Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
The Paideia Academies, Inc.

CTDS:
07-82-06-000

Mailing Address:
550 West Warner Road
Chandler, AZ 85225
› View detailed info

Representative

Name:
Robert Winsor

Phone Number:
602-343-3040

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Alegebra II).

For K-8
Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the required template and instructions.

For 9-12
Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the required template and instructions. Each course must align with the State's graduation requirements.

Add Grade Levels

7th
8th

Curriculum Samples

Download File — 7th Grade Math
Download File — 7th Grade Reading
Download File — 7th Grade Writing
Download File — 8th Grade Math
Download File — 8th Grade Reading
Download File — 8th Grade Writing

Effective Date
07/01/2014

Attachments

Board Minutes — Download File

Narrative — Download File

Timeline for implementation — Download File

Additional Information*
No documents were uploaded.

Signature

Charter Representative Signature
Robert Winsor 05/09/2014

Amendment Request to add seventh and eighth grades

Paideia Academies, Inc

Paideia Academy of South Mountain

CTDS Number: 078206000

Authorized Representative: Robert C. Winsor II (Brian)

Title/Relationship to Applicant: Founder and Executive Director

Address: 7777 S. 15th Terrace, Phoenix AZ 85042

Phone Number: 602-343-3040

Email: bwinsor@paideiaacademies.com

Amendment Narrative

The amendment narrative below seeks to gain approval by the Arizona State Charter Board to amend the current K-6th grade charter of The Academy of South Phoenix to include a subsequent 7th and 8th grade by satisfactorily discussing the rationale and support for expansion and how the additional grades support the mission, educational philosophy, and methods of instruction.

Rationale

The Paideia methods of Didactic Learning, Intellectual Coaching, Paideia Seminar and habits of leadership are carefully nurtured in the early elementary years to build independent, confident learners. As the learner grows in confidence he or she develops greater skill in interdependent learning activities as demonstrated in coached projects. These leadership habits of learning carefully nurtured in the early years provide the momentum of success in the middle school years. As scholars grow through the years in independent and interdependent learning and leadership, the school must continue to provide the learning environment suitable for these types of learning activities. By the time Paideia scholars are in the eighth grade they rely very little upon the teacher to give them information but to guide them in discovering knowledge and developing wisdom. These scholars must be provided with a continuum of consistent learning methods to develop their full potential as 21st century scholars.

The community of parents and scholars currently served are very hopeful for the eventual expansion to 12th grade. Scholars graduating from the future Paideia high school will possess the necessary 21st Century skills of critical thinking, collaborative problem solving, leadership, intellectual curiosity and academic knowledge, and the personal work ethic to be admitted to and graduate from rigorous, high quality universities thus setting the foundation for future success in career, citizenship, and family life.

Additional Grades Support the Paideia Mission, Methods, and Goals

Paideia (py-dee-uh) is a Greek term meaning the upbringing of the whole child. The Paideia mission utilizes a family centric model to enlist the support of families in the education and upbringing of the whole child - academic & intellectual, recreational & cultural, character & leadership, emotional, physical, & mental health – to empower scholars to achieve success in college, career, citizenship, and family life.

To reach this heightened goal of whole child education, scholars must be developed into proactive, independent, interdependent, and aggressive learners. The current system for educating children in the South Phoenix area fosters reactive, resistant, passive learners. It will take more than the years of Kindergarten through sixth grade to change the paradigm of scholars from dependent to independent, to interdependent learners. The Paideia Academy whole-child philosophy, teaching and learning model, school culture, and curricular components have been chosen and implemented to create just such learners.

Whole-Child Education

The ultimate goal of Paideia Academy is to assist learners in life-long success in college, career, citizenship, and family life. The goal and mission of Paideia Academy is brought to pass by creating a hub of synergy within the school facility to assist families in the upbringing of the whole child – intellectual and academic, character and leadership, culture and recreation, physical, mental, and emotional health.

Leader In Me "Seven Habits of Highly Effective People Paideia Academy is a "Leader in Me" school through the Franklin Covey Foundation. This is a ubiquitous program that extends through all learning and activities of the school. Each scholar internalizes the seven habits of highly effective people through the school's culture as well as curricular components of social studies, literature analysis, science, and math. The Leader In Me program is meant to culminate at graduation from high school.

