

Arizona State Board for Charter Schools
Arizona State Board of Education
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ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

(Charter Holder Name) Challenge Foundation Academies of Arizona, Inc. (CTDS) 078550000

(Charter Holder Mailing Address) 6629 W. Clarendon Avenue

(City, State) Phoenix, AZ (Zip) 85033

(Charter Representative's Name) Anthony Best

(Phone Number) (623) 933-3733 (Fax Number) 480-222-2044

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 Challenge Foundation Academies of Arizona, Inc. (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: A temporary reduction in grade levels served to K-2 for the 2009-2010 school year was needed because the 60,000 square foot school facility was not completed. The prior amendment, reducing the grade levels served, indicated a return to serving K-6 during the 2010-2011 school year. The school facility will be completed on or before August 1, 2010.

TO SERVING GRADES: K-8 (a return to K-6 as previously approved) and an increase in grade levels served to add grades 7 and 8.

In witness whereof, Charter Holder has signed this contract amendment as of this 4th day of February, , 20 , and the State Board for Charter Schools has signed this contract amendment as of this 4th day of Feb., 2010, 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

07/14/09

**Challenge Foundation Academies of Arizona, Inc.
dba Pioneer Preparatory School: A Challenge Foundation Academy**

Minutes of the Board of Directors

**Thursday, February 4, 2010 at 9:30 a.m.
Held at the Offices of Warren & Banker
4300 North Miller Road, Suite 141, Scottsdale, AZ**

Board Members Present: Terry Warren, Bill Imparato, Jason Klonoski, Sally Rudd, BJ Steinbrook

Board Members Absent: Joan Lange, Steve Bryan and Cheryl Reinstadler

Also Present: Tony Best, School Director

Terry Warren called the meeting to order at 9:57 a.m. and a quorum was established.

Sally Rudd moved to adopt the agenda. Bill Imparato seconded and the motion was unanimously approved.

There was no public comment.

CONTINUING BUSINESS

The board discussed returning to serving grades K through 6 and adding grades 7 and 8, commencing with the 2010-2011 school year, and the proposed curriculum.

BJ Steinbrook moved to return to serving grades kindergarten through 6 and to add grades 7 and 8, such that Pioneer Preparatory School will serve grades kindergarten through 8 commencing with the 2010-2011 school year, to approve the grade 7 and 8 curriculum as presented, and to authorize Tony Best and/or Terry Warren to promptly process the appropriate amendment to the charter contract and any other required paperwork with the Arizona State Board for Charter Schools. Sally Rudd seconded and the motion was unanimously approved.

NEW BUSINESS

There was no new business.

Sally Rudd moved to adjourn the meeting. Bill Imparato seconded and the motion was unanimously approved.

The meeting was adjourned at 10:02 a.m.

Pioneer Preparatory School: A Challenge Foundation Academy

Comprehensive Program of Instruction – Curricular Emphasis

The **Pioneer Preparatory School: a Challenge Foundation Academy** (Pioneer CFA) reflects the philosophy and best practices identified by the Challenge Foundation, TeamCFA and the Core Knowledge® Foundation. Pioneer CFA opened in the Maryvale community in August 2009 and is serving 81 students in grades K-2. The new facility will provide the space to include grades K-8 as submitted in the original application. The curriculum for K-6 was approved; the 7th and 8th grade curriculum has been completed and ready for approval. *Pioneer CFA wants to add the 7th and 8th grade so that we can provide a solid and well-rounded education in preparation for the demands of high school. The Core Knowledge curriculum is a Kindergarten – 8th high school preparatory program that provides a rich and solid background for students as they move onto their secondary education. Pioneer CFA's philosophy of providing a rich and rigorous education to all students regardless of zip code and making them motivated, capable learners will only be enhanced and supported by including the 7th and 8th grades. Being able to continue providing rich learning experiences that involve best practices and multiple intelligences will allow students that graduate from the 8th grade to have all the requisite background knowledge they need in order to be successful citizens.*

ACADEMIC PLAN **[Curricular Emphasis]**

Pioneer CFA will incorporate, at a minimum, the best practices currently recommended by the Core Knowledge® Foundation in its K-8 curriculum. Core Knowledge is a scientifically-based, sequential, content-rich curriculum that helps all students, including those who have not had the benefits of a home rich in literature or multiple learning experiences, interact with the world through theme-based classroom studies.

The Core Knowledge program provides a detailed outline of specific knowledge in Language Arts, American and World History, Geography, Visual Arts, Music, Math, and Science. It supports the need of elementary and middle school students to have a specific, shared core curriculum in order to help them establish a strong foundation of knowledge, grade by grade. This structural approach will provide the knowledge essential for higher levels of learning and build the confidence necessary for student achievement. Additionally, this program will assist the teaching staff in developing plans with students for individual learning.

Core Knowledge provides a solid coherent foundation for learning while allowing flexibility to meet local needs or add other subjects that may be required. Where required, Core Knowledge can be supplemented with other programs such as Direct Instruction, Everyday Math, Arts and Music, Paideia, Great Books, Technology/Computer Use, and Character Education.

Pioneer CFA offers college preparatory strategies for all grade levels. Accordingly, there will be an emphasis on accelerated math and science programs. Similarly, beginning in middle school, Project-based Learning, International Baccalaureate, and the Great Books programs may be increasingly employed. All of these will be directed at preparing all high school graduates for college.

Pioneer CFA adheres to federal and state required testing as well as the NWEA assessment. This allows us to measure progress in assessing each student and each subgroup within the school. . . . Pioneer CFA will incorporate academic assessment tools that will include clear national and international normed tests that are broken down into various subcategories of reading and mathematics. The Pioneer CFA Board has approved the assessment program.

Special Emphasis K-8

In addition to the above and in fulfillment of the above, the following is a list of elements critical to the success of Pioneer CFA:

1. Each grade level will have multiple benchmarks (linked to state standards) to assist teachers in evaluating student progress and planning instruction.
2. The writing rubrics will be developed to link mechanic errors to remedial assignments. This will individualize both homework and remediation.
3. Instruction should move deliberately from teacher lead, direct instruction in the primary grades to Socratic methodology in the middle grades.
4. Starting in grade 6, debate will be used as a method of demonstrating that most questions are multifaceted.
5. Memorization and recitation of poetry and important literary and oratory works will be part of every grade level's curricula.
6. Basics to be committed to memory (including but not limited to: math facts, states and their capitols, US Presidents, major nations and their capitols, and continents and oceans)
7. Science will emphasize HANDS-ON learning.
8. Resources (both time and money) will be allocated for professional development
9. Everyday Math will be used but may be supplemented to better meet standards and/or to increase student success on word problems
10. Specific, explicit, sequential phonics will be taught at least in K-3 grades.
11. Vocabulary study will include an emphasis on Greek and Latin root words
12. Technology should link the campus for timely communication. A lap top for every teacher, at least one computer per classroom for research, a variety of teaching assists from overheads to smart boards, and user training are needed.
13. A reference laboratory (part library and part computer lab) will be developed in our new facility.
14. Pioneer CFA will strive to keep a health professional on campus (EMT / RN / LPN) during the school day.
15. Pioneer CFA will be involved with parents as well as having parents involved with the school. The school will offer support information and programs.
16. Community outreach will be valued and will take many forms.
17. Special areas (art, music, foreign language) are vehicles to appreciate cultures and should emphasize learning to identify famous /classical works and styles (*often via replication*)
18. Across the curriculum there will be a humanities approach to music, art, literature, philosophy, and history. Primary source documents will be used when ever possible.

19. Teachers and staff will be hired based on their knowledge, skills, and willingness to participate in continuous learning – to model a desire and joy in life long learning.
20. School uniforms or a strict dress code will be developed based upon parent, teacher, and board collaborations.

Instructional Techniques

A breadth of instructional techniques will be used, starting with teacher led instruction, embracing small group and project based instruction, and leading to Socratic methodology. Teacher led instruction of content has been proven exceptionally effective in all environments and with all student populations. It includes giving an overview of the lesson, modeling the skills to be developed, leading guided practice, and directing students to use the skills.

Adaptations for student learning styles may occur in instructional delivery and/or assessment format, but all students will be exposed to the same rigorous curricula.

Reading is the foundation of learning therefore a substantial phonics program will be a major part of every K-3 child's education. Pioneer CFA opened this year as a pilot school for the Core Knowledge Early Reading Program. Presently the reading program is K-2. Open Court Reading will be used as the basal reading program in our 3-5. In addition, Core Knowledge reading selections will be integrated. Our 6-8 will incorporate the literature selections from the Core Knowledge Sequence as well as teach writing, research, grammar, spelling, vocabulary, poetry, and speaking and listening. Specific books (fiction and non-fiction) have been identified at each grade level.

Assessment

Instructional methodologies will vary, so assessments will vary. Assessments may be as simple as teacher observation gauging the class's readiness to proceed or be as specific as use of a check list or rubric to track individual progress on a group lesson or direct testing of knowledge and skills. Direct instruction may result in teacher made multiple choice, fill-in the blank, true/false, and short answer type testing. Projects will require alternative, authentic and/or performance based assessments. As the Socratic approach to learning increases, a teacher may put more emphasis on class participation. However, all evaluations resulting in grades should be as objective as possible so a teacher must distinguish between an overall observation that informs him/her of the class's general progress, and observation of individuals to document mastery. Teachers should use rubrics which inform students in advance of expectations and which make clear to both students and parents areas of success and areas needing improvement. Grades should be based on individual work.

A grade of 75% or better will indicate mastery. Because the curriculum of Core Knowledge and of Everyday Math spiral and because remediation will be available in several formats, a

student may pass into the next grade with an overall report card grade point *average* at the mastery level even if one or more subject areas are below mastery in the 69-74% range. To do so the student must be turning in his/her homework, availing him/herself of tutoring or remediation opportunities, and demonstrating an effort to improve. The exception is when a student is reading more than a year below grade level. Failure to progress in this skill will be met with significant interventions from the school and will be grounds for not promoting a student to the next grade level.

When considering holding a student back, a team consisting of teacher, parent, and School Director should consider the student's report grades, student scores on state assessment tests, and other indicators as the team feels appropriate. In general, there will not be social promotions.

Pioneer CFA will administer all state required tests. Twice a year teacher-made curriculum based benchmarking tests of standards mastery will be given. In addition the NWEA assessment will be given three times a year to provide data for implementing appropriate strategies. Pioneer-CFA will demonstrate its progress on State Standards, and compare its students' achievements to a national and an international population.

Remediation

To properly prepare Pioneer CFA students for their future success, Pioneer CFA will not only offer a content rich curriculum and delivery methods varied to engage all students, it will offer a variety of remediation opportunities such as but not limited to:

- Whole group re-teaching – Teachers assess overall class comprehension and re-teach, in a different format, concepts for which the majority of the class does not have mastery.
- Individual in-class remediation – Teachers offer additional guidance to struggling students (those averaging below 75% on scored work) during small group and individual assignments.
- Individual out-of-class remediation – Teachers help parents provide at home assistance for struggling students. This work will take many forms depending on student need and parent capacity. It could be:
 - Additional or alternative homework
 - Teaching a parent to assist a student with memorization.
 - A workshop to help parents learn to organize a study space or to understand concepts being taught.
- Individual out-of-class but in-school remediation
 - Pioneer-CFA will assign a trained employee or volunteer to conduct support sessions during student lunch times.
 - Teachers will make themselves available for at least two half-hour sessions of tutoring (before or after school or during lunch) each week.

Additionally, Pioneer CFA will provide special education and 504 services as appropriate. Pioneer-CFA plans to contract for special education services.

