

**Arizona State Board for Charter Schools**  
**Arizona State Board of Education**  
1700 W. Washington St., Room 164, Phoenix, AZ 85007  
(602) 364-3080 Fax (602) 364-3089  
[www.asbcs.az.gov](http://www.asbcs.az.gov)

**CHARTER GRADE LEVEL AMENDMENT REQUEST**

(Charter Holder Name) Akimel O'Otham Pee Posh Charter School, Inc. (CTDS) 118706000

(Charter Holder Mailing Address) Blackwater Community School, Rt. 1 Box 95

(City, State) Coolidge, AZ (Zip) 85228

(Charter Representative's Name) Jacquelyn Power, Superintendent/Principal

(Phone Number) 520 2155859 (Fax Number) 520 2155862



**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.**

**Check appropriate box**

**Adding grade levels served for charter**

Included are the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Mastery of coursework for additional grades
- Expected student performance on state mandated tests at all grade levels impacted by the addition
- Timeline for implementation
- Changes in staffing to support the requirements for Highly Qualified.

**For K-8**

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.

**For 9-12**

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 math course description and a completed curriculum sample template including all required attachments as outlined on the template (template is available on the ASBCS website).
- Language Arts - A language arts course description and a completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template (template is available on the ASBCS website).
- Graduation requirements (number of credits in each content area and electives)
- Course level proficiency required for credit and acceptance of transfer credit

**Decreasing grade levels served for charter**

Included is the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Rationale for decrease in grade levels served and effective date of change

The Arizona State Board for Charter Schools and Akimel O'Otham Pee Posh Charter School's Inc. (Charter Holder), herein agree to amend the terms of the charter contract as follows:

**FROM: 3rd/4th grades**

**TO: ~~5th grade~~**

**3-5 (4K)**

In witness whereof, Charter Holder has signed this contract amendment as of this 3 day of February, 2009, and the State Board for Charter Schools has signed this contract amendment as of this \_\_\_\_ day of \_\_\_\_, 200\_\_, 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

**NOTICE OF REGULAR BOARD  
MEETING  
OF  
Akimel O'Otham Pee Posh Charter School  
Board of Trustees**

Pursuant to A.R.S.38-431.02, notice is hereby given to the members of the Akimel O'Otham Pee Posh Charter School Board of Trustees and to the general public that the Board will hold a Regular board meeting open to the public on **February 3, 2009 at 5:30 pm** in the school's office. As indicated in the Agenda, the Board may vote to go into Executive Session with regard to any matter listed on the Agenda pursuant to A.R.S. 38-431.03.A.1, regarding personnel matters, pursuant to 38-431.03.A.2, regarding confidential records, and pursuant to 38-431.03.A.3 and /or A.4 for legal advice or with regard to pending or contemplated litigation. *No legal action involving a final vote or decision shall be taken in Executive Session.* Legal advice may be obtained by telephone.

**Agenda**

Call to Order  
Roll Call  
Call to the Public  
Approval of Minutes: October 7, 2008  
Consent Calendar:

1. Reports:
  - A.
  
2. Old Business:
  - A.
  
3. New Business:
  - A. Amendment to Charter for the addition of 5<sup>th</sup> grade beginning school year 2009-2010
  
4. Announcements:
  - A.
  
5. Adjournment:

Akimel O'Otham Pee Posh

Board of Trustees Meeting

February 3, 2009

In attendance: Henry Pino, President, Francisco Osife, Board Member, Suzanne Acuna, Board Member, Cynthia Antone, Board Member. Guest: Jacquelyn Power, Superintendent/Principal, Blackwater Community School.

Henry Pino called the meeting to order at 6:40 p.m. followed by roll call and call to the public.

Approval of Minutes: Suzanne Acuna made a motion to table the minutes of October 7, 2008. Cynthia Antone seconded the motion.

Vote: 4 approved 0 disapproved 0 abstained 0 absent

Reports:

Old Business:

New Business:

A. Amendment to Charter for the addition of 5<sup>th</sup> grade beginning school year 2009-2010. Motion:

Francisco Osife made a motion to direct Ms. Power to amend the third/fourth grade charter to add fifth grade to the charter in SY 2009 -2010. Suzanne Acuna seconded the motion.

Vote: 4 approved 0 disapproved 0 abstained 0 absent

Adjournment: 6:59 p.m.

Minutes prepared by,

Jacquelyn Power, Superintendent/Principal



Henry Pino, President

3-3-09

Date

**Akimel O’Otham Pee Posh Charters, Inc.**  
**Akimel O’Otham Pee Posh (3<sup>rd</sup> & 4<sup>th</sup>)**  
**CTDS # 118706000**  
**Rt. 1 Box 95 Coolidge, AZ 85228**  
**(520) 215-5859**

### **Grade Level Expansion Amendment Application**

**1. Board Minutes: Attached February 3, 2009 (attached)**

**2. School Mission and Goals:** The following information provides an overview of the school’s instructional program. The expansion of fifth grade is consistent with the school’s commitment to providing a quality education experience for the Native American children residing on the Gila River Indian Reservation. All the children leave this school and transition into feeder schools surrounding the reservation. The majority of students transfer to the Coolidge School District. With the addition of fifth grade, the transition into Coolidge will be easier for the students who transition from Akimel and then begin a middle school experience. Additionally, adding fifth grade ensures that the children receive another year in language and culture. The importance of Native children learning about their cultural heritage and language has been documented in research as a positive indicator leading to increased academic success. This is especially important because the traditional O’Otham language is nearly lost within the community. Another critical component in the application is the parents’ perspective on the school. Every year the school conducts a parent survey to determine how the school is serving the enrolled families. Included in the application is the recent parent survey, which indicates that the school has a 98% rating of good to excellent. The comments noted in the survey confirm the parents’ perception that the children are receiving a quality education.

Academically, the gains the students have made over the past several years on the AIMS test have resulted in the school receiving a Performing Plus label by ADE. The addition of fifth grade will provide trend data on the student performance that will be critical to the transition into middle school. Included in the application is three year trend data on the TerraNova and AIMS tests.

**Vision: “Quality Education Begins Here”**

#### **Mission/Philosophy**

The education program at Blackwater Community School is designed to reflect an educational philosophy that recognizes the following core values:

1. Creating child-centered, activity based learning environments;
2. Incorporating individual learning styles in the delivery of instruction;
3. Implementing developmentally appropriate curriculum for all children;
4. Encouraging adults to actively support their children’s education;
5. Demonstrating respect for others and self; and

6. Valuing culture and language as a cornerstone for learning.

In order to support these values five goals have been identified:

1. An academic program which promotes achievement through the alignment to State standards, while recognizing individual needs and learning styles that support the following Bureau of Indian Affairs' National Goals:
  - a. All children read independently by third grade and
  - b. 70% of students are proficient/advanced in reading and math.
  - c. Students demonstrate knowledge of their language/culture
  - d. Individual student attendance rate of 90% or better
2. A school climate which fosters individual responsibility for behavior, acceptance of others and acceptable child/adult interactions.
3. Cultural experiences which enhance positive attitudes toward self and others and creates an awareness of cultural heritage and language.
4. Opportunities for community support through school sponsored activities
5. A highly qualified School Board and staff of certified administrators, teachers, paraprofessionals and support staff that actively support and implement the school's vision: **"Quality Education Begins Here"**.

#### **Summary of Instructional Program**

Three years ago the school was awarded a Reading First Grant from ADE, which has redefined the instructional program and has incorporated all the elements of a scientifically-based research reading program, math and writing. The school adopted the Houghton Mifflin reading and math series and the Harcourt School Publishers for science and social studies. All the series are current and are aligned to the state standards. The assessment model is tied to state approved instruments for reading, that include DIBELS, phonic screeners, and spelling inventories, to name a few. In addition, the HM core curriculum has a variety of assessment instruments associated with each unit. Furthermore, the school supplements writing with Writing Up a Storm and does On-Demand writing tied to anchor papers. All of this information is charted and reviewed weekly by the teachers and Instructional Leadership Team.

The school's academic day is divided into block schedules to maximize the core academic time and to meet the requirements for Reading First. The reading program is three tiered to address the reading performance of all students. The model includes a 90 minute core reading component, a 45 minute strategic component and a 60 minute intensive component. Students are assigned the intensive level based on DIBELS assessment. As for Math and Writing, the HM program provides differential instructional opportunities to assist all students in reaching the grade level goals.

The emphasis on instruction with fidelity to the core curriculum materials is non-negotiable and is monitored daily by the Curriculum Director and/or Principal. In addition, student engagement is expected to be at 85% or higher and the daily objectives have to be posted and the students must be able to state the learning objective. Transition time is expected to take less than one minute to ensure

that all learning time is maximized. Specials for character counts, culture, library and PE are offered in the afternoon.

Throughout the week, the teachers are expected to meet four times during the day to discuss student progress in the core academic areas. The meetings require agendas and minutes for accountability. Every Friday is an early release day at 12:30 p.m. to allow adequate time for faculty meetings, professional development and grade level planning meetings.

The Reading First model is not limited to just K-3 at the school. The model is incorporated into the fourth grade as well. This same level of rigor, fidelity to curriculum, professional development and assessment model will be included in the fifth grade expansion. The RF results for Akimel O’Otham have been exemplary. The data published by ADE for the midyear results for Cohort 2, which is Akimel’s group, indicated that Akimel’s first grade was number one in the state for this Cohort. Additionally, the kindergarten, second and third grades were in the top 50% of the schools. These results reflect the commitment to total implementation schoolwide of the Reading First model. This same level of expectation will be extended to fifth grade as it has been in fourth grade.