Paideia Family Resource Center A significant portion of the hub of positive synergy is generated through the Paideia-TCDC Family Resource Center (PT-FRC) operated by Tanner Community Development Corporation. Within the PT-FRC services are offered for the strengthening and support of all families within the Paideia and South Phoenix community. These services include behavior and mental health counseling, parent and family enrichment coaching, family finance and economic education courses, and adult education courses to name just a few. These services assist parents in creating positive home environments conducive to nurturing children's sense of worth, potential, and use of agency towards success in life – college, career, citizenship, and family. To achieve high rates of long-term success, the support our families receive must extend beyond the sixth grade. Several of our families receive ongoing nurturing through the PT-FRC in hopes of extending beyond the sixth grade.

Paideia Cub Scout and Troop 787 Understanding the significance of whole-child education, Paideia Academy has charted its own Cub Scout and Boy Scout program – Paideia Cub Scout Pack and Boy Scout Troop 787. This program reaches boys from first through eighth grade. The Cub Scout Pack teaches boys self-discipline, integrity, and hard work towards significant goals. The Scout program is integrally tied to the school program. Boys work towards earning awards rich in reading, writing, critical thinking, citizenship, and physical activity. The Webelos are fourth and fifth grade boys working towards becoming Boy Scouts when they enter the sixth grade. The scout troop is an integral part of the Paideia leadership program. These young men provide mentorship and role modeling for many younger scholars. These scouts have the goal to become eagle scouts before they turn 14 years old. This will require our grade level to serve up to eighth grade.

Paideia Girl Scout Troop 1381 Paideia Academy has aligned itself with the Girl Scouts to provide whole-child education for the girls of Paideia. The Paideia Girl Scout program reaches out to girls from kindergarten through high school. The Paideia Girl Scout program empowers girls to be confident, creative, and strong independent learners. This program is rich in reading, writing, intellectual reasoning, and real-life learning. The sixth grade girls are Cadets hoping to continue with Paideia Girl Scouts as Cadets in the seventh grade and beyond. These young women provide leadership and mentoring to many younger scholars. They provide significant service projects to the community as well as the school.

Extra-curricular Enrichment In keeping with the whole-child focus, Paideia Academy has developed a strong program of after-school enrichment to include art club, Paideia Orchestra, sports, and the Urban Farm leadership team. Each of these programs is designed to provide the foundation for further independent and interdependent learning and experience in the upper grades.

Paideia Teaching, Learning, Leadership Model

The Paideia teaching, learning and leadership model is designed to place the responsibility for learning on the scholar. Scholars gain greater confidence and feelings of self-worth through this model leading them to success in college, career, citizenship, and family life. This model is specifically implemented to change the paradigm of scholars from passive to proactive learners who are able to begin with the end in mind, and prioritize by putting first things first. To achieve highest impact scholars must remain in this model well beyond the sixth grade.

The teaching and learning model of the Paideia philosophy is defined by the following characteristics. Each of these characteristics forms the foundation of learning capacity for the upper grades:

- All teachers in the school use **intellectual coaching** as the central teaching and learning strategy, where teachers guide scholars through modeling and questioning to acquire expertise in skills of critical thinking in the context of reading, writing, calculating, and observing.
- All teachers in the school use **product-oriented learning techniques** (coached projects) for the majority of the instructional program, where teachers apply whole-task approaches to the design of learning tasks, while focusing on the coordination and integration of constituent skills from the very beginning. Product-oriented learning as a form of complex learning is always involved with achieving highly integrated sets of learning goals, where the whole is clearly more than the sum of its parts because it also includes the ability to coordinate the parts. Product-oriented learning thus stresses that effective performance relies on an interdependent integration of skills, knowledge and attitudes. As scholars progress through the grade levels at Paideia they take on a greater role of independent and interdependent learning in product-oriented learning activities.
- All teachers in the school use **relatively little direct teaching** and that which is used actively engages scholars in meaningful, higher-order learning activities.
- The school stresses the same **integrated core curriculum** for all scholars, including fine arts, music, and the manual arts, giving scholars the opportunity to explore these areas as they relate to the core academic subjects. This makes the curriculum rigorous, relevant, and engaging while increasing the opportunities for scholars to excel in advanced curriculum environments.
- **Assessment** of scholars is **individualized and personalized in addition to standardized** emphasizing portfolio and narrative assessments in conjunction with traditional grading and appraisal. Each scholar develops a personalized leadership data binder. Within the binder the scholar writes a mission statement and sets goals for the year. On an ongoing basis the scholar records and tracks personal progress in AIMSweb and Galileo data as well as classroom based assessments and projects. The scholar uses this leadership binder to reflect on progress, plan needed interventions, and conduct parent conferences. As the scholar progresses through the grade levels the leadership data binder becomes a progressive portfolio and evidence of learning and leadership.

