

# Program of Instruction Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
CPLC Community Schools

**CTDS:**  
10-87-93-000

**Mailing Address:**  
200 North Stone Avenue  
Third Floor  
Tucson, AZ 85701  
> [View detailed info](#)

### Representative

**Name:**  
Yizza Mares

**Phone Number:**

## Downloads

 [Download all files](#)

## Description of changes

### Change From:

Prior to 2009 there had been no clearly defined curriculum. Instruction and content decisions, as to what skills to be taught, was based on the organization of the texts that teachers adopted. In 2010, an outside contractor was commissioned to write a math and language arts curriculum. A curriculum was produced but it was never presented to the staff for review or use. The curriculum was never used because it was formatted in such a way that it was difficult to read, standards were not clearly identified and those teachers that worked on the document refused to use it

### Change To:

In the fall of 2011 West Ed, an outside contractor was hired to help develop a new curriculum. West Ed facilitated the work by helping teachers “unpack” the new common core standards. Classroom teachers, instructional coaches and site administrators were responsible for writing the units, developing pacing guides/ curriculum maps, identifying resources, and developing assessments to measure student mastery of content

## Attachments

Board Minutes —  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. —  [Download File](#)

Performance Management Plan Narrative —  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signature

Charter Representative Signature  
Yizza Mares 03/17/2014

**MINUTES OF THE PUBLIC MEETING**  
**CPLC Community Schools**  
**GOVERNING BOARD**  
**September 26, 2012**

A public meeting of the CPLC Community Schools Governing Board convened on Wednesday, September 26, 2012, at CPLC Youth Center, 250 North Silverbell Road, Tucson, AZ. Present at the 12:00 p.m. meeting were the following members of the governing board: Barbara Benton, Richard Elias, Jaime Gutierrez, and Soledad Zuzuarregui. Not present were: Magdalena Verdugo.

**The agenda of the meeting is as follows:**

- A. Call to Order:** Barbara Benton, Vice President, called the meeting to order at 12:10 p.m.
- B. Action Items – These items require Governing Board discussion and approval:**
1. Minutes – July 25, 2012- The Board reviewed the minutes for July 25, 2012. Richard Elias makes the motion to approve the minutes for July 25, 2012. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
  2. Minutes – August 1, 2012- The Board reviewed the minutes for August 01, 2012. Richard Elias makes the motion to approve the minutes for August 25, 2012. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
  3. Ratification of PLATO Learning Contract. Yizza Mares, Federal and State Programs Coordinator explained the contract and the reason for requesting to get Board approval after signing the contract. After the Board reviewed the PLATO Learning Contract, Richard Elias makes the motion to approve the Ratification of PLATO Learning Contract. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
  4. 2012 Annual Financial Report for CPLC Community Schools dba Hiaki High School. Darysabel Torres, Financial Analyst reviewed the Financial Report to the Board for ending FY 2012. Jaime Gutierrez makes the motion to approve the 2012 Annual Financial Report for CPLC Community Schools dba Hiaki High School. Soledad Zuzuarregui seconded the motion. All in favor-4 Oppose- 0
  5. 2012 Annual Financial Report for CPLC Community Schools dba Toltecalli High School. Darysabel Torres, Financial Analyst reviewed the Financial Report to the Board for ending FY 2012. Jaime Gutierrez makes the motion to approve the 2012 Annual Financial Report for CPLC Community Schools dba Toltecalli High School. Soledad Zuzuarregui seconded the motion. All in favor-4 Oppose- 0
  6. Affirmation of 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Hiaki High School. Tillie Arvizu, Vice President of CPLC Community Schools spoke to the Board about our new common core curriculum being aligned with the Arizona Academic Standards. The board read the declaration and Dr. Benton, Vice President of the CPLC Community Schools signed the declaration. Soledad Zuzuarregui makes the motion to approve the 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Hiaki High School. Richard Elias seconded the motion. All in favor-4 Oppose- 0
  7. Affirmation of 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Toltecalli High School. Tillie Arvizu, Vice President of CPLC Community Schools spoke to the Board about our new common core curriculum being aligned with the Arizona Academic Standards. The board read the declaration and Dr. Benton, Vice President of the CPLC Community Schools signed the declaration. Richard Elias makes the motion to approve the 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Toltecalli High School. Soledad Zuzuarregui seconded the motion. All in favor-4 Oppose- 0
  8. SY 2012-2014 Classroom Site Fund Plan for CPLC Community Schools. Yizza Mares, Federal and State Programs Coordinator reviewed the Classroom Site Fund Plan and addressed the changes in goals. The Board reviewed the Classroom Site Fund Plan. Soledad Zuzuarregui makes the motion to approve the SY 2012-2014 Classroom Site Fund Plan for CPLC Community Schools. Jaime Gutierrez seconded the motion. All in favor-4 Oppose- 0
- C. Discussion Items- These items are for the Governing Board discussion and information:**
9. Financial Statement Review for month Ending. Darysabel Torres, Financial Analyst reviewed the financial statement in the new format that CPLC Corporate is incorporating. The Board requested that the financial statements remain in the old format when presented to the Board.