School/Academic Goals

**Improving Teaching and Learning**

**A. Reform Strategies:** The Blackwater Community School Steering Committee, consisting of certified teachers, paraprofessionals, administration, and parents, review the data to determine what trends are becoming evident and what strategies need to be implemented to address challenges evident from the data. This process is consistent with the CASI/NCA accreditation cycle that is five years in duration and requires the staff to commit to three goals centered on children’s academic and affective growth (See Appendix A). The school has been accredited since 1989 and recently received an international accreditation from CASI/NCA. In addition, in July 2008 the school received its National Association of Education for Young Children (NAEYC).

The following reform strategies have been implemented to ensure that the children at Akimel O’Otham Pee Posh (aka Blackwater Community School) reach and maintain proficiency or advanced in reading and math, as measured by DEBELS, HM assessment, AIMS and TerraNova. Asterisk items are used in the after school, intersession or summer programs.

Goal	Curricula	Strategies	Responsible Party	Status	Assessment
Raise Academic Achievement in Language Arts	<ul style="list-style-type: none"> <li>➤HM Core Reading, Renaissance Learning</li> <li>➤Culturally relevant</li> </ul>	<ul style="list-style-type: none"> <li>➤90 minute language arts block, 45 minute Strategic Groups; 60 minute Intensive Groups,</li> <li>➤daily reading</li> </ul>	<ul style="list-style-type: none"> <li>➤Teacher</li> <li>➤Paraprofessional</li> <li>➤Parent/Guardian</li> <li>➤Student</li> </ul>	<ul style="list-style-type: none"> <li>➤Currently fully implemented in the Preschool – 4th grade</li> </ul>	<ul style="list-style-type: none"> <li>➤DIBELS, TerraNova, AIMS DPA, HM Theme Tests, Writing Up a Storm Anchor papers, Work</li> </ul>

	books in library, ➤ DIBELS Assessment ➤ Grade Level Benchmarks ➤ Aligned to State Standards, ➤ Writing Up a Storm ➤ High/Scope and ➤ Work Sampling for FACE and Preschool ➤ Teacher generated material	assignment with parent/guardian, ➤ Literacy Stations, ➤ computers, ➤ drama, library, and ➤ music, ➤ weekly teacher planning time, ➤ quarterly parent/teacher conferences, ➤ daily classroom observations, ➤ inclusion model, ➤ High/Scope Learning environment for FACE and Preschool, ➤ Test Best Preparation ➤ Summer Enrichment ➤ Field Trips	➤ Administration ➤ Resource Teacher and Related Serv.		Sampling
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Goal	Curricula	Strategies	Responsible Person(s)	Status	Assessment
<b>Raise Academic Achievement in Math</b>	➤ HM Math 2007 ➤ Math Facts, Renaissance Learning ➤ Work Centers	➤ 75 minute math block ➤ Small/large group work, ➤ Hands-on math	➤ Teacher ➤ Paraprofessional ➤ Parent/Guardian ➤ Student	➤ Currently fully implemented in the Preschool – 4 <sup>th</sup>	➤ Pre/Post Testing HM ➤ Computer Based ➤ TerraNova

	<ul style="list-style-type: none"> <li>➤Teacher Generated Materials,</li> <li>➤Grade Level Benchmarks,</li> <li>➤Aligned to State Standards</li> <li>➤Comp Math</li> </ul>	<ul style="list-style-type: none"> <li>➤Brain Gym/Touch Math for SPED</li> <li>➤Computers</li> <li>➤Daily homework</li> <li>➤High/Scope Learning Environment for FACE and Preschool,</li> <li>➤Integration in core curriculum areas,</li> <li>➤Grade Level teacher meetings on benchmarks,</li> <li>➤Quarterly Parent/Teacher Conferences,</li> <li>➤Inclusion,</li> <li>➤Multiple Learning Styles,</li> <li>➤Daily Assessment,</li> <li>➤Summer Enrichment Programs</li> <li>➤Field Trips</li> </ul>	<ul style="list-style-type: none"> <li>➤Administration</li> <li>➤Resource Teacher and Related Services</li> </ul>	grade	and AIMS DPA
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Goal	Curricula	Strategies	Responsible Person(s)	Status	Assessment
<b>Raise academic achievement in science and social studies</b>	<b>Science:</b> <ul style="list-style-type: none"> <li>➤Harcourt Series,</li> <li>➤Garden Project,</li> </ul> <b>Social Studies:</b> <b>Harcourt</b>	<ul style="list-style-type: none"> <li>➤Classrooms, <ul style="list-style-type: none"> <li>➤Hands-on project learning,</li> </ul> </li> <li>➤technology,</li> <li>➤Field trips,</li> <li>➤Garden Projects</li> </ul>	<ul style="list-style-type: none"> <li>➤Teacher</li> <li>➤Paraprofessional</li> <li>➤Parent/Guardian</li> <li>➤Student</li> <li>➤Administration</li> <li>➤Resource Teacher and Related</li> </ul>	<ul style="list-style-type: none"> <li>➤Science: Fully Implemented</li> <li>➤Social Studies: fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>➤Harcourt Assessment</li> <li>➤Language Proficiency Scale</li> <li>➤Social Skills Assessment Tool</li> </ul>