Paideia Curricular Components

Each curricular component of the Paideia learning model was specifically chosen to create independent and interdependent, critical thinking learners. Each component builds upon itself culminating in a rigorous advanced grade experience of self-directed and collaborative learning. These components include:

Language Arts and Literacy Paideia Academy uses the combination of the Spalding Writing Road to Reading and Jr. Great Books Shared Inquiry for the foundation of its language arts and literacy program.

When combined these two programs build the essential and foundational language arts skills to enable the learner to expand upon literacy skills.

The Spalding Writing Road to Reading is a comprehensive K-6 total language arts program, where all elements of the language, are integrated in spelling, writing, and reading lessons. It incorporates all the components identified by the National Reading Panel as essential and necessary for success in reading and acquiring early literacy skills required to build a strong foundation for ongoing reading development - phonemic awareness, systematic phonics, high-frequency vocabulary, word meanings and usages, word parts, grammar, composition, literary appreciation, text structure, fluency, listening and reading comprehension. With the foundation of the Spalding experience, scholars are prepared for the rigor of independent and interdependent learning in the upper grades.

Paideia Academy uses the Junior Great Books Shared Inquiry program to help scholars in grades 1 through 8 become independent readers and thinkers ready for the diverse demands of the 21st century. The Great Books program aligns with the Common Core standards and matches key components of language arts curriculum standards and helps scholars meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response.

To achieve greatest impact, scholars must have continuous experience in these two programs through advanced grade levels.

Mathematics To fulfill the goal of creating independent, proactive learners, Paideia Academy has implemented the Singapore Math system. This system is designed to build a foundation of arithmetic theory into learners that will position them for more advanced math in higher grade levels. Singapore Math accomplishes this by first introducing learners to a few key concepts with concrete examples and pictures. Then, the learner is led progressively and logically to understand the abstract concept. Singapore Math is a pleasing balance between drill and creative problem solving. Those who have compared Singapore Math with other math curriculum report that Singapore math moves the scholars more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice, and an effective mix of word problems, drills and mental calculation. Paideia learners must continue these math strategies throughout the higher grade levels in order to achieve greatest impact.

Conclusion

To accommodate the 57 sixth graders advancing through the Paideia method of learning, Paideia Academies, Inc is requesting the addition of 7th and 8th grade to the charter. The Paideia Academy whole-child philosophy, teaching, learning and leadership model, and curricular components have been chosen and implemented specifically to empower scholars towards success in college, career, citizenship, and family life.

Proficiency Level for Promotion

Scholars must achieve an 80% mastery of academic core content to be eligible for promotion to the next grade level. No scholar will advance to the next grade level without having mastered or be progressing rapidly toward mastery level of common core and state standards.

A scholar at risk of retention will be identified in early spring through benchmark assessments and class work grades. The at-risk scholar will be placed in the RTI program for skill deficit remediation. At the end of the year, promotion decisions will be made by the teacher, administrator, and parent. The decision will be based on an array of assessments to include benchmark data, RTI data, classroom work and assessments, observations, scholar portfolios, state AIMS assessments, and other relevant information such as teacher or administrator recommendations. Scholars identified for retention will be placed in an RTI program for skill deficit remediation. If adequate progress is made during the summer session, the decision for retention may be reversed by the teacher, administrator, and parent.

The intervention/remediation program at The Paideia Academy complies with A. R.S. 15-701, which outlines intervention and remedial strategies developed by the state board of education for pupils who are not promoted from the third grade.

Changes in Staffing

With the addition of the 7th grade in 2014/2015, Paideia Academy will hire two more teachers – one to teach language arts and social studies and one to teach science and math. Each teacher will comply with the Highly Qualified federal guidelines. With the addition of 50 students and anticipation of 50 more in 2015/2016, the school will hire an additional special education paraprofessional who will also comply with the Highly Qualified federal guidelines.

With the addition of the 8th grade in 2015/2016, Paideia Academy will hire two more teachers – one to teach language arts and social studies and one to teach science and math. Each teacher will comply with the Highly Qualified federal guidelines.

