

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
James Sandoval Preparatory
High School

CTDS:
07-89-28-000

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Representative

Name:
Steven Durand

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Downloads

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Description of changes

Change From:


The program of instruction at James Sandoval Preparatory High School/Crown Point High School was a technology supported, teacher lead instructional model with a more traditional schedule.

Change To:

The updated program of instruction at James Sandoval Preparatory High School/Crown Point High School is an expansion of the blended model used at the school. The new POI provides teachers with real-time student performance data increasing instructional flexibility. Utilizing in class scheduling gives students the opportunity to fill in educational deficiencies and recover credits needed to stay on track to graduate. A blended learning environment and increased flexibility will allow James Sandoval Preparatory High School/Crown Point High School to serve alternative students with diverse educational backgrounds and needs.

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
Steven Durand 01/06/2015

**The James Sandoval Preparatory High School/Crown Point High School Board
Minutes of the Governing Board Meeting**

The James Sandoval Preparatory High School/Crown Point High School Board Governing Board convened a board meeting November 14, 2014 in the in the Crown Point High School Administration Office, 4802 N. 59th Ave, Phoenix, AZ 85033

Item A. Mr. Steve Durand called the meeting to order at 5:04 p.m.

Item B. Welcome and Introductions.

Board Members

Present: Eli Marez
Christol Mosley
Steven F. Durand, II
Jeff Sawner

Members of the Public in Attendance: None

Mr. Steve Durand welcomed the board members.

Item C. Mr. Durand motioned the Governing Board approve the agenda as presented. Second by Ms. Mosley. Motion passed unanimously.

Item D. Current Events Summary – Mr. Durand informed the board that the term is working on information for CP Alt Status.

Item E. Study and voting Session

1. Review and consider approving changing the school designation to "Alternative Status".

Mr. Durand motioned that the board changing the school designation to "Alternative Status". Second by Ms. Mosley. Motion passed unanimously.

2. Review and consider updating the James Sandoval Preparatory High School/Crown Point High School Mission Statement to include:

"We will provide alternative scheduling and instruction to an underserved school population that needs credit recovery in order to earn a high school diploma."

The board discussed the mission statement. Mr. Durand motioned that the board approve the following mission statement for James Sandoval Preparatory High School/Crown Point High School.

"Our school's mission is to provide a learning and mentoring community that utilizes alternative methods of scheduling, instruction, and behavioral management to support underserved and credit deficient students meet their academic goals."

Second by Ms. Mosley. Motion passed unanimously.

3. Review and consider approving a change in the program of instruction for James Sandoval Preparatory High School/Crown Point High School to better serve an alternative student population. If approved the school intends to serve students in one or more of the following categories that reflect an alternative school.

- a. Students who have a documented history of disruptive behavior issues.
- b. Students who have dropped out of school and are now returning.
- c. Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.
- d. Students who are primary caregivers or are financially responsible for dependents and, therefore, may require a flexible school schedule.
- e. Students who are adjudicated.
- f. Students who are wards of the state and are in need of an alternative school setting.
- g. Students choosing to attend a blended learning environment.

Mr. Durand motioned that the board approve changing in the program of instruction for James Sandoval Preparatory High School/Crown Point High School to better serve an alternative student population. If approved the school intends to serve students in one or more of the following categories that reflect an alternative school.

- a. Students who have a documented history of disruptive behavior issues.
- b. Students who have dropped out of school and are now returning.
- c. Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.
- d. Students who are primary caregivers or are financially responsible for dependents and, therefore, may require a flexible school schedule.
- e. Students who are adjudicated.
- f. Students who are wards of the state and are in need of an alternative school setting.
- g. Students choosing to attend a blended learning environment.

Second by Mr. Sawner. Motion passed unanimously.

4. Review and assess the school administrations roles, responsibilities, and outcomes.

Mr. Durand motioned that the board table item 4 until the next board meeting so a two board member team can present revised staff roles. Second by Ms. Mosley. Motion passed unanimously.

Item F. Consider approving the Consent Agenda as presented – Voting

1. Approve the previous minutes from the November 12, 2014 Governing Board Meeting.

Mr. Durand motioned that the governing board approve the minutes from the November 12, 2014 Governing Board Meeting. Second by Mr. Marez. Motion passed unanimously.