Proficiency Level/Promotion Policy

A proficiency level of 75% or greater is required for 8th grade students to be promoted to high school. Students having 75% proficiency or greater display a solid understanding of all content taught and skills learned. A 75% proficiency or greater demonstrates the student is either meeting or exceeding the Arizona State Standards. These standards are assessed and addressed in Pioneer CFA's quarterly report cards.

Goals

Pioneer CFA will hold itself to both the philosophical goals of the Challenge Foundation/TeamCFA and the specific measurable goals required of Arizona charter schools. Because the philosophy of the Challenge Foundation is expressed in six goals, the following chart shows how those goals can be tracked. In a separate chart, the academic goals are identified along with the method of measuring them.

Philosophical Goals Each student will:	Measurable Objectives/Benchmarks
1. Become a motivated and capable learner.	1. Students and families will accept and embrace homework as an integral part of learning as evidenced by 100% of parents signing the parent contract and by 90% of the student population completing 80% of assigned homework over a school year.
2. Acquire the essential skills needed to compete in an increasingly competitive world.	2. a. Ninety (90%) percent of non-special education students will be reading on grade level within three years of continuous attendance at Pioneer CFA. 2. b. Ninety percent (90%) of non-special education students attending Pioneer CFA two consecutive years will meet or exceed the math section of the AIMS test.
3. Build character and make choices that will result in a better life for him/her and others.	3. a. Ninety-five percent (95%) of students entering a behavior improvement contract will successfully complete the contract. 3. b. Through classroom activities, students will be able to identify at least three people (historic or contemporary) who exemplify good character and explain how their deeds demonstrate outstanding character.
4. As a result of the three items above, develop confidence to realize their full potential.	4. A pre and post survey of students each year will give anecdotal evidence of student self-perceptions of abilities.
5. Have the active involvement of parents, caretakers, mentors, and community throughout the educational process.	5. a. The school will offer at least 2 instructional events for parents each year. 5. b. The school will create at least 2 community outreach projects involving students each school year.
6. Benefit, not detract from civil society.	6. Every grade level will engage in one project per year that provides a benefit to the local, national, or global society.

Academic Goals	Measurable Objectives/Benchmarks
1. Pioneer CFA will implement Core Knowledge Scope and Sequence aligned to the State Standards to assist students in becoming	<ul style="list-style-type: none"> • a. All Pioneer CFA employees will participate in training on Core Knowledge and all instructional and administrative staff will receive copies of the Arizona State Standards to insure implementation and alignment occur. <p>1. b. Teachers will be required to identify Performance</p>

<p>knowledgeable citizens.</p> <p>2. After 2 years of continuous enrollment, non-special education students will be reading within one year of grade level.</p> <p>3. Students will have memorized basic math facts by the end of third grade or within two years of enrolling if they enroll after the first grade.</p> <p>4. Pioneer CFA students will demonstrate mastery of State Standards</p> <p>5. Each grade level will increase the percentage of students making AYP each year with a school wide goal of 95% of all students enrolled for two or more years achieving AYP</p>	<p>Objectives addressed in each lesson and tracking sheets will be turned in to the School Director at least once per semester.</p> <p>2. a. A reading proficiency test will be administered to students in grades 2-8 within a month of starting school at Pioneer CFA and it will be re-administered at least annually for those not reading on grade level.</p> <p>2. b. An improvement plan will be developed for 100% of students not reading on grade level. Teachers will work with parents and administration to develop and implement the plan for improving the reading level.</p> <p>3 a. Timed math tests will be administered in grades 1-3 at least weekly, and 4-5 at least monthly until 80% of the class demonstrates mastery.</p> <p>3. b. Teachers not able to document 80% of the class reaching mastery will implement group remediation measures.</p> <p>3. c. Teachers will contact parents of students falling below 70% proficiency and develop appropriate tutoring plans.</p> <p>4. 80% of students will score meets or exceeds on the AIMS test within 2 years of attending Pioneer CFA.</p> <p>5. The percent of students at each grade level scoring below approaches on AIMS will be reduced by 10% each year.</p>
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