

Arizona State Board for Charter Schools
Arizona State Board of Education
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JAN 13 2010

(Handwritten initials)

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

(Charter Holder Name) All Aboard Charter School (CTDS) 078967000

(Charter Holder Mailing Address) 5827 N. 35th Ave.

(City, State) Phoenix, AZ. (Zip) 85017

(Charter Representative's Name) Rhonda Newton and Frederick Miller

(Phone Number) 602-433-0500 (Fax Number) 602-973-8208

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

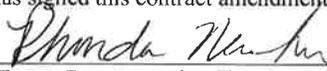
- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and All Aboard (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade and 4th Grade.

TO SERVING GRADES: Kindergrten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade and 5th Grade.

In witness whereof, Charter Holder has signed this contract amendment as of this 13th day of Jan. , 2010, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of _____, 20____, to take effect at such time as it is signed by both parties.


Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

All Aboard Charter School

Minutes for November 17, 2009

5:30 p.m.

at

All Aboard Charter School

I. Meeting called to order at 5:30 by Fred Miller. Roll call was taken and Fred Miller, Dennis Fiscus, and Jose Garcia were present and Sophia Maddock was absent.

II. Public Comment – Pursuant to A.R.S. 38-431.01G, the Board may allow individuals from the public to address the Board. Comments shall be limited to 5 minutes. The Board shall not discuss or take legal action on matters raised during an open call to the public unless the matters appear on this agenda for discussion and legal action. There was no one from the public in attendance.

III. Executive Session - Executive session pursuant to ARS 38-431.03.A.3 and ARS38-431.03.A.4. Possible discussion of legal matters. There were no legal matters to discuss.

IV. President's Report

1. Rhonda Newton reported we are continuing tutoring for all of our struggling readers Tuesday – Friday. All parents have been invited to a Fall program, that takes place in each classroom. The children will be performing songs and poems along with making art projects. We are looking for a reading coach.

2. Count for Adopted budget: K– 20, 1 –27, 2 –21, 3 –14, 4 – 12 = 94
K– 23, 1 –30, 2 –23, 3 –14, 4 – 11 = 100

3. We emailed and handed out General Accepted Accounting Principles and procurement policies along with the amendment requests. Discussion on the updated policies and procedures that have been developed will ensure compliance with general accounting principles. We are seeking to become exempt from the USFRCS and procurement rule/law. We discussed complying with the generally accepted accounting principles (GAAP) and budgeting along with annual financial reporting requirements. All members understand that there are some exceptions that will still apply. These exceptions are stated on the amendment requests.

4. Fred Miller discussed expanding our playground which will be taking place in the next couple of months. This will allow the children to have more physical activities.

5. We had further discussions about offering fifth grade next school year. Each member received a handout of the approximate cost for adding this grade level. The curriculum program that will be taught for fifth grade will remain the same as the other grade levels. Currently there is a classroom available on the current campus to offer fifth grade.

V. Action Item:

1. After viewing the prior board minutes Jose Garcia made a motion to approve the prior board minutes and Dennis Fiscus seconded. All were in favor. Motion approved.
2. After viewing the expenditures Jose Garcia made a motion to approve the expenditures and Dennis Fiscus seconded. All were in favor Motion approved.
3. After viewing the updated accounting policies Dennis Fiscus made a motion to approve becoming exempt from the Uniform System of Financial Records for Charter Schools (USFRCS) but utilizing our developed procedures to ensure that we comply with the generally accepted accounting principles(GAAP) and Jose Garcia seconded. All were in favor. Motion approved.
4. After viewing the updated procurement policies Jose Garcia made a motion to approve becoming exempt from the states procurement rules/laws but utilizing our developed procedures to be in compliance with the generally accepted accounting principles(GAAP) and Dennis Fiscus seconded. All were in favor Motion approved.
5. After viewing financials/curriculum for fifth grade for school year 2010 -1011 Jose Garcia made a motion to approve adding fifth grade for school year 2010 – 2011 and Dennis Fiscus seconded. All were in favor Motion approved.

VI. Other – Starting in January each teacher will share with the board about how their students are performing academically. Dennis Fiscus has donated several boxes of colored paper.

VII. Adjournment's - Dennis Fiscus made a motion to adjourn meeting at 6:20 Jose Garcia seconded. All were in favor. Meeting adjourned.

Submitted by: *Shonda Macken* Date: 1/05/10

All Aboard Charter School
Narrative

We opened our Charter School in 2002, providing Kindergarten and 1st grade education, with just 35 students, and 3 staff members. Over these past 8 years, our school has experienced much growth and success, incrementally adding 2nd, 3rd, and 4th grades over the years.

Organizationally, we now have grown to 100 students and 11 staff members. We've retained an average of 88% of our students and 75% of our staff from year to year.

- We've met AYP each year, and are presently a highly performing school.
- We offer free breakfast and lunch to all our students, and we have a before and after school enrichment program on site.
- Currently all of our teachers work after school, tutoring students that are not performing at grade level.
- We're in the planning stages of expanding our playground area, (targeted completion in 2011).
- We've increased our use of technology in each classroom.
- At this time all of our teachers and paraprofessionals are highly qualified.
- We already lease a 6000 square foot building on campus, which has space available for us to expand our classrooms; therefore this will not increase our financial responsibilities regarding rent.