Item G. Call to public.

- None

Item H. There being no further business to come before the Board, Mr. Durand motioned the Board Meeting be adjourned at 5:25 p.m. Second by Mr. Sawner. Motion passed.
Next meeting to be scheduled.

GOVERNING BOARD

James Sandoval Preparatory High School/Crown Point High School Board

By: William J Sawner

Updated Program of Instruction

James Sandoval
Preparatory Academy
Crown Point High School

A. Education Plan

A.1 Education Philosophy

James Sandoval Preparatory Academy /Crown Point High School is an alternative educational resource for high school students who have not been successful in a traditional school setting. The vision for James Sandoval Preparatory Academy /Crown Point High School is one of high academic achievement for all high school students within a safe learning environment while equipping students for the choices and challenges of living and working in an ever changing, fast paced, technological society. The foundational philosophy at James Sandoval Preparatory Academy /Crown Point High School is that all students will improve academically by increasing instructional time and focusing instructional efforts on student needs. The school's blended learning instructional program provides the flexibility and additional time required to allow all students to be successful, especially students traditionally underserved, behind on credits, or those in need of a flexible schedule and alternative learning environment. The following Mission Statement has been approved by the James Sandoval Preparatory Academy /Crown Point High School Board, posted to the school web site, and submitted to ASBCS.

Our school's mission is to provide a learning and mentoring community that utilizes alternative methods of scheduling, instruction, and behavioral management to support underserved and credit deficient students meet their academic goals.

Many studies have been conducted to compare blended learning models of instruction with traditional face-to-face models of instruction. The results are strongly in favor of blended learning models as a more effective method of instruction. Studies indicate improved test scores, a deeper understanding of content, and higher student satisfaction. (Tucker, 2012; Bonk and Graham, 2012; Adams, 2013).

"Blended learning provides a tailored approach with benefits from face-to-face and e-learning for delivering effective courses and programs by extending the classroom to make learning readily available anywhere and anytime. The implications regarding this research suggest that blended learning will maximize learning outcomes and impact job performance" (Adams, 2013).

James Sandoval Preparatory Academy /Crown Point High School intends to make a positive difference in the lives of our students and the community by providing a high quality educational experience in a school environment that recognizes the needs of traditional and alternative students and blends technology and instruction into a teacher managed educational experience that provides each student superior opportunities for success.

A.2 Target Population

James Sandoval Preparatory Academy /Crown Point High School is an alternative educational resource for high school students who have not been successful in a traditional school setting or students looking to engage in a blended learning environment. The typical student who enrolls at James

Sandoval Preparatory Academy /Crown Point High School has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. James Sandoval Preparatory Academy /Crown Point High School students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues.

James Sandoval Preparatory Academy /Crown Point High School has changed LEA leadership in July 2014, and has changed the instructional program to better meet the needs of the students who are seeking enrollment, thus, the need to update the Program of Instruction. For many students, James Sandoval Preparatory Academy /Crown Point High School serves as a Credit Recovery Alternative School, specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years. The blended learning approach appeals to a wide range of students by allowing flexible scheduling and access to the content 24/7. By providing increased access to learning time students can accelerate/recover credits needed for graduation or increase the number of hours of remediation.

Although the student teacher ratio is approximately 30 to 1, small group instruction and individualized targeted skill support are part of the instruction provided to students.

The table below identifies the target populations and how the program of instruction will provide an opportunity for increased student achievement for each group of students.

Target Population being served at James Sandoval Preparatory Academy /Crown Point HS	Benefit of James Sandoval Preparatory Academy /Crown Point High School Blended Learning Instruction
<input checked="" type="checkbox"/> Students who have a documented history of disruptive behavior issues.	<ul style="list-style-type: none"> - Blended learning allows for individualized approach to limit potential disruptive interactions. - Blended learning provides needed support and coursework at the students level which leads to higher rates of student success, positive outcomes, and increased motivation, decreasing behavior issues.
<input checked="" type="checkbox"/> Students who have dropped out of school and are now returning.	<ul style="list-style-type: none"> - School culture and individualized instructional opportunities provide needed student support, such as Web-based access to teacher support beyond the regular teacher schedule. - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Elective courses in core areas allow students to fill skill gaps due to high mobility. - Instructional focus on gaining skill mastery allows students to be more successful in required core coursework for graduation. - Flexible schedules provides opportunities for increased learning time to make up credit deficiencies.