	<p><b>Series</b></p> <p>National Geographic, Weekly Readers,</p> <p>➤Scholastics and</p> <p>➤Character Counts</p>	<p>➤Science Fair</p> <p>➤Elder Speakers</p> <p>➤Development of O’Otham books on history, culture and language</p>	Services		
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**Instructional Programs**

Reading First Grant – Arizona State Department of Education  
Family and Child Education Program  
Pima Culture and Language  
Full Inclusion for Special Education  
Active Learning  
Houghton Mifflin Core Reading 2008  
Houghton Mifflin Math 2007  
Accelerated Math and Reading  
Early Literacy  
STAR Literacy  
Harcourt School Publishers 2006  
Title VII Preschool Program – 2 Discretionary Grants  
Character Counts  
Building Effective School Teams (BEST) – University of Oregon  
SWIS Data Collection on Behavior – University of Oregon  
School Master with SAIS  
Character Counts, BEST, Think Time, Peaceful Playground, Coyote Tracks, Safe and Drug Free School Committee, Student of the Month, Home visits for attendance, Spirit Line, Basketball Team and Student Recognition Ceremonies  
PTO and Annual Parent Survey and Title I Parent Compact  
Agriculture Program with Butterfly Garden  
Spirit Line with 3<sup>rd</sup> – 4<sup>th</sup> grade  
Peaceful Playground Program at recesses  
Think Time in classrooms  
Chess Club 3<sup>rd</sup> – 4<sup>th</sup> grade  
Library Program  
Family Literacy Nights twice a year  
Benchmark and Progress Monitoring

Curriculum aligned to ADE standards  
Job Shadowing for FACE parents  
GED preparation  
Computer Classes  
CAC classes for FACE parents

**3. Mastery of Coursework for Additional Grade:** Mastery is tied to the Arizona State Standards for fifth grade as measured by AIMS and the HM and Harcourt Curriculum assessment tools. Please refer to curriculum documentation. Each grade level has an assessment schedule for the year and all data is compiled, analyzed and reviewed to drive instruction. The grade level pacing charts ensured that the grade level benchmarks that are tied to the state standards are met and student proficiency against the standards is tracked. Opportunities for 1:1 tutoring is available through the 21<sup>st</sup> century after school program and is offered weekly, during intersessions and in summer school. Additionally, on campus tutoring is offered at no cost to the students by a certified teacher. Built into the daily academic program is re-teaching opportunities for all the students who are not demonstrating proficiency.

**4. Expected student performance on state mandated tests at all grade levels impacted by the addition:** The current trend in the AIMS data indicates that the fourth grade students have exceeded the state AMOS. The expectation is that the fifth grade students will perform similarly. This is especially true since the fifth graders will be roll over students enrolled in the school. The number of new students will be minimal because of the school's location on the reservation. In fact, the majority of students have been at this school since preschool and all the faculty and staff know the students and their families. All the class sizes are small, usually 20 or less, which will maximize the potential for success on the AIMS test. Please refer to the trend data included as an attachment. The gains have been significant over the three years noted.

The quantitative mastery level for fifth grade will be set at the state's AMOs for SY 2009/2010 which is as follows in fifth grade: Reading 54.6% and in math 46.6%. These percentages are taken from the ADE web site. In addition, the mastery level for course work is set at 91%-100%.

**5. Timeline for implementation:** The Board approved the expansion at the February 3, 2009 Board meeting. The approval came after a survey was sent to all the enrolled families in January 2009. The results of the survey indicated full support for the expansion to fifth grade. The pre-enrollment process began in March and there are thirty students identified for fifth grade for SY 2009/2010. Once the amendment is approved by the State Charter Board, the school will offer fifth grade in SY 2009/2010.

**6. Changes in staff to support the requirements for Highly Qualified:** The new fifth grade at Akimel O'Otham will follow the existing model of limiting class sizes to no more than 20 students. Based on the waiting list, there will be two fifth grade classes. Also, the school will be hiring one new teacher for the new school year. One of the fourth grade teachers will loop up with the children. As noted above, there will be two fifth grade classes with one newly hired teacher and one looping up from fourth grade to fifth grade.