The expansion of fifth grade is consistent with our school's commitment in providing an exceptional learning environment for our students throughout the formative grades. This expansion will allow us to offer our students the stability of maintaining their current educational setting. Our *philosophy* is based on a developmentally appropriate approach through high standards for student achievement. Through literature students are actively involved during the learning process. We build on student's prior knowledge and their personal interest through a creative approach. We use the methods proven through research to successfully reach the learning styles and needs of all students. This additional grade will give our students another year of a small school environment with small class sizes, and a high quality education.

The *methods of instruction* that are used at All Aboard recognize that students strive to make sense of their world through experiences by engaging in activities. We utilize a variety of instructional methods, such as, direct, small group, hands-on activities, manipulatives, and games to meet each student's individual needs and to maintain their interest. Lessons are planned to target visual, auditory, and tactile-kinesthetic learners. Assessments are analyzed to determine the strengths and weaknesses of each student. These assessments also give us the tools to prepare data-driven lessons and interventions to help students become proficient. Modified lesson plans are made to meet all students' needs. At risk students receive extra attention in their classrooms, as well as individualized reading tutoring.

Mathematical games are used to maintain student involvement and interest. Students also work on their mathematic problem-solving skills. The teacher guides students in using effective problem-solving strategies. In math, most programs use a massed approach, clustering instruction, practice, and assessment into a single chapter or unit. Our program differs by distributing instruction, practice, and assessments throughout the lessons and the school year. The assessments are cumulative. This approach is supported by research.

In writing, students learn about and practice the process skills that good writers use. Teachers model and instruct the students on effective prewriting, drafting, and revising, proofreading, and publishing techniques. The lessons are designed to deepen students' understanding of the six traits and how to incorporate those elements into their own writing. Students are assessed using rubrics to track their progress.

Our school uses a literature based program which allows for a natural gateway to integrating other content areas, especially the arts, social studies, and technology. In reading the older students often struggle with the more complex comprehension skills. The teachers supplement our reading program with activities that focus on improving comprehension skills. We use reading assessments as tools to identify students that are at risk of becoming deficient readers. These students receive extra attention in their classrooms, as well as individualized reading tutoring. Students performing above grade-level receive individualized lessons and materials to enrich and further develop their reading and writing skills. In addition, we have a program that teaches and reinforces life skills, such as, social interaction, impulse control, anger management, and problem solving skills.

We are a small school with high expectations. Our *emphasis* is on literacy and reading. Literacy empowers students to achieve the goals that assist in developing their knowledge and potential. Our small size allows us to cultivate a cohesive, friendly environment. In addition students, teachers, parents, and staff have close ties and connections with each other, creating a community atmosphere. Our parents are pleased with the teachers and the quality of their child's education.

Our *mission* is to prepare students to be productive in their environment and provide a high quality education with a strong emphasis on literacy and reading. We feel that this consistency in program offerings is important for student success. Many parents are requesting the addition of fifth grade permitting their child to continue with the high level of education we provide. We work hard to provide a sense of community at our school and want to offer our current students the ability to continue their education in a familiar environment. *The addition of fifth grade would further assist our school in achieving our mission.*

The timeline for implementing 5th grade would be the school year beginning 2010 -2011. If enrollment is below our expectations for fourth and fifth grade in the year 2010-2011, it would be economically more feasible to have a 4th/5th heterogeneous combination class. The following year 2011-2012 we intend to have two separate homogeneous 4th and 5th grade classrooms.

Proficiency Levels

In order to be promoted to the next grade level, the students at our school must meet the standards, receive a grade of 3 or above (75% and above), and be on grade level in language arts and mathematics.

Students that do not reach the mastery level on student assessments and student work receive extra attention in their classrooms in conjunction with afterschool tutoring with the classroom teacher. During the tutoring sessions, teachers implement research-based intervention programs. Older, struggling students work on skills such as decoding multisyllabic words, specific comprehension strategies, vocabulary development, and language skills. The AIMS and classroom assessments are analyzed to determine the weaknesses of every student. Interventions are utilized to meet the individual needs of the at risk student. These students are frequently assessed and reassessed to monitor progress. Teachers meet monthly with the parents of below grade-level students to discuss the intervention plans and student progress. Older students use a web-based learning program aligned with the state standards for assistance with mastering rigorous academic content.

Outside factors that can affect academics such as, academically at risk students that come to us in the middle of the year, absences, tardiness, incomplete homework assignments, short attention spans, are taken into consideration. To remedy these factors teachers make accommodations and put together an intervention plan with the parents. Time spent on remediation will be increased for at risk students new to our school and existing students that are not making adequate progress. These students will be monitored more frequently. If a student still does not progress accordingly, a Child Study Team would be consulted or another professional such as a reading specialist.

Goals	Specific Objectives	Measurement Criteria
Students will demonstrate mastery of essential skills	Communicate clearly with both oral and written language.	80% of students will meet or exceed proficiency on the AIMS assessment in Fifth Grade.
	Read and comprehend a variety of types of literature.	75% of students will reach mastery level on student assessments and collected work samples.
	Use mathematical concepts effectively.	4=Exceeds Standard 90-100% 3=Meets Standard 89-75% 2=Approaches Standard 74-60% 1=Falls Far Below Standard 59-0%
	Display safe use of science equipment while conducting experiments and questioning the environment. Strengthen knowledge in science and social studies.	
	Understand social perspectives through experiences.	