha  
2 Sable Avenue, Dartmouth, MA 02747  
(617) 930-4139, lcouto2000@yahoo.com

LICENSURE  
Massachusetts State Bar, admitted 11/2007  
Rhode Island State Bar, admitted 11/2007

EDUCATION  
New England School of Law, Boston, MA, Juris Doctorate, May 2007  
Boston University, Boston, MA, Bachelor of Arts in Psychology, Magna cum Laude, May 2000  
Honors: Dean’s List 1997-2000

LEGAL EXPERIENCE  
Morrison Mahoney, LLP, Fall River, MA December 2007-present  
• Associate Attorney-Practice areas include general liability and workers’ compensation.  
• General Liability-Assist supervising partner with all aspects of case management including preparing pleadings and written discovery, conducting depositions, arguing discovery motions and preparing for trial.  
• Workers’ Compensation-Handle all aspects of claims at the Department of Industrial Accidents from conciliation through appeal to the Reviewing Board and the Massachusetts Appeals Court.

Stone, Stone & Creem, Boston, MA August 2004-June 2007  
• Paralegal-Supported attorneys in a family law firm concentrating in divorce, probate and real estate law. Drafted pleadings and motions, prepared financial statements, conducted research, prepared closing packages, handled estate administration and maintained accounting records.

Mediation Works, Incorporated, Boston, MA November 2000-February 2003  
• Mediator (East Boston Court Liaison)-Assisted parties to identify and discuss issues of mutual concern, explore possible solutions and develop a settlement satisfactory to all concerned in the Small Claims division of the East Boston and South Boston District Courts.

The Office of the Corporation Counsel, Washington, D.C. Fall 1999  
• Intern (Abuse and Neglect Section of the Family Division)-Aided attorneys in all facets of trial preparation. Drafted legal documents, interviewed potential witnesses, daily contact with social workers, opposing counsel and numerous government affiliations.

Community Resources for Justice, Boston, MA April 2001-August 2004  
• Program Supervisor/Case Manager-Oversaw daily activities of a 12 resident group home. Duties included running life skill groups, contact with various agencies, treatment planning, counseling residents, supervising youth workers as well as being an Administrator on Call.

PROFESSIONAL MEMBERSHIPS  
Massachusetts Bar Association 2007-present  
Bristol County Bar Association 2007-2009

LANGUAGES  
Bilingual- Portuguese  
Basic conversation/reading- Spanish
Teri Theberge  
342 Ames Street, Fall River, MA 02721  
Home: (508) 672-6192 Cellular: (508) 558-3112  
email: terit@yahoo.com

Qualifications
• A Nuclear Medicine Technologist with over six years’ experience in a solid well-established medical facility.  
• Strong background in nuclear stress testing and patient care.  
• Excellent interpersonal and communication skills, able to interface effectively with all levels of an organization.

Professional Experience
Southcoast Hospital Group; Charlton Memorial Hospital in Fall River, St. Luke’s Hospital in New Bedford and Toby Hospital in Wareham–Southeastern, MA  
• Work history at all three sites includes demonstrating flexibility, creativity and responsibility.  
• Have acquired strong organizational skills as well as a high quality, driven team player.  
• Considered a compassionate health care provider while delivering professional quality care to clients.

Nuclear Medicine Technologist  
• Opening and closing department  
• Performing all QC (daily, weekly & monthly)  
• Functional planar, dynamic and SPECT imaging  
• Computer processing of all studies  
• Picture archiving communication systems (PACS)

Tech Aide  
• Assisted radiographer in all areas of radiology  
• Experience with patient care and knowledge of test procedures

Certifications and Achievements
• The American Registry of Radiological Technologists  
• Certified Nuclear Medicine Technologist – Massachusetts  
• SPECT CT Certification  
• Cardiopulmonary Resuscitation  
• IV Certified  
• Recipient of South Coast Hospital Cultural Award 2004

Education
Findlay University, School of Nuclear Medicine Technology Findlay, OH  
Bristol Community College Fall River, MA
Pamela E. Viveiros  
234 Grattan Street, Fall River, MA 02721  
Phone: 508-207-6763 Email: pam@ultimatemarketingresults.com

Objective  
To become a powerful part of the Founding Board team by carrying out the position responsibilities with passion, drive, determination, and focus.

Profile  
Focused, driven, enthusiastic and passionate marketing guru & small business owner.

Skills Summary  
- Project Management  
- Marketing Copy Writer  
- People Management  
- Marketing Strategy  
- I.T. Planning (C.I.O.)  
- Public Speaking  
- Writing/Blogging  
- Motivational Speaking  
- Online Marketing Strategy  
- Consultative Sales  
- Sales Presentations  
- Radio Personality

Professional Experience  

Communication: Writing/Public Speaking/Broadcasting/Interviewing  
- Writing & Editing: Sales Letters, Web Page Copy, Advertisement Copy, Newsletters, Emails, Presentation Scripts, Sales Scripts, Press Releases, Interview Questions, and a Book  
- Conducted company meetings, “MC’d” at seminars with 200+ attendees, Presented over two dozen seminars/webinars  
- Broadcast on live radio weekly and interviewed hundreds of authors, local politicians, and community leaders  
- Created several “Free Reports” and other informational products  
- Designed an online sales strategy for radio advertising  
- Conducted and audio/video recorded dozens of testimonial interviews for marketing purposes  
- Bi-Weekly blog written for the Herald News & weekly “marketing minute” emails

Marketing: Strategy/Campaign Execution/Event Planning  
- Created strategic marketing plan that grew our I.T. company 127% in one year  
- Implemented marketing strategies for current clients, past clients, prospects & suspects and tracked conversion rates for each strategy and campaign  
- Managed marketing logistics and marketing personnel and vendors to meet deadlines  
- Designed and executed several direct mail, email, voicemail broadcast and joint venture campaigns that resulted in over $1,000,000 in contract sales  
- Coordinated event logistics for seminars including negotiating contracts and rates

Business: Sales/Leadership/Project Management  
- Set up sales appointments using telemarketing and email marketing  
- Monitored sales reports and made modifications with sales process when necessary  
- Mastered a 60% closing ratio with contracts ranging from $12,000 - $300,000  
- Grew the company from $1,000 in monthly recurring revenue to over $70,000/month in recurring revenue and grew sales over $400,000 in one year  
- Managed team members, customer service issues, managed multiple I.T. and other business vendors
Employment History

ULTIMATE MARKETING, INC. – Fall River, MA
President, April 2012 to Present
FIRST BRISTOL CORP. (1480 WSAR) – Fall River, MA
Marketing Consultant & On-Air Personality, December 2011 – April 2012
THINKTECH COMPUTERS, INC. – New Bedford, MA
Vice-President, Marketing & Sales, June 2000 – May 2009; March 2010 - November 2011
TECHNOLOGY MARKETING TOOLKIT, INC. – Franklin, TN
Vice-President, May 2009 – February 2010

Education

AMERICAN UNIVERSITY – Washington, D.C.
B.A. Law & Society and Psychology, 2000

Awards

Herald News, Fall River, MA, Ranked “Top 5 Blogger, June 2012
Microsoft Corporation, Seattle, WA, Winner, “X” Factor Marketing Contest, October 2008
STATEMENT OF COMMITMENT

Name: Julie M. Almond  Proposed Position: Founding Board Member

As a native of Fall River, I am proud and honored to join the founding of the Argosy Collegiate Charter School. As CEO of HealthFirst, I see first-hand the challenges that employee applicants bring with them, and I continue to see the legacy in the workplace of young people unprepared for the demands of the professional workplace. Many young candidates are promising, and they demonstrate their desire to support themselves and their families, but they too often come without the educational background, including a college education that is increasingly key to life and work success.

For over 38 years I have been employed in various roles in the health care industry. I believe my leadership skills, energy, and knowledge of the Greater Fall River community would be valuable tools in the successful development and design of a school of such uncompromising excellence. In addition, my financial experience and relationships with business partners will serve us well in the future.

I am ready to serve as a dedicated member of Argosy Collegiate Charter School Board of Trustees and I look forward to the important days ahead as together we bring a school of promise and outcomes to the young people of Fall River, and as together we totally focus on college preparation for every student.
Statement of Commitment

Name: Paul C. Burke  Proposed Position: Founding Board Member

I grew up in Swansea, Massachusetts which is approximately five miles from Fall River and accessible to the city via locally famous Braga Bridge. I have been doing business in Fall River for over forty years and have worked diligently to create prosperous and respectful relationships during my career. I am fortunate to have made countless friends and business acquaintances over the years and can speak to the level of commitment and desire for a better future as evident in the words and actions of many hard working and caring citizens. When you drive through the city, you can see that the people in the community are very family-oriented and they take care of their properties with tremendous pride. Many of the people of Fall River live below the poverty level, but they instill in their children a work ethic about their property and what they own that is admirable. Neighborhoods are clean and well kept. There is pride here in the city, but there is also great opportunity.

The road to education was not an easy one for me, so I can speak to the hard work that is necessary for academic achievement and success in life. Unfortunately many children do not see the opportunities that are possible with hard work. In addition to academics, students need to be taught about the benefits of hard work, and what can be achieved when a great work ethic is applied to schoolwork. When I graduated from high school I attended Bristol Community College in Fall River, and without that opportunity and perseverance in studies I would not have gone on to receive a four-year college degree from the University of Massachusetts, nor would I own a successful business. Business ownership is an incredible opportunity that is possible for anyone with a great business concept, an entrepreneurial spirit, and an education to build the skills necessary to compete in the business world today. Through my business, along with my partners, I employ twenty local citizens. It gives me great pride to know that I can offer employment opportunities to local people from this community and better their lives with steady income, benefits, and a growing future.

Giving back to the community is tremendously important to me. I volunteer my time to numerous organizations and boards and have donated many decades of service to local interests and groups. There is a common thread to many board conversations, particularly those related to economic development, unemployment, and job readiness, and that common thread is the educational needs of the community. When I look at the school drop-out rates, the achievement gaps, and low aspirations for higher education, I cannot help but to but to roll my sleeves up and get involved in this endeavor proposed by Kristen Pavao and Argosy Collegiate. Because of my concerns about education as a community volunteer, business owner, and community leader, I am determined to be part of the solution for the educational needs of Fall River. The success of this project is one to which I am fully invested and committed.
STATEMENT OF COMMITMENT

NAME: Michelle Pelletier Colberg  Proposed Position: Founding Board Member

I am committed to remedy the poor performance and lack of student achievement prevalent here in Fall River schools. While the data show great progress and achievement for some, it is not indicating progress and achievement for all, leaving many of our children to slip through the cracks. The drop-out rate in Fall River is alarming and unacceptable. Each year, hundreds of students leave school to never return to formal education. When students drop out of school, they leave uneducated, unskilled, and likely unemployable. As a community, we need first to be aware of how poor academic performance affects all aspects of a community. We need to take responsibility for it, and make a plan for change. More needs to be done to see that children are successful in acquiring a phenomenal education, structure, guidance, and life skills to be successful in school and in life. I believe that it is my obligation, along with other leaders in our community, to see that families with less are given an opportunity for their children to excel in school.

I have worked in Fall River for the past 15 years and I am committed to the success of this community. I am a commercial real estate broker specializing in developing our old historic mills. I have worked closely with big businesses and understand the importance of hiring reputable contractors and recognizing substandard work performance. I am a strong negotiator and very successful in seeking out commercial space in the area. I work every day to preserve Fall River’s beautiful history.

I am also dedicated to donating my time to support others. I have been fortunate enough to serve on numerous boards in the Fall River community. These experiences have allowed me to share talents with others in a collaborative way to effectively guide organizations towards success in their missions. My service in the community includes a variety of roles for a number of organizations including The Fall River Office of Economic Development, The Fall River United Way, The Fall River Area Chamber of Commerce, and Saint Anne’s Hospital.

My commitment to the community is something that I take very seriously. I understand that every successful student serves as a building block to a strong economy and to a successful America. The less fortunate deserve every opportunity for success and a high quality education. If we want to improve economic grow and development here in Fall River we need to raise the expectations for our children, our schools, and ourselves. I wholeheartedly believe in the mission of Argosy Collegiate Charter School and I am honored to be part of real change for education in Fall River.
STATEMENT OF COMMITMENT

NAME: Nick DiNardo  PROPOSED POSITION: Founding Board Member

I am honored to state my commitment as a proposed founding board member of Argosy Collegiate Charter School. On the macro level, according to the world education rankings provided by the OECD (Organization for Economic Cooperation and Development), the United States is ranked seventeenth in reading, twenty-eighth in math, and twentieth in science. We are behind countries such as Canada, South Korea, and Estonia. While this is not a complete indication of how things stand in our nation’s public schools, we can certainly derive that how we educate the youth of America needs to be transformed.

On the micro level, this transformation must start with our urban public schools. Specifically, the transformation must start in cities with great potential such as Fall River, MA. Behind the leadership of Kristen Pavao and the institutional design foundations of Building Excellent Schools, I truly believe that Argosy Collegiate will provide the youth of Fall River a unique opportunity. Not only will Argosy prepare students to academically achieve at levels they never could imagine, but also we will instill the cultural change in kids to believe they can attend and graduate from college.