Agenda: Paideia Academies, Inc.
Paideia Academy of South Phoenix

Governing Board Meeting Minutes

January 23, 2014
5:00 pm to 6:00 pm

Location:
7777 S. 15th Terrace
Phoenix, AZ 85042

Called to order at 5:00pm.
The following members of the board were present:
Stephen Court, Joanna De'shay and Robert Young
Board Member Absent:
Present Guests: Dr. Brian Winsor, Vince Fuentes, and Lourdes Rodriguez

I. Opening Items
   a. Pledge of Allegiance
   b. Verify quorum – 3 voting members present

II. Consent Agenda Items
   Approval of Minutes
      Moved by Robert Young
      Second by Joanna De'shay
      Unanimous in favor to approve the minutes.

III. Enrollment and Attendance
   Vince Fuentes went over the enrollment numbers. As of the 100th day the total number of students is 496.

IV. Budget/ Finance
   Vince Fuentes reviewed the balance sheet as of December 31, 2013. Vince Fuentes also went over the 2012-13 budget analysis.

V. Governing Board Members
   a. Joronda Montano and Rebeca Gau notified the board of their resignation from the board.
   b. Nominations were opened by Stephen Court to fill in the vacancy.
      i. Dr. Robert Winsor (Brian) was nominated by Robert Young, seconded by Joanna De'Shay
      ii. Vote was unanimous in favor.

VI. Teacher/Principal Evaluations
   Dr. Winsor discussed the updated Leadership Effectiveness Rubric and The teacher formal evaluation form.
      Moved by Stephen Court
      Second by Robert Young
   Unanimous in favor to approve both updated rubric and evaluation forms.

VII. Increase Grade Level
   Dr. Winsor discussed to increase the grade level to 7th and 8th Grade for 2014-2015 school year.
      Moved by Joanna De'shay
      Second by Stephen Court
   Unanimous in favor to expand the grade level to 7th and 8th grade in 2014-2015.

VIII. Public Comment
   No Public Comment

IX. Adjournment

There being no further business to be transacted, motion to adjourn by Stephen Court , seconded by Robert Young and approved. The meeting adjourned 6:00pm.

Next board meeting set for 5:00 pm February 20, 2014 at 7777 S. 15th Terrace Phoenix, AZ 85042

Robert L. Young, Jr 2/5/2014

Approved by Name & Date

Amendment Request to add seventh and eighth grades

Paideia Academies, Inc

Paideia Academy of South Mountain

CTDS Number: 078206000

Authorized Representative: Robert C. Winsor II (Brian)

Title/Relationship to Applicant: Founder and Executive Director

Address: 7777 S. 15th Terrace, Phoenix AZ 85042

Phone Number: 602-343-3040

Email: bwinsor@paideiaacademies.com

Timeline for Implementation

Expansion to 7th Grade 2014/2015 school year

August 2014 - Paideia Academy intends to increase enrollment by 50 students to 550 by adding 2 classrooms of 7th grade students. No other amendment requests will be submitted concurrently with this request.

June 2014 – purchase curriculum and materials to support two 7th grade classrooms of 25 students each

June 2014 – recruit and hire two highly qualified 7th grade teachers

June through August 2014 – Transfer continuing 6th grade students who have met the 80% criteria for promotion to 7th grade within SchoolMaster

June 2014 – recruit and enroll new students to 7th grade

July 2014 – train new teachers in Paideia curriculum (Singapore Math, Spalding Writing Road to Reading, Junior Great Books Shared Inquiry, FOSS Science, Engineering is Elementary), methods (Didactic instruction, Intellectual Coaching and Coached Projects, Paideia Seminar, LiD Projects), and school procedures.

August 2014 – begin school for 7th grade

Expansion to 8th Grade 2015/2016 school year

August 2015 - Paideia Academy intends to increase enrollment by 50 students to 600 by adding 2 classrooms of 8th grade students.

June 2015 – purchase curriculum and materials to support two 8th grade classrooms

June 2015 – purchase furniture and supplies to support two 8th grade classrooms

June 2015 – recruit and hire two highly qualified 8th grade teachers

June through August 2015 – Transfer continuing 7th grade students who have met the 80% criteria for promotion to 8th grade within SchoolMaster

June 2015 – recruit and enroll new students to 8th grade

July 2015 – train new teachers in Paideia curriculum (Singapore Math, Spalding Writing Road to Reading, Junior Great Books Shared Inquiry, FOSS Science, Engineering is Elementary), methods (Didactic instruction, Intellectual Coaching and Coached Projects, Paideia Seminar, LiD Projects), and school procedures.

August 2015 – begin school for 8th grade