10. Principal Report- Dr. Hines Turnaround Administrator for CPLC Community Schools discussed enrollment, attendance and the great success happening at Toltecalli. Juan Soto, Principal of Hiaki High School discussed the great changes that Hiaki is seeing, due to new leadership efforts, one being enrollment levels and attendance percentages increasing.

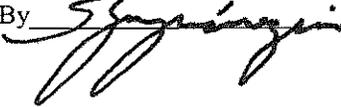
11. Upcoming funding Opportunities - Tillie Arvizu, Vice President of CPLC Community Schools discussed funding opportunities that CPLC Community Schools plan to apply for. Tillie Arvizu also notified the Board of CPLC Community School being the recipient of the 12% funding from the Tohono O'Odham tribe.

D. **Call to the Audience-** No Comments.

E. **Adjournment.** Dr. Benton motioned to adjourn the meeting at 1:00p.m.

Dated this Friday, September 28, 2012.

CPLC Community Schools Governing Board

By  \_\_\_\_\_

## **Program of Instruction Amendment Request**

1. Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.

In SY 2011-2012 Toltecalli High School Implemented the Turnaround model. The intervention model provided a comprehensive new start for the school beginning with staff selection. Selection of a turnaround principal with experience in school improvement was the first step. The Turnaround model includes an infusion of human capital as well as changes in decision-making and operational practices.

### ***Curriculum Development***

A new curriculum, map, and pacing guides based on the Common Core State Standards (CCSS) were created in the spring of 2012 and implemented at the beginning of the 2012-13 school year. The CCSS Curriculum has been approved and highlighted by ADE as a statewide exemplar of a rigorous curriculum. The curriculum is taught school wide, and evaluated and revised by Instructional Coaches and Administrators through evaluation of lesson plans and weekly observations. In addition, weekly department meetings with teachers serve as committee work to plan and revise the curriculum. Scaffolding and extensions are adopted from the CCSS curriculum. To ensure increased student growth for those students who have not reached proficiency in math and reading, an additional daily support class that is specific to achieving the common core reading and math standards has been established. Additionally, as a standard operating procedure objectives were to be posted daily in student friendly language, classroom rules were to be visible , agendas outlining the daily activities were posted , and technology was to be utilized to support instruction.

### ***Methods of Instruction:***

Using data to inform instruction, writing effective objectives, the Essential Elements of Instruction, planning with the new CCSS curriculum, student engagement, classroom management, student motivation, objective writing, culturally relevant curriculum, special education, differentiated instruction, project based instruction, and team building. Job-embedded sessions with individual teachers are based on their needs, as established by weekly observations by the Instructional Coach and teacher conferences. Weekly Department Meetings included professional development in the delivery of CCSS and student learning target areas based on their Galileo performance. Professional Development occurs throughout the year inclusive of the Strategic Learning Initiative, a Focused Instructional Program.