I am passionate about the future of education. My background is working in various business development, marketing, and digital learning solutions roles with two of the largest educational publishers in the world. I co-founded an educational consulting company working with higher education institutions to reduce the cost of course materials for students. I currently serve as the vice-president of marketing for a venture capital funded education technology company called Tuatara, where we are developing a content and digital note taking platform that is focused on student workflow and analytics behind how students actively engage in learning.

I believe my value is two-fold. I intend to leverage my experience to assist in our technology strategy, fundraising, marketing, community and public relations pursuits. Most importantly, as is the case with my fellow board members, is my passion and purpose to help make a significant impact on the families of Fall River.
Statement of Commitment

Name: Michael G. Grimo  Proposed Position: Founding Board Member

I grew up in Bristol, RI about 12 miles from Fall River. I went through the public school system and went on to college and received a BSBA degree from Rhode Island College. Since then I have been continuing my education through the University of Phoenix online system pursuant of a Master’s degree in Organizational Management. I took my first computer class in high school and have been hooked on the industry since then. I started working as a computer operator and worked my way up to Director/Vice President of IT positions over the last 20+ years. I started my own computer company 7 years ago and continue to enjoy supplying computer technology to business and residential customers.

I am married with two daughters and live happily in Fall River. When my wife and I had to make decisions about our children’s education, options were few. The district public schools in Fall River had been and still are for the most part, underperforming. At the time, the only options other than the district schools were private and Catholic schools. While the tuition was a financial burden on the family budget, we made it happen. We were lucky because we were able to make the sacrifices in our budget for the best education possible, and many families just don’t have that capability. Long ago, I learned that as parents and even more deeply as a community, we only have one chance to educate our children. We owe our children and our community the opportunity for outstanding education.

As a proponent of high quality education, I am deeply honored to be invited to participate in the design, founding, and governance of Argosy Collegiate Charter School. I believe my experience as a parent, a business man, and a resident of Fall River give me strong perspective and skills to successfully achieve our goals for a high performing, college preparatory charter school in Fall River.
STATEMENT OF COMMITMENT

Name: Israel Navarro  Proposed Position: Founding Board Member

I have learned the hard way that giving children the opportunity to learn is immensely powerful and important, and sometimes even difficult to achieve. For some children opportunity comes easily and, all too often, it may not be appreciated. My journey toward educational opportunity was not an easy one, and failure was not an option. The ability to realize that life is what you make of it can empower people to have ownership in their lives. Having control of your choices is paramount to success. Nothing is sadder or more difficult than living a life with limited options and feeling hopeless to change the cycle of poverty or lack of opportunity. I believe that we have the responsibility to help the children in our community realize that through hard work, discipline, and responsibility, they can change their lives and the lives of their own children in the future.

Through my personal and professional experiences, I strive to help improve the lives of children through role modeling and education. Positively influencing children has always been my passion and becoming a registered nurse has provided a wonderful opportunity to serve children in a school setting. It is my desire and life’s work to create learning opportunities in healthcare and wellness, particularly for children. Wellness encompasses both the mental and physical states. Not all, but much of an individual’s health and well-being is controllable, and through education, we can support children’s ability to recognize that the choices they make whether it is about the food they eat, the activities they participate in, or the effort that they put into their education, these choices set a course for life-long success and happiness.

I will bring to the Board of Trustees expertise in health care policy particular to pre-teen and teenage development issues, emergency planning and management, and experience in health care in a school setting. I have a strong belief that children are best served with a focus on structure and high expectations. I am confident that the combination of my professional work experience and dedication to the cause of education will be the right combination of skills this charter school will need to become a success. I look forward to the challenge and hard work ahead as we create and govern Argosy Collegiate Charter School into a high performing charter school in the city of Fall River.
STATEMENT OF COMMITMENT

Name: Kristen Pavao  Proposed Position: Executive Director

Born and raised in Fall River, I am proud of our city’s rich heritage as a world-class port city and manufacturing center. Though the city’s economy is severely diminished, I am hopeful for a future equally bright and prosperous. As an educator and former business leader, I know firsthand that high quality public education is critical to Fall River’s revitalization. I am personally committed to creating new educational opportunities for our children and approach the founding of Argosy Collegiate Charter School with urgency and a deep sense of purpose.

I became acutely aware of the changing educational landscape in Fall River nearly fifteen years ago, and that awareness remains through today. As poverty has taken hold in our city, few families have access to quality educational options for their children. The founding of Argosy Collegiate will be an important step toward making a measurable difference for those families and students least served. Prior to becoming an educator, I was an entrepreneur, building a profitable restaurant business in a competitive Caribbean market. After returning to Fall River, I worked with the Gap Corporation, launching and redesigning retail stores across New England.

Later, as part of the educational team at Atlantis Charter School in Fall River, I directed my expertise in mathematics and finance toward educating and mentoring young people. At Atlantis, my students were performing well, but not to their full potential. Unsatisfied, I began to study other charter schools for the purpose of discovering and replicating their best practices. What I found was that students at the highest performing charter schools consistently reach extraordinary levels of academic achievement despite their socio-economic background. In the face of poverty, perceived limitations, and a history of underperformance, students were being placed on the path toward college. I became acutely aware that in order to achieve comprehensive academic progress certain factors had to be present. These factors include a clear and fully supported school mission, professional development and evaluation practices that enhance teaching, high academic and behavioral expectations, and dynamic and consistent leadership. Now, as a Building Excellent Schools Fellow, I am learning from the most outstanding charter school leaders in the country and designing Argosy Collegiate to embody the very best of what we know about student achievement in urban environments.

As the proposed Executive Director of Argosy Collegiate, I am fully committed to the work ahead. Working closely with an outstanding founding group that shares my belief in the future of Fall River, I will build a true college-preparatory middle and high school in Fall River. Our families, community, and children deserve the opportunity that Argosy Collegiate promises.
STATEMENT OF COMMITMENT

Name: Lisa C. Rocha, Esquire  
Position: Founding Board Member

I was born and raised in New Bedford, the sister city of Fall River. Although I attended college and law school in Boston, I moved back to the area a few years ago to raise a family in close proximity to my and my husband’s extended families. I currently work in Fall River. Much like New Bedford, Fall River is rich in culture and filled with hardworking people with old fashion values. However, the public education system is failing many of the city’s children, so much so that many public school teachers send their own children to private schools.

My parents emigrated from Portugal to the United States with basic educations. My father worked in construction until he was disabled and subsequently retired. My mother has consistently worked in clothing factories. Although they were not able to help me with much of my school work, their dedication to my education was unyielding. They always said, “If we leave you nothing else, we have left you educated.” Simply put yet so profound. With a good education, anything is possible. Regardless of where you come from or how much money you have, a proper education will enable you to design your own destiny. There are no excuses.

I have been waiting for the right community based project. Actually, I have been waiting to be inspired. On August 28, 2012, I read an e-mail from Kristen Pavao regarding the Argosy Collegiate Charter School (ACCS) and was truly motivated to become part of something bigger than any one individual which has the potential to impact and change so many children’s lives. There is no worthier cause than the development of a school that cuts through the red tape, gets back to basics and demands excellent results not only from its students but also its teachers, staff and parents. I could not resist.

I am truly dedicated to the mission and vision of Argosy Collegiate Charter School. I cannot predict the future but if drive, preparation and hard work are any indications, Argosy Collegiate Charter School will be a success. It is my honor and privilege to be at the beginning of such a wonderful endeavor.
STATEMENT OF COMMITMENT

Name: Teri Theberge  Proposed Position: Founding Board Member

I am very excited about the opportunity to participate in the founding of Argosy Collegiate Charter School. I believe this charter school will give underprivileged children the opportunity to obtain an exceptional education and have a successful future. I am a nuclear medicine technologist who has worked for Southcoast Hospitals Group for over 10 years. I am very committed to my family, my career and the future of our children. The Argosy Collegiate Charter School will provide Fall River students the opportunity to attend a highly structured middle school and high school.

Having lived in the city of Fall River for 27 years, I have witnessed a tremendous change in our educational system. My two eldest children attended Fall River Public Schools from K through 12th grade. As my older children were beginning college and my younger children in elementary school, my husband and I noticed a tremendous decline in the education they were receiving. Since we could not afford to send our boys to a private school, it was great to know we had another choice other than the public school system. Fortunately, my boys were presented with an opportunity to attend the Atlantis Charter School. The commitment of the faculty, parents and students of the charter school far exceed that of the public school system.

With all of the underperforming schools in the City of Fall River, I believe in the vision of the Argosy Collegiate Charter School. In 2011, the City of Fall River had a high school graduation rate of 71%, of that only 14.1% went on to college and received a Bachelor’s degree or higher. The Argosy Collegiate Charter School will offer students a college preparatory program that will change these statistics.

Having been a resident of the City of Fall River for so many years, I am very connected to the community and have established many acquaintances. I have excellent interpersonal and communication skills and am able to interface effectively with all levels of an organization. I believe I will be an asset to the board with networking, fundraising and the recruitment of students. I look forward to meeting new parents and educating the community about their choices. Our children deserve the opportunity to attend a higher performing school and have a more successful future. I look forward to the challenge of making the Argosy Collegiate Charter School into the premier charter school in the City of Fall River. I am confident that the commitment of my time and energy will assist in the development of this Charter School.
STATEMENT OF COMMITMENT

Name: Pamela E. Viveiros  Proposed Position: Founding Board Member

I am very excited about the opportunity to be part of the Argosy Collegiate Charter School Founding Board. Though a relatively new resident of Fall River, I am a long-time resident and business owner on the Southcoast. I graduated from New Bedford High School, went away to college, and returned to this region in large part because I feel passionately about our community. I tire of hearing the Southcoast being referred to as one of the “most economically depressed” areas of Massachusetts. I think the way to turn the tide on this mentality and outcome begins with education.

I was very blessed to have parents who drilled into my sisters and me the importance of education. Though our yearly household income was under $25,000 for a family of five, my two sisters and I went to college. My parents made it their absolute mission to make sure we knew that college was not an option, but rather a requirement. Sadly, too many parents do not have this kind of conviction, dedication, and foresight to ensure their children aspire to and go to college. Worse than that, too many schools are not sending the message that continuing one’s education beyond middle and high school is a necessity in this competitive world.

Through my 10+ years as a small business owner, property manager, entrepreneur, radio personality, and writer, I have always believed in the power of this community. More recently in my career, while hosting an afternoon radio talk show here in Fall River, I have had the opportunity to meet with and interview local politicians, artists, authors, and business leaders. I have learned that the heartbeat of this city is very strong. Given the chance to exceed expectations, Fall River will rise to the occasion.

I see Fall River not for what is has been known for in the past (crime, drugs, low educational attainment, etc.), but for what it is: a city of bright, ambitious, culturally diverse people who will rise to the occasion if we simply set the bar high enough and instill a belief that mediocrity is just not acceptable. I foresee a wave of youth succeeding in school, in work, and in life. I see Fall River and the Southcoast becoming a region known for its exceptional schools and fantastic educational opportunities. I believe in Building Excellent Schools, Argosy Collegiate Charter School, and Kristen Pavao and what collectively can be achieved if given the chance, and I am thrilled to be a part of it.
Upon chartering, Ms. Pavao will continue to develop the depth and rigor of the curriculum both for middle and high school, as she furthers her BES Fellowship and with extended residencies in the highest performing charter schools in the country. Ms. Pavao will expand upon the mentor relationship with former Chief Academic Officer and previous Founding High School Director of Boston Collegiate Charter School, Eileen Callahan.

9th GRADE CURRICULUM OUTLINE

Mathematics I – Algebra and Geometry

Number and Operations: Demonstrate understanding of elements, subsets, properties, and operations of rational numbers. Demonstrate understanding of positive integer exponents and perform operations with expressions involving exponents. Connect physical, graphical, verbal and symbolic representations of rational numbers. Connect physical, graphical, verbal and symbolic representations of rational and absolute numbers. Articulate, model, and apply concept of inverse (i.e. opposites and reciprocals). Describe, model, and apply inverse operations. Perform operations on algebraic expressions and informally justify procedure chosen. Apply matrix addition, subtraction, and scalar multiplication in real-world problems, using appropriate technology. Use variety of notations appropriately (exponential, functional, square roots). Select and apply an appropriate method (i.e. mental arithmetic, paper and pencil or technology) for computing with real numbers, and use estimation to evaluate reasonableness of result.

Algebra: Communicate meaning of variables in algebraic expressions, equations, and inequalities. Identify dependent and independent variables in real-world situations. Apply concept of variable in simplifying algebraic expressions, solving equations, and solving inequalities. Represent solution set linear equations and inequalities in one variable symbolically, graphically and verbally. Interpret graphs that depict real-world phenomena. Represent functions with equations, graphs, tables and words. Understand and apply slope as rate of change. Solve systems of two equations in two unknowns. Describe transformation of graph that occurs when coefficients and/or constants of corresponding linear equation are changed. Geometry: Apply inductive reasoning to make conjectures, then test conjectures and/or determine a counterexample. Apply properties of special pairs of angles. Articulate relationships of angles formed when parallel lines cut by transversal. Apply concept of slope to parallel and perpendicular lines. Apply Pythagorean Theorem and distance formula. Measurement: Use concepts of length, area, and volume to estimate and solve real-world problems. Demonstrate understanding of rates and other derived and indirect measurements (e.g. velocity, miles per hour, revolutions per second, and cost per unit). Data Analysis and Probability: Represent and describe linear and nonlinear data sets developed from real world. Choose, construct, and analyze appropriate graphical representations for data set. Apply basic counting principles, introducing factorial notation. Apply experimental and theoretical probability with simulations where appropriate.

English I – World Literature
Cite strong and thorough textual evidence in literature and informational texts to support analysis of what text says explicitly as well as inferences drawn from the text. Determine theme or central idea of a text and analyze in detail its development over course of text. Analyze complex character development in World Literature. Determine meaning of words and phrases, including figurative and connotative meanings. Analyze representation of subject or key scene in two different artistic mediums. Analyze how author draws on and transforms source material in specific work. Analyze in detail how author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of literary non-fiction text. Delineate and evaluate argument and specific claims in text, assessing whether reasoning is valid and supported by relevant and sufficient evidence; identify false statements and fallacious reasoning. Analyze seminal U.S. documents of historical and literary significance. By end of grade 9, read and comprehend literature and literary nonfiction, including stories, dramas, and poetry in the grades 9-10 complexity band proficiently, with scaffolding as needed at high end of range. In writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, introduce precise claims and counterclaims that are developed fairly with supporting evidence pointing out strengths and limitations of both, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts and information. Introduce topic, organize complex ideas. Use appropriate and varied transitions to link major sections of text. Use precise language and domain-specific vocabulary to manage complexity of topic. Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Engage and orient reader by setting out problem, situation, or observation, establishing one or multiple point(s) of view, and introducing narrator and/or characters. Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for specific purpose and audience. Conduct research projects to answer question, solve problem, narrow or broaden inquiry. Synthesize multiple sources on particular subject.

**History I – World History**

**The Emergence and Expansion of Islam to 1500:** On map of Middle East, Europe, Africa, and Asia, identify where Islam began and trace course of expansion to 1500 AD. Describe significant aspects of Islamic belief. Analyze causes, and course, and effects of Islamic expansion through North Africa, Iberian Peninsula, and Central Asia. Describe central political, economic, and religious developments in major periods of Islamic history. **The Medieval Period in Europe to 1500:** Describe rise and achievements of Byzantine Empire. Describe major economic, social, and political developments that took place in medieval Europe. Describe developments in medieval English legal and constitutional history and relationship to rise of modern democratic institutions and procedures, including the Magna Carta, parliament and habeas corpus. **The Encounters Between Christianity and Islam to 1500:** Describe religious and political origins of conflicts between Islam and Christianity, including Muslim wars against Christianity before European Crusades and Crusades that followed in 11th, 12th, and 13th centuries. Describe rise of Ottoman
Empire in 14th and 15th centuries, including capture of Constantinople. **The Origins of European Western Expansion and the Civilizations of Central and South America:** Explain why European nations sent explorers westward and how overseas expansion led to growth of commerce and development of trans-Atlantic slave trade. **African History to 1800:** Describe indigenous religious practices observed by early Africans before contact with Islam and Christianity. Identify locations and time periods of empires of Ghana, Mali and Songhay. Describe development and effects of trans-African slave trade to Middle East from the 8th century on, and trans-Atlantic slave trade to Western Hemisphere from 16th century on. **Indian History to 1800:** Describe important economic, political, and religious developments in Indian history to 1800. **History of China, Japan and Korea to 1800:** Summarize major economic political and religious developments in Chinese, Japanese and Korean history. **Renaissance and the Reformation in Europe:** Describe origins and developments of Renaissance, including influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare. Describe origins and effects of Protestant Reformation.

**Science – Biology**

Recognize that biological organisms are composed primarily of very few elements. Six most common are C, H, N, O, P, and S. Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centriole, cilium, flagellum, pseudopod) to functions. Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centriole, cilium, flagellum, pseudopod) to functions. Describe basic process of DNA replication and how it relates to transmission and conservation of genetic code. Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, co-dominant, sex-linked, polygenic, incomplete dominance, multiple alleles). Explain generally how digestive system, circulatory system, respiratory system, nervous system, muscular/skeletal system and sexual reproductive systems work. Explain how evolution is demonstrated by evidence from fossil record, comparative anatomy, genetics, molecular biology, and examples of natural selection. Understand interaction among organisms and between organisms and their environment. Explain how water, carbon, and nitrogen cycle between abiotic resources and organic matter in an ecosystem, and how oxygen cycles through photosynthesis and respiration.

**Latin I**

Emphasis will be on elements of the language: alphabet and pronunciation, parts of speech, word-formation, vocabulary (including English derivatives), and grammatical rules. It is first part of elementary study of Latin, to be completed in the 10th grade. Students begin to learn geography of ancient Roman world, an outline of Roman history, and important aspects of Roman private and public life. Towards end of year, students read Perseus stories in Fabulae Graecae (texts and exercises available on-line); and begin Hercules stories. Because course is foundation for continuing study of Latin, it is vital that students develop the necessary habits of
memorization, attention to detail, preparation of daily work, and organization. Memorization of word-forms and vocabulary is essential at this level.

Financial Literacy I – Banking

Explain how institutions evolve in market economies to help individuals and groups accomplish their financial goals. Describe how banks and other financial institutions channel funds from savers to borrowers and investors. Understand the difference between commercial banks and investment banks. Correctly identify the differences between various financial institutions such as a bank and a credit union. Describe the types of services offered by financial institutions. Explain that the services banks offer are not limited to individual customers. Banks also perform many services for small and large businesses. Learn about the state and federal banking laws that regulate the industry to protect consumers and market efficiency. Understand the role of the Federal Reserve in establishing U.S. monetary policy.

10th GRADE CURRICULUM OUTLINE

Mathematics II – Algebra and Geometry

Number and Operations: Demonstrate understanding of the elements, properties and operations of real numbers. Demonstrate understanding of relative size of rational and irrational numbers. Connect physical, graphical, verbal and symbolic representations of real numbers. Articulate, model and apply concept of inverse (powers and roots). Demonstrate understanding of absolute value. Recognize existence of imaginary numbers. Select and apply appropriate method (i.e. mental arithmetic, paper and pencil, or technology) for computing with real numbers, and evaluate reasonableness of result. Apply matrix operations to solve real-world problems, using appropriate technology. Algebra: Solve systems of three equations and three unknowns. Describe domain and range of function. Apply Venn diagrams in problem solving. Solve quadratic equations and inequalities using appropriate methods. Solve radical equations using appropriate methods. Graph absolute value functions and quadratic functions with emphasis on formations. Solve real-world problems modeled by absolute value or quadratic functions. Recognize conic sections from given information. Geometry: Demonstrate understanding of geometric transformations. Apply deductive reasoning using postulates and theorems to prove conclusions from given hypotheses. Determine truth of implication, its converse, inverse, and contrapositive. Apply right triangle properties, including geometric mean, Pythagorean Theorem, special right triangles and trigonometric rations. Derive distance formula for distance between two points in triangular coordinate system. Apply concepts related to similar and congruent triangles. Apply properties of circles, arcs, chords, tangents, or secants to solve problems. Use coordinates to describe position in two and three dimensions. Measurements: Choose appropriate techniques and tools to measure quantities to specifications for tolerance. Perform operations on algebraic expression and informally justify procedures chosen. Data Analysis and Probability: Demonstrate understanding of different sampling methods and when each is appropriate. Use variety of techniques to determine equations of best fit for quadratic data sets. Determine probability of event. Determine probability of mutually exclusive events.

English II – World Literature

Cite strong and thorough textual evidence in literature and informational texts to support analysis of what text says explicitly as well as inferences drawn from text. Determine theme or central idea of text and
analyze in detail its development over course of text. Analyze complex character development in World Literature. Determine meaning of words and phrases, including figurative and connotative meanings. Analyze representation of subject or key scene in two different artistic mediums. Analyze how author draws on and transforms source material in specific work. Analyze in detail how author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of literary non-fiction text. Delineate and evaluate the argument and specific claims in text, assessing whether reasoning is valid and supported by relevant and sufficient evidence; identify false statements and fallacious reasoning. By the end of grade 10, read and comprehend literature and literary nonfiction, including stories, dramas, and poetry in grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, and literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. In writing arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, introduce precise claims and counterclaims that are developed fairly with supporting evidence pointing out strengths and limitations of both, and create organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts and information. Introduce topic, organize and domain-specific vocabulary to manage complexity of the topic. Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Engage and orient reader by setting out problem, situation, or observation, establishing one or multiple point(s) of view, and introducing narrator and/or characters. Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for specific purpose and audience. Conduct research projects to answer question, solve problem, narrow or broaden an inquiry. Synthesize multiple sources on particular subject.

History II – World History

The Growth of the Nation State in Europe: Describe growing consolidation of political power in Europe from 1500 to 1800 as manifested in rise of nation states ruled by monarchs. Summarize important causes, events and effects of French Revolution. Industrial Revolution and Social and Political Change in Europe, 1800-1914: Identify causes, social and economic impact of Industrial Revolution. Describe rise of unions and socialism, including ideas and influence of Owen and Marx. Describe rise and significance of anti-slavery sentiment and abolition in Britain. Describe causes of 19th century European imperialism. Asian, African and Latin American History in the 19th and Early 20th Centuries: Identify major developments in Indian, Chinese, Japanese, African and Latin American history to early 20th Century. The Great Wars, 1914-1945: Describe relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and power vacuum in Europe due to declining power of Russian, Austrian and Ottoman Empire in causing World War I. Summarize major events and consequences of World War I. Identify major developments in Middle East and Central Asia before World War II. Describe various causes and consequences of global depression of 1930s and analyze how governments responded to Great Depression. Describe rise and goals of totalitarianism in Italy, Germany, Soviet Union. Summarize key battles and events of World War II. Describe background, course and consequences of Holocaust. Explain reasons for dropping of atom bombs on Japan and short and long-term effects. Explain consequences of World War II. Describe reasons for establishment of United Nations. Cold War Era, 1945-1949: Summarize factors that contributed to Cold War in Eastern Europe. Describe policy of containment, including Truman Doctrine, Marshall Plan, and NATO, as America’s response to Soviet expansionist policies. Describe development of arms race and key events of Cold War Era. Explain background for
establishment of modern state of Israel in 1948 and subsequent military and political conflicts between
Israel and Arab world. **The Contemporary World, 1989-2018:** Identify causes for decline and collapse of
Soviet Union and communist regimes of Eastern Europe. Explain reasons for fall of apartheid in South
Africa. Describe America’s response to and wider consequences of September 11, 2001 terrorist attack in
the U.S.

**Science – Chemistry**

Identify and explain physical properties (e.g., density, melting point, boiling point, conductivity,
malleability) and chemical properties (e.g., the ability to form new substances). Distinguish between
chemical and physical changes. Recognize discoveries from Dalton (atomic theory), Thomson (the
electron), Rutherford (the nucleus), and Bohr (planetary model of atom), and understand how each
discovery leads to modern theory. Interpret and apply laws of conservation of mass, constant composition
(definite proportions), and multiple proportions. Write electron configurations for first twenty elements
of periodic table. Explain relationship of element’s position on periodic table to atomic number. Identify
families (groups) and periods on periodic table. Explain how atoms combine to form compounds through
both ionic and covalent bonding. Predict chemical formulas based on number of valence electrons. Use
valence-shell electron-pair repulsion theory (VSEPR) to predict molecular geometry (linear, trigonal planar,
and tetrahedral) of simple molecules. Balance chemical equations by applying laws of conservation of
mass and constant composition (definite proportions). Classify chemical reactions as synthesis
(combination), decomposition, single displacement (replacement), double displacement, and combustion.
Using kinetic molecular theory, explain behavior of gases and relationship between pressure and volume
(Boyle’s law), volume and temperature (Charles’s law), pressure and temperature (Gay-Lussac’s law), and
number of particles in a gas sample (Avogadro’s hypothesis). Using kinetic molecular theory, describe and
contrast properties of gases, liquids, and solids. Explain, at molecular level, behavior of matter as it
undergoes phase transitions. Describe process by which solutes dissolve in solvents. Relate hydrogen ion
concentrations to pH scale and to acidic, basic, and neutral solutions. Compare and contrast strengths of
various common acids and bases (e.g., vinegar, baking soda, soap, citrus juice).

**Latin II**

Master connected reading in authentic Latin. Develop needed work habits, reading skills, and knowledge
critical for continued study in Latin. Solid knowledge of subordinate sentence structures, architecture of
complex Latin sentence, and skills for dealing with variable Latin word order are essential for this year and
as preparation for next year. Fabulae Romanae will gradually improve s’ reading abilities while providing
good basic survey of Roman history through Monarchy (753-510 BC) and Republic to death of Cicero (43
BC). Students learn Roman and ancient Mediterranean geography, Roman social and political customs, and
personal values Romans admired most in great individuals.

**Financial Literacy II – Financing**

Examine the role of finance in supporting entrepreneurship and business operations, and foster an
understanding of how financial decisions themselves can create value. Master basic analytical skills and
principles of corporate finance. Understand core functions of modern capital markets and financial
institutions. Understand and use standard techniques of analysis, including capital budgeting, discounted
cash flow valuation, and risk analysis.
11th GRADE CURRICULUM OUTLINE

Mathematics III – Pre-Calculus

**Number and Operations:** Demonstrate understanding of laws of exponents, including integral and rational exponents. Demonstrate understanding of elements, subsets and properties of complex number system. Perform operations on complex numbers of the form $a + bi$. **Algebra:** Perform operations on functions, including composition, and determine effects of composition on domain and range. Demonstrate understanding of inverse of function and determining if inverse is function. Identify and describe characteristics of families of functions. Articulate results of varying parameters of parent function. Solve polynomial equations and inequalities using appropriate technology. Solve absolute value equations and inequalities. Graph polynomial, exponential and logarithmic and rational functions. Solve exponential, logarithmic, and rational equations using appropriate methods. Solve problems involving linear programming. Apply sigma notation with arithmetic and geometric series. **Geometry:** Apply and justify properties of quadrilaterals and circles. Solve real world problems involving volume of geometric solids. Demonstrate understanding of Platonic Solids. Demonstrate understanding of uniqueness through indirect proofs. Apply transformational matrices to transform geometric figures in rectangular coordinate system. **Measurement:** Use concepts of length, area, and volume to estimate and solve real-world problems. Apply measurement concepts and relationships in algebraic and geometric problem-solving situations. Demonstrate understanding of rates and other derived and indirect measurements (e.g. velocity, miles per hour, rpm, cost per unit.) **Data Analysis & Probability:** Describe and apply normal distribution and its properties. Use z-scores to compare normally distributed data sets. Use variety of techniques to determine equations of best fit for nonlinear data sets. Calculate and interpret z-scores. Apply properties of conditional probability. Determine binomial probabilities. Make inferences about data set using appropriate measures of central tendency and dispersion, including variance and standard deviation. Calculate expected value to make judgments about real-life situations.

English III – American Literature

Cite strong and thorough textual evidence to support analysis of what literature and informational texts say explicitly as well as inferences drawn from text, including determining where text leaves matters uncertain. Determine two or more themes or central ideas of text and analyze development over course of text, including how they interact and build on one another to produce complex account; provide objective summary of text. Determine meaning of words and phrases used in text, including figurative and connotative meanings; analyze impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Analyze how author’s choices concerning how to structure specific parts of text contribute to overall structure and meaning as well as aesthetic impact. Determine author’s point of view or purpose in informational text in which rhetoric is particularly effective, analyzing how style and content contribute to power, persuasiveness, or beauty of text. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American Literature, including how two or more texts from same period treat similar themes or topics. By end of grade 11, read and comprehend literature, including stories, dramas, and poems, in grades 11–CCR text complexity band proficiently, with scaffolding as needed at high end of range. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Develop topic thoroughly by selecting most
significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audience’s knowledge of the topic. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of topic. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use variety of techniques to sequence events so that they build on one another to create coherent whole and build toward particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution).

**History III – U.S. History**

**Industrial America and its Emerging Role in International Affairs, 1870-1920:** Explain causes of Industrial Revolution. Explain important consequences of Industrial Revolution. Describe causes of immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in late 19th and early 20th centuries and major roles of immigrants in U.S. industrialization. Analyze causes of continuing westward expansion of American people after Civil War and impact of migration on Indians. Explain course and significance of President Wilson’s wartime diplomacy, including Fourteen Points, League of Nations and failure of Versailles treaty. **The Age of Reform: Progressivism and the New Deal, 1900-1940:** Analyze origins of Progressivism and important Progressive leaders. Analyze post-Civil War struggles of African-Americans and women to gain basic and civil rights. Describe various causes and consequences of global depression of 1930s and national response. Analyze important policies, institutions and personalities of New Deal era. **World War II, 1939-1945:** Explain strength of American isolationism after World War I and impact on U.S. foreign policy. Analyze German and Japanese aggression as factors contributing to start of World War II. **The Cold War Abroad, 1945-1989:** Analyze factors that contributed to Cold War and describe policy of containment as America’s response to Soviet expansionist policies. Analyze sources of Cold War conflict between U.S. and Soviet Union. Analyze role that U.S.-sponsored resistance to Soviet military and diplomatic initiatives that led to end of the Cold War.

**Science III – Physics**

Compare and contrast vector quantities (e.g., displacement, velocity, acceleration force, linear momentum) and scalar quantities (e.g., distance, speed, energy, mass, work). Distinguish between displacement, distance, velocity, speed, and acceleration. Solve problems involving displacement, distance, velocity, speed, and constant acceleration. Interpret and provide examples that illustrate law of conservation of energy. Describe both qualitatively and quantitatively how work can be expressed as change in mechanical energy. Explain how heat energy is transferred by convection, conduction, and radiation. Describe relationship between average molecular kinetic energy and temperature. Recognize that energy is absorbed when substance changes from solid to liquid to gas, and that energy is released when substance changes from gas to liquid to solid. Describe measurable properties of waves (velocity, frequency, wavelength, amplitude, period) and explain relationships among them. Recognize examples of simple harmonic motion. Recognize that electric charge tends to be static on insulators and can move on and in conductors. Explain that energy can produce separation of charges. Describe electromagnetic spectrum in terms of frequency and wavelength, and identify locations of radio waves, microwaves, infrared radiation, visible light (red, orange, yellow, green, blue, indigo, and violet), ultraviolet rays, x-rays, and gamma rays on spectrum.

**Latin III**

Read, with appropriate help, adapted to unadapted Latin prose. Translate selected seen passages from Latin texts. Translate unseen passage of adapted Latin prose. Demonstrate comprehension of both seen
and unseen passages. Identify substantives by case form and function in context. Identify finite and non-finite verb forms and uses. Identify principal types of subordinate sentence structures. Demonstrate knowledge of principal eras of Roman history. Demonstrate knowledge of significant Roman individuals. Demonstrate knowledge of values important in traditional Roman society. Associate values with stories of significant Roman individuals. Students read original Latin prose and poetry, including scansion and figures of speech. Second-half of year begins with thorough review of forms, vocabulary, after which students read selections from Cicero’s philosophical works and oratory, from mythological poetry of Ovid, Tacitus’ Annals, and private letters of Pliny. Students demonstrate proficiency in translation skills, and move beyond mere translation to develop their own understanding, on firm textual evidence, about what they read.

Financial Literacy III – Investing

Investment Strategy considers the creation and management of wealth. Learn about different types of wealth-building investments, such as diverse opportunities in stocks, bonds, emerging markets, real estate, hedge funds, derivatives, and other alternative investments. Define the following terms: security, equity, debt, bond, preferred stock among other investment terms. Understand business valuation of a public company and its connection to the book and market value of stock. Analyze investments – their value and risk. Develop an investment strategy for a conservative, neutral, and aggressive risk taker, understanding the different decisions that each would make.

12TH GRADE CURRICULUM OUTLINE

AP Calculus

Work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Understand connections among these representations. Understand meaning of derivative in terms of rate of change and local linear approximation and use derivatives to solve variety of problems. Understand meaning of definite integral both as limit of Riemann sums and as net accumulation of change and use integrals to solve variety of problems. Understand relationship between derivative and definite integral as expressed in both parts of Fundamental Theorem of Calculus. Communicate mathematics orally and in well-written sentences and explain solutions problems. Model written description of physical situation with function, differential equation, or integral. Use technology to help solve problems, experiment, interpret results, and verify conclusions. Determine reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Develop appreciation of calculus as coherent body of knowledge and as human accomplishment.

Calculus

Work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Understand connections among representations. Understand meaning of derivative in terms of rate of change and local linear approximation and use derivatives to solve variety of problems. Understand meaning of definite integral both as limit of Riemann sums and as net accumulation of change and use integrals to solve variety of problems. Understand relationship between derivative and definite integral as expressed in both parts of Fundamental Theorem of Calculus. Communicate mathematics orally and in well-written sentences and explain solutions to problems. Model written description of physical situation with function, a differential equation, or integral. Use technology to help solve problems, experiment, interpret results, and verify conclusions. Determine reasonableness of solutions, including sign, size,
relative accuracy, and units of measurement. Develop appreciation of calculus as coherent body of knowledge and as human accomplishment.

**English IV – British Literature**

Cite strong and thorough textual evidence to support analysis of what literature and informational texts say explicitly as well as inferences drawn from text, including determining where text leaves matters uncertain. Determine two or more themes or central ideas of text and analyze development over course of text, including how they interact and build on one another to produce complex account; provide objective summary of text. Determine meaning of words and phrases as used in text, including figurative and connotative meanings; analyze impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Analyze how author’s choices concerning how to structure specific parts of text contribute to overall structure and meaning as well as aesthetic impact. Determine author’s point of view or purpose in informational text in which rhetoric is particularly effective, analyzing how style and content contribute to power, persuasiveness, or beauty of text. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of British Literature, including how two or more texts from the same period treat similar themes or topics. By end of grade 12, read and comprehend literature, including stories, dramas, and poems, in grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at high end of range. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Develop topic thoroughly by selecting most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audience’s knowledge of topic. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage complexity of the topic. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use variety of techniques to sequence events so that they build on one another to create coherent whole and build toward particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**Senior Thesis and Composition**

All students write a senior thesis - significant, original work, usually 25-40 pages in length, on topics of business, finance and entrepreneurship. During senior year, students work closely with faculty members to complete theses. Once complete, copy of every senior thesis is permanently stored in Argosy Collegiate Charter School Manuscript Library. To prepare for senior thesis, students write one or two 12-20-page junior papers ("JPs") in junior year.

**History IV - U.S. Government**


**AP History**
**Pre-Columbian Societies**: Early inhabitants of the Americas; American Indian empires in Mesoamerica, the Southwest, and the Mississippi valley; American Indian cultures of North America at the time of European contact. **Transatlantic Encounters and Colonial Beginnings, 1492-1690**: First European contacts with American Indians, Spain’s empire in North America, French colonization of Canada, English settlement of New England, the Mid-Atlantic region, and the South; servitude to slavery in the Chesapeake region; religious diversity in the American colonies; resistance to colonial authority. **Colonial North America, 1690-1754**: Population growth and immigration; transatlantic trade and the growth of seaports; the eighteenth century back country; growth of plantation economies and slave societies; the Enlightenment and the Great Awakening; colonial governments and imperial policy in British North America. **The American Revolutionary Era, 1754-1789**: The French and Indian War; the imperial crisis and resistance to Britain; the War for Independence; state constitutions and the Articles of Confederation; the federal Constitution. **The Early Republic, 1789-1815**: Washington, Hamilton and shaping of the national government; emergence of political parties: Federalists and Republicans; Republican Motherhood and education for women; beginnings of the Second Great Awakening; significance of Jefferson’s presidency; the War of 1812 and its consequences. **Transformation of the Economy and Society in Antebellum America**: Transportation revolution and creation of a national market economy; immigration and nativist reaction. **Territorial Expansion and Manifest Destiny**: Forced removal of American Indians to the trans-Mississippi West; Western migration and cultural interactions; territorial acquisitions, early U.S. imperialism – the Mexican War. **The Crisis of the Union**: Pro and antislavery arguments; Compromise of 1850 and popular sovereignty; states’ rights; Kansas-Nebraska Act and the emergence of the Republican Party; Abraham Lincoln, the election of 1860, and secession. **The Civil War**: Two societies at war; emancipation and the role of African-Americans in the war. **Reconstruction**: Southern state government – aspirations, achievements, failures, Compromise of 1877; impact of Reconstruction. **Development of the West in the Late Nineteenth Century**: Expansion and development of western railroads; competitors for the west – miners, ranchers, homesteaders and American Indians. **Industrial America in the Late Nineteenth Century**: Corporate consolidation of industry; labor and unions; effects of technological developments. The Emergence of America as a World Power: American imperialism, World War I, Treaty of Versailles. **The New Era: 1920s**: Republican politics: Harding, Coolidge, and Hoover; culture of Modernism, ongoing struggle for equality – African-Americans and women. **The Great Depression and the New Deal**: Causes of the Great Depression, Hoover administration response, Franklin Delano Roosevelt and the New Deal. **The Second World War**: Rise of fascism and militarism in Japan, Italy, and Germany; prelude to war: policy to neutrality; attack on Pearl Harbor; United States as global power in the Atomic Age. **The United States and the Early Cold War**: Origins of the Cold War; Truman and containment; the Cold War in Asia, China, Korea, Vietnam and Japan; diplomatic strategies and policies of Eisenhower; the Red Scare and McCarthyism. **Politics and Economics at the End of the Twentieth Century**: Nixon’s challenges, the New Right and the Reagan Revolution; end of the Cold War. **The United States in the Post-Cold War World**: Globalization and the American economy, unilateralism versus multilateralism in foreign policy; environmental issues in the global context.

**Science IV - Environmental Science**

**Earth Systems and Resources**: Geographic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude. Composition; structure, weather and climate; Atmospheric circulation and Coriolis Effect; atmosphere-ocean interactions; ENSO. Freshwater/saltwater; ocean circulation, agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation, rock cycle; rock formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation. **The Living World**: Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes; energy flow, photosynthesis and cellular respiration; food webs and trophic
level, ecological pyramids; biodiversity, natural selection, evolution, ecosystem services, natural ecosystem change, climate shifts; species movement; ecological succession, natural biogeochemical cycles. **Population:** Population ecology; carrying capacity; reproductive strategies; survivorship; human population dynamics; impacts of population growth. **Land and Water:** Agriculture, feeding growing population; forestry; rangelands; urban land development; sustainable land use strategies; mining; fishing; global economics. **Energy Resources and Consumption:** Energy forms; power; units; conversions; laws of thermodynamics; energy consumption; fossil fuel resources; nuclear energy; hydroelectric power. **Pollution:** Air pollution, noise pollution, water pollution; solid waste, impacts on the environment and human health; economic impact. **Global Change:** Stratospheric ozone, global warming, loss of biodiversity.

**Latin IV**

Read, with appropriate assistance, authentic Latin prose and poetry. Translate short passages of Latin prose not previously seen. Answer key questions of comprehension about both seen and unseen passages. Identify substantives by case form and function in context. Identify finite and non-finite verb forms and uses. Identify principal types of subordinate constructions. Identify metrical patterns in lines of verse (dactyl, spondee, elision, caesura). Scan dactylic hexameter verse and recite metrically.

**Financial Literacy IV – Macro and Micro Economics**

Study of economic analysis and its application. Learn and apply theory of supply and demand, costs and revenues of the firm under perfect competition, monopoly and oligopoly, pricing of factors of production, income distribution, and theory of international trade. An examination of a market economy to provide an understanding of how the size and composition of national output are determined. Elements of monetary and fiscal policy, international trade, economic development, and comparative economic systems.
# Argosy Collegiate Charter School 2014-2015 Academic Calendar

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<th>Month</th>
<th>Jan-15</th>
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**PD - Summer Institute**
- 8/14-22 PD Summer Institute

**PD - Anet Data Analysis Days**
- 9/1 PD Anet 2 Data Analysis NO CLASSES
- 9/9 PD Anet 1 ELA Testing
- 10/2 PD NO CLASSES
- 10/9 PD Anet Data Analysis NO CLASSES
- 11/11 Veteran’s Day CLOSED
- 11/25 PD Anet 1 ELA Testing
- 11/26-28 Thanksgiving Break CLOSED
- 12/2 Anet 2 Math Testing

**End of the trimester**
- 3/24 End of Trimester 2

**Vacation Day/Holiday**
- 9/1 Labor Day CLOSED
- 12/24-1/1 Christmas Break CLOSED
- 1/19 MLK Jr. Day CLOSED
- 1/24-1/24 Winter break CLOSED
- 2/17 Anet 3 Math Testing
- 3/1 PD Anet ELA Data NO CLASSES
- 5/5 PD Anet ELA Data NO CLASSES
- 5/31 PD Anet ELA Data NO CLASSES

**PD - Anet Data Analysis Days**
- 8/25-29 Student Orientation
- 9/12-3 Parent Conf.- T1 Report Cards
- 9/12/2 Parent Conf. - T2 Report Cards
- 10/24-1/24 Christmas Break CLOSED
- 1/19-1/24 Spring Break CLOSED
- 4/28 Anet 4 ELA Testing
- 5/25 Memorial Day CLOSED
- 12/24/25-12/26 Winter break CLOSED
- 6/1 PD NO CLASSES
- 6/15-16 PD Anet ELA Data NO CLASSES
- 6/16-17 PD Anet ELA Data NO CLASSES
- 6/29-30 PD/Teacher Wrap Up

**PD - Anet Data Analysis Days**
- 12/2 Anet 2 ELA Testing
- 2/2/2 Anet 3 ELA Testing
- 2/11 PD Anet 3 Data Analysis NO CLASSES
- 4/28 Anet 4 ELA Testing
- 6/26 Last day of school
- 9/2 PD Anet ELA Data NO CLASSES
- 5/1 PD Anet ELA Data NO CLASSES
- 5/25 PD Anet ELA Data NO CLASSES
- 6/29-30 PD/Teacher Wrap Up

**PD - Anet Data Analysis Days**
- 12/2 Anet 2 ELA Testing
- 2/22 PD Anet 2 ELA Testing
- 4/2 PD Anet 2 ELA Testing
- 6/2 PD Anet 2 ELA Testing
- 6/26 Last day of school
- 6/30 PD/Teacher Wrap Up

**Parent/Teacher Conferences**
- 12/24-1/1 Winter break CLOSED
- 1/22 Parent Conf.- T2 Report Cards
- 4/28 Anet 4 ELA Testing
- 6/1 PD NO CLASSES

**Student Orientation**
- 9/1 PD Anet ELA Data NO CLASSES
- 5/25 PD Anet ELA Data NO CLASSES
- 6/1 PD Anet ELA Data NO CLASSES

**Saturday Academy**
- 9/2 PD Anet ELA Data NO CLASSES
- 5/25 PD Anet ELA Data NO CLASSES
- 6/1 PD Anet ELA Data NO CLASSES

**MCAS Math/Science Testing**
- 9/1 PD Anet ELA Data NO CLASSES
- 5/25 PD Anet ELA Data NO CLASSES
- 6/1 PD Anet ELA Data NO CLASSES

**MCAS ELA Testing**
- 9/2 PD Anet ELA Data NO CLASSES
- 5/25 PD Anet ELA Data NO CLASSES
- 6/1 PD Anet ELA Data NO CLASSES

**Total Professional Days**
- 27

**Total Instructional Days**
- 185
Attachment J: Letter of Financial Commitment from the Founding Board of Trustees

This document signed by the proposed Board Chair for the Founding Board of Trustees on behalf of the group demonstrates our commitment to provide funds to the yearly general budget for Argosy Collegiate.

Attachment K: Letters of Support

Letters of support from business and community leaders follow the letter of financial commitment.

Attachment L: Signatures of Support from the Community/Families

A single page stands as a placeholder for 591 signatures of support from the community. The full collection of signatures is available upon request to the Lead Founder.

Attachment M: Amelia Peabody Start-Up Funds Letter of Commitment

The Amelia Peabody Foundation, through their generosity and support of Argosy Collegiate for the students of Fall River, and in support of BES Fellow and Lead Founder, Kristen Pavao, has offered a pledge for start-up costs should Federal Charter School Program (CSP) funds be unavailable or delayed.
November 14, 2012

Mitchell D. Chester, Ed. D.
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester:

The Argosy Collegiate Charter School Founding Board of Trustees recognizes that fundraising requires the efforts of the board. Fundraising from the private sector— including foundations, corporations, and individuals — requires careful planning and ongoing board involvement. While much of the day-to-day effort may be delegated to a Resource Development Committee, every board member has an ongoing responsibility for helping the organization raise funds. Collectively, the Founding Board of Trustees of Argosy collegiate Charter School, is prepared to make a financial commitment to provide $30,000 towards the school's general fund for the planning year through year three of operation.

Sincerely,

Paul C. Burke
Proposed Chairman of the Board
October 24, 2012

Mr. Mitchell D. Chester, Ed.D., Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Mr. Mitchell,

I am writing today to support the proposal to develop the Argosy Collegiate Charter School in the Fall River area. The Fall River community would benefit tremendously from the Argosy Collegiate Charter School, where importance is placed on a rigorous academic program, high behavioral and academic standards, and student character development.

Fall River is in desperate need of students with high moral and academic standards. Many residents in the community have limited education which can be passed down generationally. Argosy Collegiate Charter School would help change the perspective of higher education, in turn opening up more doors for the residents of Fall River.

The lead founder and proposed Head-of-School, Kristen Pavao is a resident of Fall River. Kristen has taught in the Fall River school system for many years, and I feel that this unique perspective will allow her to bring ideas and programs that can fill the gap as it relates to the public school system. Kristen is also a fellow of Building Excellent Schools, studying the best practices of the highest functioning charter schools in the country.

I encourage you to grant this charter and provide an educational opportunity in a neighborhood that struggles to provide high levels of achievement in the public school system. I have faith in Kristen Pavao, and the Argosy Collegiate Charter School.

Sincerely,

Richard C. Bassett
Financial Advisor
J. Marshall Associates

982 Eastern Avenue • P.O. Box 42i 0 • Fall River, MA 02723 • Phone 508-673-3300 • Fax 508-673-3390
Securities offered through Investors Capital Corporation • 230 Broadway • Lynnfield, MA 01940 • 1-800-949-1422
Member FINRA / SIPC
Advisory Services offered through Investors Capital Advisory
November 12, 2012

Mitchell D. Chester, Ed. D.
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester,

As Executive Director of Teach For America Massachusetts I am writing in support of Argosy Collegiate Charter School’s application for a Commonwealth Charter. Massachusetts has emerged as a national leader in educational outcomes but we still leave far too many students behind, many of them in cities like Fall River.

My staff and I have met with Kristen Pavao, and are confident that she has the capacity and commitment to take on this work. Once approved, she and the Argosy Collegiate founding group will have the full support of Teach For America— including access to our national network of alumni and curriculum resources — as they implement their charter.

Teach For America has had a longstanding relationship with Building Excellent Schools. They are a national leader in the training and support of school leaders and their record in Massachusetts and elsewhere reflects the skill they bring to this work. Simply earning admission into this highly selective Fellowship is reflective of Kristen’s credentials; the training and support she is receiving during the Fellowship will ensure that Argosy Collegiate Charter is a success.

Teach For America has been humbled to partner with Fall River for the past two years—both in district and local charter schools— and we are deeply committed increasing educational opportunities for students in this city. There is great momentum happening throughout the district and community, and I view Kristen’s school as another welcomed partner in this collective work. We look forward to being supportive as her school develops.

For these reasons I support the application of Argosy Collegiate Charter. I ask that you grant them a charter so that they can bring high academic expectations and outcomes to some of our Commonwealth’s most underserved students.

Sincerely,

Josh Biber
Executive Director
Teach For America Massachusetts
November 6, 2012

Mr. Mitchell D. Chester, Ed.D., Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Re: Argosy Collegiate Charter School
Fall River, MA

Dear Commissioner Chester:

Argosy Collegiate Charter School proposes that its students receive a rigorous college preparatory education, and has submitted for approval its application as a charter school. I have met with, and spoken with its lead founder, Kristen Pavao, and can confirm that her energy and drive for achievement insures that her charter school will create and sustain an excellent school for our community.

As the former Chair of Fall River's Task Force on Education, I am keenly aware of the City's persistent pockets of academic under-performance. There continues even today to be local political support for educational policies that tend to encourage job training skills over higher education competencies for public school students, this despite state educational directives and studies indicating that an emphasis on job skills training has contributed to a decline in educational competencies among US students when compared with their international peers.

It seems to me that high expectations are critical for high level achievement. Ms. Pavao's Argosy Collegiate Charter School will create those high expectations in a rigorous academic environment with particular opportunities for those families who are less fortunate than others, and is to be commended. I earnestly write that you give favorable consideration to the application.

Sincerely,

Arthur M. DeAscentis, Esquire
October 30, 2012

Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148  
Mr. Mitchell D. Chester, Ed.D., Commissioner  
Dear Mr. Chester,

I am writing today to support the proposal of The Argosy Collegiate Charter School in Fall River, MA. The Fall River Community will greatly benefit from a charter school that focuses on a rigorous academic program, high behavior and academic standards and a character development curriculum. The Argosy Collegiate Charter School’s mission is to prepare students to excel in demanding high schools and colleges and to encourage them to actively participate in their community.

As a community collaboration agency in Fall River, United Neighbors has seen the success of students that are afforded the opportunity to participate in community service learning. We count community service as one of the 5 prongs of violence prevention—suppression, intervention, education, adult role models and community service. The Argosy Collegiate Charter School will help the youth of Fall River move forward in the demanding global academic world. We are confident that the work they bring to Fall River will help our youth prepare as they move forward to High School, College and beyond.

United Neighbors wholeheartedly supports the concept of Argosy Collegiate Charter School and hopes that you will authorize them to move forward in establishing this much needed academic addition in the City of Fall River.

If you would like any additional information, please feel free to contact me at your convenience.

Sincerely,

Wendy Garf-Lipp  
Executive Director  
United Neighbors of Fall River  
Community Connections Coalition
October 12, 2012

To Whom It May Concern:

As a lifelong resident of the region, please accept this letter of support on behalf of the proposed Argosy Collegiate Charter School in Fall River.

Both living and working in the neighboring city of New Bedford, I am keenly aware of the challenges facing the educational systems in Massachusetts' Gateway Cities. Former industrialized mill cities throughout the Commonwealth generally have lower MCAS scores and high school graduation rates than other communities. Poverty, unemployment and poor educational attainment are common denominators in communities such as Fall River and New Bedford. Having worked in the nonprofit sector for over a decade I have witnessed, firsthand, the negative affect these factors have on students and families.

It is my belief that the high expectations model advocated by Argosy Collegiate Charter School is exactly what young people in Fall River need. Fall River native, Kristen Pavao, the Building Better Schools Fellow and driving force behind Argosy Collegiate is poised to take educational standards in Fall River to new heights. With a professional background in both business and education, Pavao clearly understands the skills and values today’s students need in order to succeed in the competitive world in which we live. Her passion is apparent and I have no doubt that she will not only make Argosy Collegiate a reality, but also a model for other charter schools across the nation to emulate.

It is with great pleasure that I support Argosy Collegiate Charter School's application.

Respectfully,

Sarah Gonet

New Bedford
November 1, 2012

Dr. Mitchell D. Chester, Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

I am writing to you today in support of the Argosy Collegiate Charter School's proposal to develop in the city of Fall River. As you know, the community would benefit greatly from a partnership with a charter school that is able to cater to the needs of a diverse student body while also ensuring a strong commitment to rigorous academic programming and high academic standards. That being said, Argosy Collegiate Charter School's core belief that all students deserve to be prepared for college will undoubtedly ensure that Fall River's students excel in the classroom and are prepared for a prosperous future.

As you know, the lead founder of Argosy Collegiate Charter School, Kristen Pavao, was born and raised in Fall River, served as a former Fall River Public School Teacher, and was trained through the Building Excellent Schools fellowship. As a native of the city, Ms. Pavao has shown she is committed to serving her community and is eager to ensure continued opportunities for students to access high quality education in Fall River. The vision of Argosy Collegiate Charter School and its added emphasis on literacy and math instruction, as well as its pledge to provide a longer school-day and year, suitably addresses the needs of Fall River's student body. In addition, the Argosy's focus on college preparatory education, financial literacy, developing reading skills for gifted, special education and English Language Learners, as well as its commitment to investing in teacher quality will, no doubt, serve the school district well.

I support the efforts of the Argosy Collegiate Charter School petition and hope their proposal to develop in Fall River proves successful.

Sincerely,

Patricia A Haddad
Speaker Pro Tempore
October 29, 2012

Mr. Mitchell D. Chester, Ed.D., Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Members of the State Board of Education:

I am writing to declare my support for the proposed Argosy Collegiate Charter School and my confidence in School Leader Kristen Pavao. I believe that Argosy Collegiate will greatly benefit the students and families of Massachusetts. The proposal has been well-researched using best-practices from the top charter schools in the nation. Furthermore, the school model is centered on ensuring students from all income brackets are equipped with a solid academic foundation so they can master advanced curriculums and enter top colleges. Such schools are needed both in Massachusetts and across the country.

The Lead Founder and tentative Head of School- Kristen Pavao- is a proven leader with the zeal, dedication and skill set to both initiate this project and see it through until it reaches and exceeds all of its goals. She is familiar with her target neighborhoods and student demographic and uses her relationship with her hometown and state to fuel her passion of ensuring a quality education for her future families. She seeks out every opportunity possible to find new ways to improve her model and grow her vision; her relentless resolve will ensure this project takes flight.

As a fellow school founder, I know that it is leaders like Ms. Pavao who are willing to roll-up-their-sleeves-and-work through ever obstacle that will create great schools from the midst of a myriad of underperforming institutions. I am encouraged to see leaders like Ms. Pavao, with vision and aptitude. Such leaders continue to keep me and other educators inspired and assured that the work will continue and our nation will have fantastic schools educating our children so future generations can compete and succeed on a global level.

I wholeheartedly support the establishment of Argosy Collegiate Charter School and School Leader Kristen Pavao. I recommend that you authorize this school to open and operate in the state of Massachusetts.

Sincerely,

Daryl McAdoo
Founder and Executive Director
Preclarus Mastery Academy

PRECLARUS MASTERY ACADEMY
620 NORTH GRAND BOULEVARD
ST. LOUIS, MO 63103
OFFICE: (314) 454-0815
FAX: (314) 338-7435
WEB ADDRESS: www.preclarus.org

A PREMIER HONORS ACADEMY IN THE HEART OF ST. LOUIS CITY
November 1, 2012

Mr. Mitchell D. Chester, Ed.D., Commissioner

Department of Elementary and Secondary Education

75 Pleasant Street

Malden, MA 02148

Mr. Chester,

The Boys and Girls Club of Fall River has been an active participant in this community since 1890. Our mission is to inspire and enable all young people especially those who need us most, to realize their full potential as productive, responsible, and caring citizens. As Executive Director of the Boys and Girls Club, I work diligently with our staff and other local organizations to expand our support of youth and families including athletics, homework club, wellness and health programs, community service opportunities for youth, art club, computer lab, and family nights. We are also proud of our Character & Leadership Development opportunities here at the Boys & Girls Club, where we focus on helping our youth become responsible and caring citizens. We also work to help youth acquire skills for participating in the democratic process which is the main thrust of our programs. We work tirelessly to secure and award scholarships to our most civic and community minded young leaders. The work we do is challenging and incredibly rewarding as we feel there is no better service to one’s community than to support the development of its youth.

I have met with Argosy Collegiate Lead Founder, Kristen Pavao on numerous occasions and am impressed with her vision and drive to found Argosy Collegiate Charter School for our children. The community would greatly benefit from a school of this caliber that focuses on student achievement through character development, leadership, and literacy. We believe, as she does that having high expectations for children is the key to their success. Ms. Pavao, a native of Fall River, brings years of experience as a teacher in our community to this endeavor, and I am confident in her and in the Argosy Collegiate Founding Board of Trustees to carry out this work for our youth who are so deserving of a high quality education.

I wholeheartedly support Argosy Collegiate's charter application.

Sincerely,

Pete McCarthy

Executive Director

The Boys & Girls Club
To whom it may concern,

In 1929, my grandfather founded John Matouk & Co, a textile manufacturing company focused on giving American homemakers ready access to the world’s finest and most luxurious linens. As time moved on, and tastes evolved, the company has diversified to high quality bed linens and bath accessories, which are highly regarded and sold in the world’s best catalogues and finest stores. The company was, and still is a family owned and managed business. As President of John Matouk & Co., it is an honor to carry on my grandfather’s vision and to maintain his business plan for high quality goods and local manufacturing. Originally our facility was located in New Bedford, and in 2005 we moved our manufacturing facility to Fall River, to a newer, larger, more efficient space. Fall River, with its rich history of manufacturing, has struggled with finding its economic legs for some time. As a Fall River business man, I am invested in and hopeful for the future of our city, and the opportunities I see in our community.

I have always believed in the economic development of a city, state, or country as its driving force. Fall River is in need of a high quality education program that prepares children for the competitive job market. Research shows that other many other countries are beating the United States in academic achievement, and yet the US outspends most other countries on its education programs. As in business, I believe success at any level lies in the hands and in the minds of great leaders. I am very supportive of Argosy Collegiate Charter School, and the vision that Lead Founder and BES Fellow Kristen Pavao has outlined to me for bringing a college preparatory middle and high school to Fall River. I am confident that her training and studies of best practices from the highest performing charter schools in the country, as well as training as an educator and school leader, will address the needs of our children and prepare them to achieve at high academic standards. Ms. Pavao believes in strengthening the whole community through her work at Argosy Collegiate. She works very effectively to build relationships and community support at each level and phase of founding the school. I fully support the work she and her team of community leaders are doing to establish Argosy Collegiate, and look forward to extending further support whenever possible.

Sincerely,

George Matouk, Jr.
President, John Matouk & Co.
November 5, 2012

Mr. Mitchell D. Chester, Ed.D., Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Mr. Chester,

Please accept this letter in support of Argosy Collegiate Charter School.

As an organization that focuses on the education and development of local youth, we understand the crucial role that education plays in a young person’s development and future success. We are confident that Argosy Collegiate Charter School’s vision of a small, rigorous, college preparatory school for grades 5-12 will be a great asset to the community. We feel that their work has been influenced by the successful models of several other high performing urban charter middle and high schools throughout the country.

We support Argosy Collegiate Charter School because we believe that it will offer an outstanding public education alternative to the students and offering students with the academic foundation, financial literacy, and ethical development.

Sincerely,

Caroline Paradis
President
Dear Dr. Chester,

This letter is in support of the Argosy Collegiate Charter School proposal. It addresses an important need in the SouthCoast Region of Massachusetts, particularly in Fall River. This is a Region that is undergoing significant changes in the needs of the industrial sectors present therein. It is transitioning from manufacturing technologies that are no longer present (textiles) to those based on knowledge based skills related to mathematics and communication.

While there are important educational initiatives going on to address these changes, there is more that needs to be done. The Argosy proposed approach adds to these changes in a unique way with its emphasis on high academic and behavioral expectations. I would expect that the graduates would be more prepared to meet the future needs of the Region and would supplement the work being done by others including the Advanced Technology Manufacturing Center of the University of Massachusetts Dartmouth.

Accordingly, I support the establishment of the Argosy Collegiate Charter School.

Sincerely,

Louis J. Petrovic, Ph.D.
Dear Commissioner Chester,

I write to you in support of the proposed Argosy Collegiate Charter School in the City of Fall River. The Fall River community would benefit greatly from a charter school like Argosy Collegiate. With its rigorous academic program, high academic standards, and focus on character development, Argosy Collegiate will equip its students with the academic and personal skills necessary to excel in college and beyond.

Kristen Pavao, the Lead Founder of Argosy Collegiate, is a life-long Fall River resident and has been selected and trained through the Building Excellent Schools Fellowship Program. Ms. Pavao has been touring high achieving schools in Washington D.C., New Jersey, and New York to observe Best Practices that can be applied in Fall River. She plans to bring this knowledge to Argosy Collegiate and customize it to best address the local needs of our students. I believe that under the skillful leadership of Ms. Pavao, Argosy Collegiate will provide students with a positive educational environment in which they can grow, learn, and prepare for bright futures.

I support the Argosy Collegiate Charter School's petition and ask that you give them the utmost consideration in establishing a campus within the City of Fall River. Please do not hesitate to contact me if you have any questions.

Sincerely,

Michael J. Rodrigues  
State Senator  
First Bristol and Plymouth
September 14 2012

Argosy Collegiate Charter School
Kristen Pavao
207 Oliver Street #3
Fall River, MA 02724

RE: Support for Argosy Collegiate Charter School

Dear Ms. Pavao,

The Preservation Society of Fall River, Inc 501c3 supports the initiative to establish the Argosy Collegiate Charter School for Fall River. The City of Fall River is made up of some 90,000 residents. The Society believes that the addition of charter schools will greatly benefit Fall River by providing much needed educational variety and options for our youth.

The Preservation Society's mission is to promote awareness for the historical and architectural properties in Fall River. We believe that our history and architecture is one of our natural resources that must be saved. In the same vein, so are our children a valuable resource, a resource that must be given every opportunity to succeed.

Sincerely,

Jim Soule, Pres.
ARGOSY COLLEGIATE CHARTER SCHOOL
EDUCATION IS FREEDOM

OUR MISSION: ARGOSY COLLEGIATE EQUIPS SCHOLARS IN GRADES FIVE THROUGH TWELVE WITH THE ACADEMIC FOUNDATION, FINANCIAL LITERACY, AND ETHICAL DEVELOPMENT NECESSARY TO EXCEL IN SELECTIVE COLLEGES, EARN PROFESSIONAL OPPORTUNITIES, AND DEMONSTRATE POSITIVE LEADERSHIP.

• Seamless transition from middle to high school
• Daily tutoring and opportunities for enrichment
• High academic and behavioral expectations
• Latin and Financial Literacy programs

• Extended day: 7:30-4:30, 185 days
• Frequent family communication
• College prep & character development
• 2 AP classes for all 11th and 12th graders

• Small school- 81 students per grade
• School uniforms that support culture
• Tuition free, enrollment by lottery
• -.75 college/university campus visits

By signing this petition, you are NOT reserving a seat at Argosy Collegiate. To gain admission, all students must enter in the public lottery to be held in the spring of 2014. Please contact Lead Founder, Kristen Pavao for more information.

TEL: 508-982-6121; EMAIL: kpavao@buildingexcellentschools.org
November 9, 2012

Ms. Linda Brown
Building Excellent Schools
31 Milk Street, 6th Floor
Boston, MA 02109

Dear Ms. Brown:

The Amelia Peabody Foundation, as voted at a meeting of its Executive Committee on Friday, November 9, 2012, has awarded Building Excellent Schools a conditional pledge of $200,000.00, to stand as a placeholder pledge in the operating budget submitted with an application for charter approval, for the Argosy Collegiate Charter School, to open in 2014. This pledge is to provide Building Excellent Schools with funds to support the development and implementation of the instructional program of the Argosy Collegiate Charter School, over their planning year. The Amelia Peabody Foundation pledge to Building Excellent Schools will be payable if and only if Argosy Collegiate Charter School is granted a charter, to open no later than 2014, and if and only if the anticipated Federal Charter School Program (CSP) funding, as required in the operating budget, is not awarded.

Upon written notification, in the event that a charter is approved for the Argosy Collegiate Charter School and the CSP grant is not awarded, the pledge will be payable to Building Excellent Schools, to be kept in a separate account, to be used for the Argosy Collegiate Charter School planning year.

Very truly yours,

Margaret N. St. Clair
Executive Director
A Day in the Life of an Argosy Collegiate Scholar – FULL SCHEDULE

7:10 am – Carolina, an Argosy Collegiate fifth grader is ready to board the school bus on the corner of South Main Street and Mt. Hope Avenue. Just like every morning, Carolina’s mother, Mrs. Medeiros, an Argosy Collegiate Volunteer, supervises her daughter and the other four students who board the bus at this stop. Each student greets Mrs. Medeiros and each other with “Good morning, Carolina. Good morning, Mrs. Medeiros.” Carolina and Mrs. Medeiros respond in kind, and Mrs. Medeiros asks each student if they are ready to learn today. Students respond with an enthusiastic, “Yes, I’m ready to learn today. I can’t wait to learn something new!” “Excellent,” responds Mrs. Medeiros. The scholars know to line up in front of Mrs. Medeiros, facing her so she can keep her eyes on them and on the arrival of the bus. Scholars are expected to be reading their DEAR books as they quietly await the bus. Once the school bus arrives, Carolina and her peers board the bus one at a time and in silence, other than a greeting for Ms. Oliveira, the bus driver, who responds with, “Good morning, Carolina. Are you Determined to learn today?” Carolina responds, “Yes, Ms. Oliveira, I am Determined to learn today!” Carolina sits in her assigned seats and scholars get right back to their DEAR books. Ms. Oliveira, using her rearview mirror to check that Carolina and the others are quietly seated before turning off the bus’ flashing red lights, and slowly accelerates, and enters traffic. Carolina sits in her assigned seat next to Dante, and they exchange warm smiles. The bus ride to school is quiet, except for morning greetings as other stops are made on the way to school. A quiet bus ride ensures the safety of all aboard the bus, eliminates the possibility of bullying or misbehavior, allows the bus driver to concentrate on driving, and adds valued reading minutes to the day even before students arrive at school. Both Mrs. Medeiros and Ms. Oliveira received training at Argosy Collegiate during Student Orientation, where hour of practice at boarding and de-boarding the bus, and reviewing procedures until students carried out arrival and dismissal procedures correctly.

7:27 am – Carolina arrives to Argosy Collegiate on time, and waits for the bus to come to a complete stop before gathering her belongings. She and the other students on the bus look for Mr. Silvia, one of her math teachers, who boards the South Main St./Mt. Hope Avenue bus every day as part of his morning duties. Mr. Silvia makes eye contact with Carolina and Dante, and signals them non-verbally to stand and walk off the bus. Mr. Silvia continues this procedure, row by row, and the students maintain their silence except for a quick “Thank you, Ms. Oliveira” from Carolina and each of the scholars until all 28 scholars have vacated the bus. Mr. Silva’s job is to vacate the bus of scholars and ensuring the bus is empty in less than two minutes. Carolina is greeted by Ms. Greene, the 5th grade History teacher as she steps onto the sidewalk and ensures all scholars quickly and quietly approach the threshold of the school. Carolina joins the two parallel lines of students who await the doors opening at 7:30 am. There are two additional Argosy Staff members supervising the lines ensuring proper line behavior and safety. 7:30 am - The Executive Director, Ms. Pavao, opens the school doors, and warmly and individually greets every student by name. When it’s Carolina’s turn to enter the building, Ms. Pavao welcomes her eagerly. “Good Morning, Carolina! Why are you here today?” “I am here to learn,” Carolina replies. “What will it take?” asks Ms. Pavao. “Determination, Responsibility, Excellence, Ambition, and Maturity,” replies Carolina. “Absolutely,” says Ms. Pavao. “Let’s check your uniform quickly, belt, socks, and shirt tucked. Great. Carolina, I heard you got an A- on Friday’s Math Procedures Show What You Know Quiz. Great work! Looks like you are on your way to Mastering translating fractions to decimals. I look forward to sharing the news with your mother later today at the Argosy Collegiate Volunteer Meeting.” “Thank you, Ms. Pavao,” replies Carolina as she beams with pride. In full uniform, Carolina is welcomed into the school building. On her way to drop off her homework, Carolina is greeted again by Mr. Sullivan, one of the fifth-grade ELA teachers, in the school’s main hallway, passing walls rich with motivational thoughts and a bulletin board highlighting staff members’ pictures, collegiate logos, and a map with pinpointed colleges that Argosy Collegiate staff members have attended. HW file boxes are lined up on tables inside the multi-
Carolina hands her HW folder to Ms. Greene, one of six staff members who check every HW sheet for heading and completion. Reading logs are checked for parent/guardian signatures, and any document failing to meet standards is quickly marked on an alphabetized spreadsheet by a HW supervisor. Ms. Greene checks Carolina’s papers and since every paper is completed to satisfaction, Ms. Greene makes no mark on the spreadsheet, and hands the papers back to Carolina. Carolina inserts her HW, which is printed on colored paper that corresponds with its hanging file - math procedures homework is always printed on light purple paper and is quickly dropped in the purple file, writing HW is always blue and goes into the blue file, etc. HW is due at 7:45 am, and any student dropping off homework later than that will automatically be assigned detention after school the same day, as well as any student who does not submit HW that is 100% complete. HW spreadsheets are handed to the Office Manager by 8:00 am, and she compiles and enters the data into the computer. Parent/guardians of any scholar assigned to detention will receive an automated phone call notifying them of the detention by 9:00 am. That HW report is automatically sent to the Executive Director, Director of Achievement, Director of Finance and Operations, Student Supports Coordinator, and the teaching staff. Carolina walks to her left to silently join the line of students walking around the perimeter of the room toward the breakfast pick-up table. With breakfast in hand, Carolina continues to walk along the perimeter, just as she had been taught in student Summer Orientation, until she reaches her advisory’s table, clearly identified with a laminated sign that reads “Boston University 5” next to a colorful picture of Rhett, the Boston Terrier, Boston University’s mascot. At the end of each table, plastic cartons hold each student’s Brain Breakfast folder, all organized alphabetically for easy retrieval. Carolina sets her food down and then walks to the end of the table to pick up her folder. Carolina eats her breakfast, as she works on a puzzle to identify synonyms and antonyms on a Latin/English vocabulary review worksheet. Mr. Amaral, her homeroom/advisory/Math Procedures teacher, warmly greets Carolina with handshake and smile and little interruption. Carolina has been improving her vocabulary and enjoys the breakfast work. After 10 minutes, Ms. Pavao, the ED, walks to the center of the room to lead a clapped chant, letting everyone know that it is time for a cheer and some Shout Outs. “Good morning, Class of 2026!” “We are Argosy Collegiate Scholars. We have the knowledge to go to college. We share our knowledge with others because explaining what we know and justifying our thinking prepares us to transform ourselves, our communities, and the 21st century.” Carolina and the rest of the students and staff repeat the chant in unison. With a non-verbal cue from the school leader, homeroom/advisory and enrichment teachers begin to raise their hands to give scholar “Shout Outs” from the previous day. “Ms. Greene, do you have an Argosy Collegiate Shout Out?” “Yes, Ms. Pavao I do,” says Ms. Greene enthusiastically. “Dominic has been demonstrating great Responsibility in Social Studies class and I have an example from yesterday. Dominic was unsure about a specific question on last night’s HW and after calling a few scholar friends for help, he still wasn’t 100% clear, so he emailed me for clarification. I sent him back a quick email to explain the question a little further, and I just looked at his HW and it looks great! Dominic showed great Responsibility for his HW which will make today’s lesson even better for him and the rest of Northeastern 5 Paws!” Scholars chant a short burst of encouragement about Responsibility, and scholars immediately return to silence. With a non-verbal cue, a hand gesture, Ms. Pavao directs the students and staff that it is time for silent cleanup. This is the cue for students who have cafeteria clean up jobs this week to wheel large waste cans to the end of each table. Students silently carry their food trays in two single file lines to the end of the table, where there is a separate waste container for solids and liquids. Students wait for additional directions and then gather their belongings to transition to advisory in silent, orderly lines, led by their homeroom/advisory leader. 7:45 am – Mr. Amaral escorts Carolina along with the rest of BU 5 silently to their homeroom/advisory. Carolina proceeds to her pre-assigned desk. Mr. Amaral gives a non-verbal cue for Carolina’s group to move to the back cubbies to get organized, and signals with his other hand that they have one minute to complete their cubby tasks. Carolina silently stands up and brings her backpack to her cubby, unzips
it, and removes all of her binders. She puts her white writing binder and blue science binder in her
cubby and places her empty and zipped backpack on top of the cubby, along with the other scholars’
empty backpacks. She brings her green math binder, red reading binder, and black social studies
binder to her desk. She places the reading and social studies binders in the rubber band that wraps
around the two right-hand legs of her desk. This rubber band keeps her binders tightly secured and out
of the way, and Carolina finished her cubby tasks in less than 60 seconds. Carolina sharpens two
pencils from her pencil case, and places them along with a black pen and an eraser at the top of her
desk. Carolina begins reading her DEAR book, as the other students work for their minute time blocks to get
their cubby work done. DEAR books have been carefully selected for each student with the assistance
of Ms. Jones, one of our ELA teachers, who matches each student with an appropriately challenging
book for his or her reading level and interests. Carolina is currently reading The Phantom Tollbooth, a
classic fantasy novel by Norton Juster. At 255 pages, it is the longest book that Carolina has ever read
but she became excited about it when Ms. Jones told her that The Phantom Tollbooth was also one of
her favorite books when she was in fifth grade. Carolina is already more than halfway through. Time
passes too quickly, and just as Carolina reads that Milo and his friends reach the Valley of Sound, Mr.
Amaral calls, “1-2-3 Eyes on me!” The class responds in unison, “1-2-3 Eyes on you!” and then
proceeds to close their DEAR books and place them on the left corner of their desks. Mr. Silvia enters
the room on cue with his math cart that is loaded with all the copies he needs for his three Math
Procedures classes, and Mr. Amaral exits the room wishing the Boston University scholars a very
collegiate day. 8:00 am - Math Procedures always begins with a Q2 (Quick Questions-Do Now81) and
Mad Minute math facts, where students calculate as many math facts as they can on a handout
containing 100 questions. Today’s Mad Math Minute focuses on practice of all operations with
integers. “You have one minute. Pencils up. 3-2-1-Go,” says Mr. Silvia. After one minute Mr. Silvia
reads the answers in two minutes as scholars mark Xs or Cs next to their answers. He directs them to
make a ratio of number correct over 100. Josiah, who sits next to Carolina, is the BU 5 Mad Minute
Champion but Carolina is close behind. Carolina answers 87 of 100 correctly today - a personal best.
Mr. Silvia teaches a lesson on expressing fractions as ratios. Scholars begin to understand the
relationship between converting fractions to decimals, decimals to fractions, and fractions to ratios.
Math Problem Solving and Math Procedures are Carolina’s favorite classes so she is excited about two
blocks of math everyday plus financial literacy twice per week. She will have almost three hours of
math in one day; she used to struggle in math, and now she is so proud to be improving and proud of
how hard she works to succeed. Mr. Amaral uses the last few minutes of class to review the main
objective for the lesson, give feedback to the class using DREAM Points, remind scholars to copy HW,
and provide direction for transition.82 Mr. Amaral says, “Scholars, yesterday you transitioned to
Reading in 38 seconds. Your challenge now is to transition in 35 seconds. I am waiting for 100% eye
contact.83 Good. Go.” Scholars quickly and silently switch out binders from their rubber bands around
their desk legs. Carolina and her peers absolutely enjoy being timed for tasks and being challenged to
beat their best times.
9:00 am - Fiction Reading begins with an overview of today’s lesson. Carolina reads along as Mr.
Sullivan, the Reading teacher, states, “Argosy Collegiate Scholars will be able to
understand the Latin Derivative pugnare for Word Wars, and to use active reading skills such as
underlining important information (descriptions, actions, events) to understand context and plot in
Freedom Walkers.” The class begins timed Q2 and vocabulary prompts. Today, in Latin Word Wars,
Carolina is taught the Latin derivative84 of the week pugnare, and seven English words rooted with this
derivative. Carolina takes notes using a vocabulary template that Mr. Sullivan created for derivative

81 Research show that a rigorous “Do Now”, appropriately written and done without teacher support or direction, can bring incredible learning
82 There’s one suitable percentage of students following a direction given in the classroom- 100%. Lemov, Doug. (2010) Teach Like a
84 Ayers, Donald M., Cherry, R.L., Vorthen, Donald M. English Words from Latin and Greek Elements. University of Arizona Press. 1986. pg. 196.
studies. Mr. Sullivan gives a mini-lesson on pugnacious, pugnacity, repugnant, repugn, impugn, pugilism, and pugilist. He reviews parts of speech, prefixes, and suffixes (-cious, -city, re-, im-, -ism, -ilist) and defines prefix/suffix meanings. Mr. Sullivan asks scholars to match definitions to words after analysis of their elements. Mr. Sullivan tells the class, “Scholars, you have 5 minutes to define the remaining 5 terms. Pencils up. 3-2-1- Go.” Carolina gets right work and struggles a bit with the first one, but with determination, she pushes through. She looks up to the timer which is displayed on the front dry erase board using the projector, and she sees that she has 3 ½ minutes left. She gets right back to work knowing she has to focus to make up time. Mr. Sullivan is walking around, checking on scholars’ definitions and uses an ink stamper to quickly mark those that are correct. By doing this he quickly and silently gives feedback to scholars and assesses their understanding. As the timer beeps, Carolina puts her pencil down and feels confident about her choices. Mr. Sullivan asks the students to raise their papers in the air and to “Flow them forward.” Carolina turns around in her chair and collects the papers from the scholars behind her. Mr. Sullivan is counting out loud, “5 seconds, 10 seconds, 13 seconds, very good. Now flow to the right.” All the stacks now in the front seats are passed to the right, where George sits. George is the designated anchor paper collector, and he alone is allowed to get up out of his chair without asking, and once he has the papers, he puts them in a bin labeled “Latin Word Wars.” Students are reminded that college bound scholars will greatly benefit from the study of Greek and Latin Roots, suffixes and prefixes. This process took 32 seconds. Carolina and the rest of the scholars know that every moment matters, so they work to constantly improve their efficiency. Next, the teacher provides a mini-lesson formatted as ten minutes of direct instruction on active reading skills, after which students engage in guided reading with a grade-level, shared text for 15 minutes. ELL students have accommodated readers, which provide annotations and vocabulary help on each page so they can more comfortably follow along during guided reading. Guided reading is followed by independent reading for fifteen minutes, an Exit Tickets, and DREAM Points. 10:00 am - Ms. Greene begins Social Studies class with an enthusiastic greeting. Carolina is becoming a history buff this year because Ms. Greene has interesting conversations about what has happened in history in a dynamic way, and even though some historic events are sad and tragic, lots of times Ms. Greene figures out ways to have some fun when appropriate. The scholars begin their Q2 which is a journal entry about the Boston Massacre. The Q2 will give Ms. Greene a quick snapshot of who completed last night’s HW, and what key information was processed. The homework included two accounts from the event; one written from a British soldier’s perspective and another from an American colonist. Ms. Greene reminds the scholars, that in 6th grade, when they visit Boston, along with their Boston University and Harvard University campus visits, they will also visit a couple of key historical sites including the site of the Boston Massacre, the Old State House. After the lesson, Carolina places her HW in the folder and completes her exit ticket. 11:00 am - Financial Literacy begins and is taught by Mr. Amaral who displays the agenda, objective, and HW on the white board. Mr. Amaral asks Carolina to read the objective aloud for the class, “Argosy Collegiate Scholars Will Be Able To explain how limited personal resources affect the choices people make.” The lesson begins with 10 minutes of direct instruction. Students use guided notes to fill in their note sheets with essential information. Next Mr. Amaral queues up a video produced by Khan Academy, Buying versus Renting a Home, which allows students to apply course concepts to a new context, entering the real estate market as a buyer or renter. Students turn to the next page in their course packet, which contains a list of key vocabulary words that they will be introduced to during the video and six questions that they answer during the video and will discuss as a group at the conclusion. Mr. Amaral begins the video debrief with a question prompt: “What is one difference between owning a home and renting one?” Carolina thinks she knows the answer so she raises her pointer finger to signal that she would like to answer the question. “Everyone is tracking Carolina.” Her classmates shift in their seats to face her. “One difference

between purchasing home and renting is that if you buy a home, then you may need a mortgage.” Mr. Amaral asks another question, “A mortgage? That’s a new word. Carolina, what’s a mortgage?” Carolina thinks for a second and looks down at her notes. “A mortgage is a loan from a bank used to purchase a home.” Mr. Amaral, pleased with her response, says, “Nice definition, Carolina!” “Can anyone else think of another difference between owning a home and renting one?” Mr. Amaral uses this class discussion to tease out other distinctions such as the need to save for a down payment, responsibilities for maintenance and repairs, tax benefits of homeownership, and homeownership as a real estate investment. Mr. Amaral concludes class with an Exit Slip, which asks: “Is homeownership always preferred to renting? Why or why not? Give three examples to support your answer.” Students have five minutes to complete their exit slip. Their homework for the evening explores five scenarios with different income assumptions, costs to purchase a home and mortgage lending rates. Students will be expected to use calculations they have practiced in class to determine whether the individual should buy or rent, given limited personal resources in each scenario. Students put their course packet, including HW, in their binders, and prepare for lunch. 12:00 pm - Carolina and her classmates exchange morning materials for afternoon materials from their cubbies by group and line up for lunch transition. Ms. Pavao and all staff members fill into the hallways to escort and monitor lunch transition. Ms. Pavao says, “You walk like professional, fifth grade scholars. Professionals walk with a sense of urgency just like you are doing. Time is important, and once you lose it, you can’t get it back.” Lunch transition like all other transitions are silent for scholars, and staff and teachers communicate with warm and supportive non-verbal hand signals (which are reviewed during Student Orientation) or whispers when necessary. Ms. Pavao is clearly in charge of orchestrating traffic flow and movement of classes to wait, get lunch, or move back to tables to eat. Until all scholars have their lunches at their pre-assigned seats by homeroom, scholars are silent for the first five minutes so they can focus on eating their meals. Most scholars are reading their DEAR books, or studying during this silent time. After 5 minutes, Ms. Pavao says, “Good afternoon, Argosy Collegiate Scholars. Because of the Excellence you have demonstrated in your behavior with our lunch period, you have earned Level 2 Talk (Scholars know this means they can socialize using restaurant voices). Also, scholars who are scheduled to take Accelerated Reader Exams now or who have tutoring time scheduled, you may proceed quietly to those areas.” 12:30 pm - Mr. Silvia, the fifth grade Math Problem Solving math teacher, enters the room, signaling the beginning of Math Problem Solving. Carolina is one of three classroom monitors who volunteers to hand out the class packets so that students may begin to complete the Q² on their individual whiteboards. Today’s Q² is a series of word problems about area and perimeter, with a couple of bonus problems on volume. A timer is displayed on the overhead projector, holding students accountable to completing the assignment quickly and accurately. After three and a half minutes, the timer beeps, signaling the end of the Q². Mr. Silvia invites a few students up to the main whiteboard to show their work and then explain their answers to the class. When the one scholar, Xavier, begins to explain, all of the other scholars SLANT (sit up straight, listen, ask and answer questions, nod, and track the speaker). When one of the scholars realizes that his work led to an incorrect answer, he calls on a classmate for help. No one in the class laughs or teases him; instead, several erase their own whiteboards and make the same correction. Carolina offers a suggestion for Xavier, and as he gets back to work on the problem, all of the remaining students reach out their arms and wiggle their fingers in his direction (this is silent applause and encouragement). Xavier and the others work successfully to correct answers and the other scholars check their work. “Put your math wizard hat on, we’re getting ready for Mental Math.” Once the papers are all collected, Mr. Silvia grabs his clipboard and begins to cold call students. “100 minus 51, Sam?” “49.” “210 divided by 3, Lydia?” “70.” “Square root of 81, Sarah?” “9.” “How many tens in 7800, Carolina?” “78?” Carolina says, only half-confident in her answer. “Is that correct?” Mr. Silvia asks Carolina. A few seconds pass without response and her classmates reach with outstretched arms to give her spirit fingers and

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encouragement while she arrives at the right answer. Carolina takes a moment to recalculate her answer. “780,” Carolina states with more confidence. “Nice self-correction, Carolina,” replies Mr. Silvia. Mr. Silvia cold calls on five more students before moving on to the daily objective. A student volunteer reads the daily objective to the class. Mr. Silvia teaches a lesson on converting fractions to decimals and stops every few minutes to check for student understanding. After he shows several sample problems, he has students talk him through three more while the rest of the class takes notes. He assigns three more problems for students to complete in pairs. After each pair finishes and holds up their whiteboards, he gives them permission to move on to the day’s independent work. After all students are working independently, Mr. Silvia calls a group of five to the side table. These are the students who, based on a quick review from last night’s HW, need some additional instruction. He works with them for five minutes, re-teaching the skill and giving them feedback as they practice, before he feels confident sending them back to their desks to work on today’s assignment plus five extra problems to practice the skill from yesterday. Five minutes before the end of class, Mr. Silvia calls the group back together to go over two problems with which some of the students seemed to be struggling. They review the day’s objective, make sure everyone has copied the homework into their agenda, and scholars fill out their exit ticket (three questions to assess the scholars’ ability to recap the lesson). The data from the exit ticket will be used to inform tomorrow’s lesson. Mr. Silvia directs the scholars to ready themselves with science binders, and as the scholars do so, he quietly reminds Carolina as well as two other scholars that he will see them in FOCUS for practice with long division as last week’s “Show What You Know” quizzes indicate that they are still struggling with the process, and it is manifesting itself in the translations of fractions to decimals. 1:30 pm - Ms. Sanchez rolls her science cart into BU 5 and exchanges warm smiles and eye contact with Mr. Silvia. Mr. Silvia quickly assigns DREAM Points to the class for financial literacy, and says, “Ms. Sanchez, I am very much looking forward to seeing BU’s science HW tomorrow so that I can see how well they do on the geometry applications to renewable energy.” Ms. Sanchez has partnered with Renewable Energy Systems Opportunity for Unified Research Collaboration and Education Program to create a multidisciplinary unit on energy including renewable versus non-renewable energy, and climate and environmental impact of those sources. Carolina is excited about this science unit because she knows that the tallest structure now in Fall River is a recently installed wind turbine at Phillips Lighting North America. Carolina has seen the wind turbine up close with her classmates on last week’s field trip to Phillips Lighting on the north side of the city. Science class is rich with vocabulary and math because Ms. Sanchez knows the scholars benefit from using math and literacy skills as much as possible in all subjects. Today’s science HW has students figuring out the dimensions and volume of a shipping crate that would be used to transport one of the turbine’s blades. For today’s lesson, Ms. Sanchez utilizes the “I Do, We Do, You Do” format for the lesson, and Carolina thinks about how great it was to actually see the wind turbine spinning away not far from school. Carolina wrote in her science journal about her experience seeing the turbine close up, and can’t believe how big the actual blades were and how tall the turbine was. She also logged into her journal the dimensions of the turbine from the data she received on the field trip. Carolina knows she will do well on the HW because she took great notes in class using Cornell Note Taking skills which she learned in writing class. Carolina prepares for writing class as Ms. Sanchez gives DREAM Points and prepares her cart for departure. 2:30 pm - The writing teacher enters and puts today’s grammar practice on the overhead and review with the class. Carolina begins with her Q2 using standard editing marks to correct common errors in capitalization, punctuation, and frequently misspelled words from last week’s spelling list. “Good morning, authors!” “Good morning, Mrs. Christensen!” Mrs. Christensen begins the class not by correcting the Q2 but by announcing the five scholars who earned 100% on Friday’s Show What You Know grammar quiz. She invites each of the five to correct one of the Q2 sentences while their classmates follow along on their papers. The fifth grade writing unit test is coming up, and the students are in the middle of their

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88 Ibid. p. 71.
narrative writing unit. Today they will spend the bulk of the class period responding to a prompt asking them to tell the story of a time someone surprised them. While they move independently through the steps of the writing process, Mrs. Christensen works the room, giving pointers, reminding students to read their drafts aloud to revise and edit, and conferencing when a student seems temporarily stuck. Three ELL students in the class met with Mrs. Christensen that morning for extra help, and get extra attention during the writing period. They also are meeting with Mrs. Christensen this afternoon during FOCUS for more support. Seven minutes before the end of class, Mrs. Christensen asks students to share their narratives with their partners and reminds them to finish revising and bring a second draft with them tomorrow. The students take a minute to clean up the room and to gather materials by sections for FOCUS.

3:30 pm - Formal classes have ended and the scholars move to dismissal, enrichment, or detention. Since Carolina has completed all of her HW with 70% accuracy or higher, she does not need to go to detention. She will, however, attend FOCUS for 15 minutes to work with Mr. Silvia on long division and then she will use 15 for HW. She especially appreciates this time for tutoring and HW since Carolina babysits her two nieces until their bedtime on Tuesday, Thursday, and Friday. Carolina has a lot of responsibility outside of school in supporting her family, but it energizes Carolina to stay focused on school and college bound goals. Although her life is full of challenge, she finds herself lucky to have learned an early lesson about choices, and she does not make excuses for the hard work and time it takes to be successful at school. Carolina does not have to take care of her nieces on Mondays, so she can attend enrichment now that her tutoring is done. She estimates an hour more of homework, and plans on completing that later at home. With these plans in mind, Carolina heads off to 30 minutes of enrichment. Carolina had many enrichment programs to choose from including chess club, book club, photography, cooking class, drums, choir, basketball, softball, and yoga. She chooses photography, as she has an affinity for art in many forms. Cameras and all equipment/supplies have been provided for students through fundraising initiatives and a partnership with The Narrows Center for the Arts in Fall River in an effort to support arts enrichment for our scholars. Jeremy, the lone student in BU 5 who did not complete his HW today, and a few others who did not complete their HW with sufficient accuracy gather their belongings and head to FOCUS/HW Center where they are required to complete their work. A number of students move to the detention room, where they write a reflection document about the rule they broke, how they earned detention, what they lost because of the choice they made, and what choices they will make in the future to avoid the same mistake. Once that document is completed to the satisfaction of the detention supervisor, the scholars in detention are allowed to study and complete their reading assignments. 4:30 pm - Transportation and parent pick-up is supervised by Ms. Pavao and one other staff member, who both have walkie-talkies to communicate quickly and effectively throughout the procedures. One office staff member is busy handling any end-of-the-day paperwork, conversations with parents if necessary, and managing the phone. Teachers and staff who do not have duties are preparing for tomorrow. Similar procedures are in place for bus drop-off in the afternoon, with students silently reading their DEAR books on the ride home. Carolina waves good-bye to Ms. Pavao and Mr. Sullivan as she exits the building, making sure she has all of her materials to finish her homework after her nieces go to bed. She is tired, but knows she is working hard to keep her seat in college. The day’s work is intense but every day brings Carolina and the other scholars one day closer to college and a more successful future – full of opportunity and the promise of independence.