<p><input checked="" type="checkbox"/> Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.</p>	<ul style="list-style-type: none"> - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies. - Content is accessible on-line 24/7. - Elective courses in core areas allow students to gain skill mastery so they will be more successful in required core coursework for graduation. - Teacher led support and direct instruction is provided by highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students who are primary care givers or are financially responsible for dependents and, therefore, may require a flexible school schedule.</p>	<ul style="list-style-type: none"> - Class schedules can be tailored to student needs. - Content is accessible on-line 24/7 providing for flexible schedule for after school completion of course work. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible communications with staff both synchronous and asynchronous.
<p><input checked="" type="checkbox"/> Students who are adjudicated.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 providing for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning allows for providing real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are wards of the state and are in need of an alternative school setting.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 providing for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning allows for providing real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are seeking blended learning environment</p>	<ul style="list-style-type: none"> - Blend of technology and instruction into a teacher managed blended learning educational experience. - Content is accessible on-line 24/7 providing for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Teacher led support and direct instruction are provided by a highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students seeking a Credit Recovery Alternative School - Specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years.</p>	<ul style="list-style-type: none"> - Flexible schedule allows students to exceed the minimum 20 hours of educational time to make up deficiencies. - Teacher led support and direct instruction are provided by a highly effective instructional staff. - Content is accessible on-line 24/7 providing for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule.

A.3 Program of Instruction

James Sandoval Preparatory Academy /Crown Point High School computerized content delivery system (CDS) blended learning instructional program will provide a realistic and challenging educational option to the students and parents who are seeking or in need of alternative methods of satisfying promotion requirements and graduation requirements outside a traditional school program. The blended learning approach provides additional delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

In conjunction with highly effective teaching staff the Content Delivery System (CDS) provides significant alternatives to traditional education for the twenty-first century high school student. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

Courses are developed using a stringent, research-based process that starts with a review of state academic standards to determine required learning outcomes. The computerized content delivery system content is supplemented with teacher developed materials that support the Arizona College and Career Ready Standards and learning objectives. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards.

The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, 7 days a week, 365 days a year. The content is delivered in a low-bandwidth format that enables students to efficiently and effectively access their courses. As there is no requirement for supplemental text, students are provided extensive instructional support, as required, through the systems robust supplemental resources.

James Sandoval Preparatory Academy /Crown Point High School computerized content delivery system (CDS) instructional program is prepared to offer a comprehensive program of study that meets graduation requirements for cohort 2012, 2013, 2014, and beyond. A variety of over thirty-four one year, two semester courses and more than eleven half-year, one semester courses are available for students through the computerized content delivery system.

Courses contain full content, daily lessons, formative unit quizzes and a summative final exam per term.

Courses are also available in a pre-assessment delivery option that enables the student to exhibit competency in each individual content objective. Based on a predetermined benchmark percentage, the competency level is identified at the time the assessment course is developed. The delivery of pre-assessment courses will be available for credit recovery students, but may also be used for other

students based on teacher/counselor recommendation and administrator approval. These exceptions may be appropriate due to unique student needs, such as homebound, suspension, or transfers student.

The School's staff and an independent third-party have reviewed the curriculum to ensure alignment with Arizona College and Career Ready standards. The content is screened regularly to ensure that changes in Arizona standards are identified within the content. The CDS also provides online curriculum forums that allow staff to communicate curriculum issues to the content provider's curriculum development staff. School staff identifying issues with alignment, links, or errors can send a message directly to the content developers for clarification or editing. The content provider's development staff responds with a correction to the content or an explanation as to why the current format or content entry is appropriate.

James Sandoval Preparatory Academy /Crown Point High School computerized content delivery system (CDS) instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need. Additionally, an online AIMS preparation content is used to backfill learning gaps and prepare students for standardized testing.