### ***Student Assessment Overview:***

The school-wide quarterly formative and summative assessments (Galileo) address the quarterly units of our CCSS in mathematics and reading. These quarterly assessments are very rigorous and based on Common Core standards; not on AIMS standards. School wide assessments include: Galileo Benchmark Quarterly Assessments, three week progress reports, semester finals, AIMSweb data, and Fall AIMS data. The quarterly benchmark assessments (Galileo) are aligned to the CCSS and assess student learning targets in the adopted curriculum. The use of these assessments and the information gathered has had an impact on student proficiency by way of re-teaching concepts. “Data Chats” are implemented during the

math and reading department meetings. The disaggregation of the data is conducted and adjustments are made to instructional practices, curriculum delivery, and student instruction (intervention/enrichment). Formative classroom assessments are created by the teachers, and administered weekly. Teacher summative assessments are administered at the end of each unit, which address CCSS's. Assessments are varied to reflect the performance measures established by the adopted instructional methodology i.e., essays, journals, portfolios, rubrics, multiple-choice and other types of authentic assessments. The school-wide quarterly summative assessment (Galileo) addresses the quarterly unit CCSS's. A quarterly data review is conducted which consists of a systematic analysis of student performance based on the above mentioned formative and summative assessments.

2. What is the rationale for the change in program of instruction

In 2009 Toltecalli HS was labeled a persistently low performing school. Prior to 2009, Toltecalli High School had no clearly defined curriculum. Instruction and content decisions, as to what skills to be taught, was based on the organization of the texts that teachers adopted.

3. How do the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter

At Toltecalli High School our vision is to grow the future leaders of our community. Many of our students have not experienced success in school. They come to us and it takes months to build a trust with those students so that they can drop some of their barriers and begin to learn. We believe in building relationships with the students, families and the community around us so that we can better support the students who come through our doors providing them highly rigorous and effective instruction to increase academic growth for our At-Risk population.

4. How will the proposed changes to the program of instruction improve pupil achievement in the target population

Our primary focus is improving student achievement. The model that we have chosen addresses the needs that we have identified through a needs assessment, review of data, observations, surveys and feedback. We recognize our needs and barriers and have selected the interventions that we believe address the needs. Instruction must be focused and address individual student needs to be the most successful. The use of data to determine individual student needs and target instruction that addresses areas of weakness is expected to result in improved academic achievement.

Academic supports will be available to address the individual academic needs of students. These include the addition of full-time Response To Intervention (RTI) teachers and Credit Recovery Teachers to work directly with the lower achieving students. The RTI teachers will provide individualized academic support to any student in the lowest quartile for student achievement. In addition, the intervention teachers will provide in-class support for any student who is transitioning back into a general education classroom from a pull-out program. The Credit Recovery Teachers will provide added support for our

many students who are credit deficient. Increased learning time will contribute to providing the instructional time needed for students to attain standards and “catch up” if they are behind schedule to graduate. When students get behind schedule, it can contribute to their decision to drop out. Increased learning time and flexible scheduling includes evening classes and Saturday school.

Many of our students have social/emotional/behavioral needs and our staff is not well-prepared to address them. The addition of support staff to address behavioral/social/emotional needs will result in more time on task and will increase instructional time. A behavior specialist implements an alternative-to-suspension program which keeps students in school when they violate school rules. When students have this type of support, it addresses some of the reasons why students may drop out or be truant. In addition, these positions provide consultation and job-embedded professional development for our staff to help them be better prepared to address social/emotional/behavioral needs.

5. Describe the timeline for implementing the program change, including whether the Program of Instruction Amendment Request will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration

As of SY 2013-2014 our program of instruction is a continuous school improvement process and is fully implemented school wide.

In an effort to maintain our Performing status and continue to deliver excellence in our school program, we have developed a system of evaluation of all our school systems to ensure sustainability of our improvement efforts.