The school's instructional program also includes an AIMS / Common Core Academy. Participation in the academy helps students and teachers to identify core skill gaps, provides for targeted instructional opportunities, and clearly assesses mastery of state standards. Extensive tools are also available to prepare students for the state's standardized exams (AIMS).

In order to foster an environment of RTI, leading to a high level of student achievement, the CDS has summative and formative assessment programs in place to guide and empower teacher instruction.

To successfully meet the needs of each student, lessons and supplemental activities assist teachers with differentiating instruction for ability levels and experiences. Supplemental activities in the curriculum are designed for students who learn in different ways. The delivery platform provides multiple capabilities to address diverse learning styles. Students can work from the computer, or print lessons and submissions if they prefer hard copy. Students who are auditory can use a screen reader to enhance their learning experience. ELL students can use an online translation program to enhance their comprehension of the content. James Sandoval Preparatory Academy /Crown Point High School students are encouraged to access all resources available through the CDS and direct instruction options.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional approach.

James Sandoval Preparatory Academy /Crown Point High School's computerized content delivery system (CDS) instructional program is designed and implemented with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will assist teachers by developing an RTI framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each students leaning.

Each CDS course includes a series of formative assessments that are submitted by the participating student. A student's results on these formative assessments gives the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student need. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary.

Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at 70% level.

Program changes outlined are currently being implemented. Ongoing program effectiveness reviews occur as part of a continuous improvement process.

3.1 Mastery and Promotion

James Sandoval Preparatory Academy /Crown Point High School will not serve any grade below 9.

A. 3.2 Course Offerings and Graduation Requirements

James Sandoval Preparatory Academy /Crown Point High School has adopted the Arizona State credit requirements for High School Graduation. Please refer to the table below. Students must demonstrate mastery of content at a minimum of 70% proficiency level on course completion assessments to receive credit.

James Sandoval Preparatory Academy /Crown Point High School's computerized content delivery system (CDS) instructional program provides a rigorous, well-defined curriculum that equals the quality of academic programs the school community is accustomed to at the secondary level. Across the CDS curriculum, creative and critical thinking skills are fostered in students in an effort to equip them with effective problem-solving and decision-making abilities. The academic curriculum also incorporates state-of-the-art technology tools and instruction to prepare our students for post-secondary education, successful careers, and productive lives.

The math Content Delivery System (CDS) series includes courses for Algebra 1A,1B,2A & 2B , Geometry A & B, Functional Approach to Algebra 1A & 1B, Calculus 1A, and math electives for students not at grade level (such as Pre- Algebra 1 & 2, and Math Fundamentals 1A & 1B). All courses are aligned with the Arizona College and Career Ready Standards.

The Language Arts CDS series includes courses for English 9A through English 12B. All courses are aligned with the Arizona College and Career Ready Standards.

The computerized delivery system content includes science courses/virtual labs that the students performs off-campus and reports on in the CDS. The Science CDS series includes courses for Biology A & B, Physical Science A & B, Earth and Space Science A & B. The Social Science programs include World History 1 & 2, AZ American History 1& 2, Economics, and Government. Students seeking lab science for university entrance will be guided to an onsite web-lab option to fulfill these requirements. All James Sandoval Preparatory Academy /Crown Point High School students will be encouraged to seek dual credit options with a local community college to satisfy the lab requirements for the state universities.

For those students inclined to pursue a college degree, it is imperative that academic college entrance requirements are fulfilled. As a result, James Sandoval Preparatory Academy /Crown Point High School's computerized content delivery system (CDS) instructional program offers two years of Spanish (modern language credit) and Art History (fine arts credit) in addition to traditional college preparatory courses in math language arts, and social studies.

The below table summarizes the minimum credit requirements for James Sandoval Preparatory Academy /Crown Point High School graduation in Arizona for the graduating class of 2014 and beyond.

English	4 credits
Math ⁽¹⁾ ⁽²⁾	4 credits
Science ⁽³⁾	3 credits
Social Studies ⁽⁴⁾	3 credits
CTE/Fine Art	1 credit
Electives	7 credits
Total	22 credits

(1) Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools.
(2) The Algebra II requirement may be modified using a [Personal Curriculum](#) as outlined in R7-2-302.03.
(3) Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test.
(4) Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics.