

Charter Mission Amendment Request

Charterholder Info

Charter Holder Representative

Name:

Kaizen Education Foundation
dba South Pointe Junior High
School

Name:

Michele Kaye

Phone Number:

CTDS:

07-87-65-000

Mailing Address:

7878 N. 16th Street
Suite 150
Phoenix, AZ 85020

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Mission

Change From

The mission of Sun Valley Middle School is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. We accomplish this through an integrated approach using curriculum aligned to the Arizona State Standard and relevant instruction. The school serves young people for whom traditional schools have not been effective and predictably will not be in the future. As such, essentially all students meet one or more of Arizona's definitions for an alternative school. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students.

Change To

The mission of South Pointe Junior High School is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. We accomplish this through an integrated approach using curriculum aligned to the Arizona State Standard and relevant instruction. The school serves young people for whom traditional schools have not been effective and predictably will not be in the future. As such, essentially all students meet one or more of Arizona's definitions for an alternative school. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students.

Attachments

Board Minutes —  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Michele Kaye 03/07/2014

**MINUTES
BOARD OF DIRECTORS MEETING
KAIZEN EDUCATION FOUNDATION**

March 6, 2014

A special meeting of the Board of Directors (the “Board”) of the Kaizen Education Foundation, an Arizona Corporation (the “Foundation”), was held at its offices located at 7878 N. 16th Street, Suite 150, Phoenix, Arizona.

Attendance and Quorum

The following director was present in person: Ted Frederick

The following directors participated by means of teleconference whereby all persons participating in the meeting were able to hear one another: Jessica Brown, Janna Robinson, Virginia Smith, and Gina Conflitti.

The following guest was present: Michele Kaye

Ted Frederick called the meeting to order at approximately 4:32 p.m. and noted that a quorum was present. He also served as Secretary of the meeting for the purpose of recording the minutes.

Minutes

Minutes from the February 12, 2014 Board meeting were presented. A motion to approve the minutes was duly made and seconded. The motion was approved by the Board.

Call to the Public

A call was made to the public to discuss items on the agenda. No members of the public were present.

President's Report

Mr. Frederick mentioned that he had provided the Board with an outline for school handbooks for their information; that Kaizen's 990 had been filed with the IRS and state for 2012-13; the Kaizen schools he had visited since the last meeting; and that he had to suspend three, eight graders from South Pointe Middle School for drugs and/or weapon possession. He also mentioned the dates and times for the high school graduations in May. Both Ms. Kaye and Mr. Frederick provided the details regarding the motion to move the Skyview High School charter from Tucson to Pinal or Maricopa county.

Management Company Report

Ms. Kaye reported that projected Kaizen funded enrollment for this year is 3330 and that some of the new schools are being carried by Leona until they can increase enrollment. She also mentioned that schools are graded by both the Arizona Department of Education and the State Board for Charter Schools, and that charter schools must meet both standards. Lastly, that the schools had completed their AIMs testing for the year.

Old Business

In that the dates for a face-to-face meeting agreed by the Board at the last meeting did not work for some members, the Board was asked to consider dates of May 13, 14, or 15 for a face-to-face dinner. No action was taken at this meeting.

New Business

A motions made and duly seconded to:

- move the Skyview High School charter from Tucson to Maricopa or Pinal countries.
- approve attached mission statements for selected Kaizen schools.

Both motions passed.

Adjournment

There being no further business to discuss, the meeting was duly adjourned at approximately 5:10 p.m. The next scheduled meeting will be announced.

A handwritten signature in black ink, appearing to read "Leona C. Call". Below the signature, the word "President" is printed in a small, sans-serif font.

Selected kaizen School Mission Statements-- For Board Approval

Quest High School

Quest High School provides an integrated vocational and academic curriculum with rigorous coursework including credit recovery opportunities that allows at-risk and under-represented students to identify and pursue their interests, talents and passions that evolve into exit strategies with appropriate post-secondary choices.

South Pointe Elementary School

The mission of South Pointe Elementary is to address the physical, emotional and social needs of each child. We are a multi-cultural community of learners where mutual respect is expected. We hold ourselves and our students to high expectations while providing programs to at risk youth. While we accept all students, including those students who may come to us behind academically, we encourage all of our students to reach their full potential by providing a safe, nurturing, yet challenging educational environment.

Vision Statement (why are we here, future)...

South Pointe Elementary will be an excelling school. We will maintain high expectations that all students can and will learn by encouraging family involvement and offering excellent education and community programs that empower our community to grow. We will model and encourage the attitudes, skills, knowledge and responsibility essential to successful achievement in school and society.

South Pointe Junior High School

The mission of South Pointe Junior High School is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. We accomplish this through an integrated approach using curriculum aligned to the Arizona State Standard and relevant instruction. The school serves young people for whom traditional schools have not been effective and predictably will not be in the future. As such, essentially all students meet one or more of Arizona's definitions for an alternative school. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students.

Vista Grove Preparatory Elementary

The mission of Vista Grove Preparatory Academy is to increase academic success for all children through the employment of best practices and quality alternative practices. We focus these practices to meet the needs of all children, including extreme academic challenges and/or socio-economic challenges. Our quality school program is a truly alternative commitment so that all students develop a love for learning in pursuit of their dreams.

Vista Grove Preparatory Middle

The mission of Vista Grove Preparatory Academy is to increase academic success for all children through the employment of best practices and quality alternative practices. We focus these practices to meet the needs of all children, including extreme academic challenges and/or socio-economic challenges. Our quality school program is a truly alternative commitment so that all students develop a love for learning in pursuit of their dreams.

Program of Instruction Amendment Request

Charterholder Info

Charter Holder Representative

Name:

Kaizen Education Foundation
dba South Pointe Junior High
School

Name:

Michele Kaye

Phone Number:

CTDS:

07-87-65-000

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Description of changes

Change From:

There is not currently a program of instruction on file with the ASBCS.

Change To:

The attached program of instruction is designed to show that our methods of instruction and special emphasis support our mission of serving alternative students. More than 70% of our population arrives with grade-level learning deficiencies as demonstrated on state assessments or Galileo benchmark testing normed at the state level. Our mission is to give students the knowledge and support so that they can reach grade level proficiency and gain the knowledge necessary so that they can be successful in high school.

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
Michele Kaye 03/28/2014

Kaizen Education Foundation

Agenda

Monday, March 17, 2014

2:00 P.M.

Phoenix, Arizona

Board of Directors' Meeting

- 1.0 Call to Order
- 2.0 Roll Call & Introduction of Guests
- 3.0 Approval of March 6, 2014 Minutes
- 4.0 Call to the Public--This is the time for the public to comment.
Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.
- 5.0 **Review of Agenda**
- 6.0 **President's Report**
 - None
- 7.0 **Management Company Report**
 - None
- 8.0 **Old Business**
 - None
- 9.0 **New Business**
 - 9.1 Consideration and approval of alternative school Addendum to Program of Instruction for the following schools:
Maya, Quest, Skyview, South Point Elementary, South Pointe Junior, Vista Grove Elementary, Summit and Vista Grove Middle
- 10.0 **Board Comments**
- 11.0 **Adjournment** (Next meeting TBA)

**MINUTES
BOARD OF DIRECTORS MEETING
KAIZEN EDUCATION FOUNDATION**

March 17, 2014

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Attendance and Quorum

The following director was present in person: Ted Frederick

The following directors participated by means of teleconference whereby all persons participating in the meeting were able to hear one another: Jessica Brown, Janna Robinson, Virginia Smith, and Gina Conflitti.

The following guest was present: Kristin Kelley

Ted Frederick called the meeting to order at approximately 2:00 p.m. and noted that a quorum was present. He also served as Secretary of the meeting for the purpose of recording the minutes.

Minutes

Minutes from the March 6, 2014 Board meeting were presented. A motion to approve the minutes was duly made and seconded. The motion was approved by the Board.

Call to the Public

A call was made to the public to discuss items on the agenda. No members of the public were present.

President's Report

None

Management Company Report

None

Old Business

None

Kaizen Education Foundation Minutes

March 17, 2014

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New Business

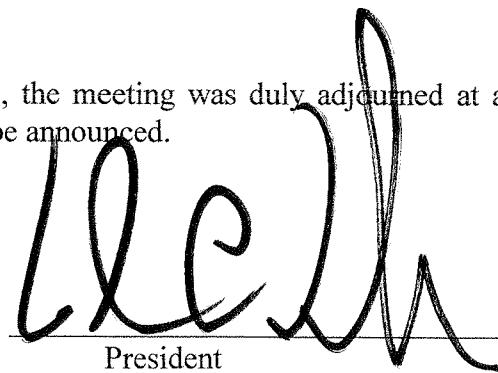
A motion was made and duly seconded to approve an addendum and/or the program of instruction for the following schools:

Maya, Quest, Skyview, South Point Elementary, South Pointe Junior,
Vista Grove Elementary, Summit and Vista Grove Middle.

The motion passed.

Adjournment

There being no further business to discuss, the meeting was duly adjourned at approximately 2:20 p.m. The next scheduled meeting will be announced.



A handwritten signature in black ink, appearing to read "LeAnn Callahan". Below the signature, the word "President" is printed in a small, sans-serif font.

South Pointe



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Program of Instruction:

School Community

South Pointe Junior High School currently serves a population that is highly at-risk, with over 85% of its students eligible for Title 1 services. Because the majority of students enrolled at the school enter with significant academic deficiencies, the school offers a robust RtI intervention program for both math and reading that includes instructional push-in support, Tier 2 blended learning, and Tier 3 individual and small group tutorials. The campus serves grades 6-8.

Educational Philosophy

The school strives to successfully educate every student by implementing the Effective Schools model, a research-based and data-driven model of school improvement, and also by focusing instruction on the ‘three Rs of education: Rigor, Relevance, and Relationships’. The campus provides a safe, nurturing, and respectful learning environment that maintains high standards of instruction that encourages mastery of content, critical thinking, and real-world application of knowledge. The standards mastery of every student is protected by the strong, school-wide RtI programming in place and the standards based grading program. The overarching goal of the campus is to improve student learning and achievement in core subject areas while keeping a keen focus on educating the *whole child*, academically, socially, and behaviorally.

Researched by Ron Edmonds, Dr. Lawrence Lezotte emphasizes the importance of establishing, implementing, and maintaining several internal systems to operate a successful program. There has been a significant amount of research over the past thirty years centered on what schools must do to be effective and ensure student achievement. Out of this research, seven correlates have emerged as especially essential to the success of a school: a clear, focused mission, a safe and orderly environment, high expectations for all students, effective instructional leadership, the opportunity to learn, frequent monitoring of student progress, and positive home-school relations. This school is dedicated to these principles, and they drive all school decisions and programs.

Methods of Instruction

The school emphasizes that there is no singular, exceptional method of instruction. A one-size-fits-all approach to child growth and development is counterproductive. In recognition of these beliefs, our school embraces the RtI framework for instruction. All administrators, teachers, and support staff designate time and create innovative Tier 2 learning opportunities for students for whom Tier 1 instruction has not led to standards mastery.



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Additionally, all administrators, teachers and support staff designate Tier 3 learning programs for students for whom Tier 1 and Tier 2 instruction has not produced standards achievement.

Our RtI model requires all teachers to be standards-based, pedagogically diverse, knowledgeable, and reflexive. This is essential, as the majority of the students we serve have significant academic deficiencies. The Tier 1 environment includes explicit instruction and proactive scaffolding that prepare students to be successful through significant opportunities to engage meaningfully with the materials and cooperatively with their peers. Tier 2 instruction utilizes small-group instruction to reinforce standards and may include blended learning tools. Tier 3 instruction provides individual instruction to students for whom Tier 1 and Tier 2 instruction has failed to deliver achievement. Tier 3 instruction is led by skilled math and reading interventionists who can provide one-on-one support to ensure that our most struggling students achieve mastery of the standards.

Methods of Assessment

The uses a wide variety of formative and summative data to measure student achievement, drive intervention efforts, and evaluate teacher and administrator effectiveness.

Grades 6-8 administer the Galileo CBAS Benchmarks for reading and math each quarter. Teachers, administrators, and interventionists are able to run reports showing standards mastery by student and normed growth between two testing windows compared to all other CBAS testers in the state. This assessment system is used to identify whole group, small group, and individual student learning needs. It is also used to measure teacher and program effectiveness. Additionally, the STAR assessment is given to measure student grade level equivalency in math and reading. Reading scores are used to drive the school's SRA supplemental reading program.

Students participating in the Tier 2 intervention programs receive content supplementation for math and reading respectively. Data yielded from assessments within these programs is used to determine student progress/growth and standards mastery within the program. This data is also used to evidence which students are not strongly benefitting from the Tier 2 program so that they can be referred for expanded learning support through the Tier 3 programs for reading and math intervention.

At the end of the year, AIMS and AZELLA data are used as summative, formal assessments to determine the effectiveness of the curriculum, special programs, individual teachers, and student success. This data, received in June, is used to identify specific students in need of instructional interventions over the summer and immediately in the fall.

Special Emphasis

The school thrives on diversity. We embrace the challenge of working with all children regardless of need. We provide a safe, caring, accepting learning environment in which students achieve and become productive members of their community. Because of our school's alternative mission,



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vision, and instructional philosophies, we predominantly work with children for whom traditional schools were not effective. Over 70% of our population meets one or more of Arizona's indicators for an 'alternative' student, demonstrating a significant deficiency in academic achievement. We use data from STAR, and Galileo to both benchmark and progress monitor our students. These tools allow us to both measure the students' performance on grade-level standards and gage their standards recovery efforts in prerequisite knowledge that had been missed in their educational history.

We attract and honor the opportunity to work with student populations that have unique learning and social-emotional needs. We strive to help all students develop the basic learner behaviors, understandings, and attitudes necessary to become productive citizens. To do this, we operationalize a campus-wide behavior system (CHAMPS) that explicitly teaches pro-social classroom behavior, monitors student behaviors during instruction, and provides real-time feedback to students about their learner behaviors. This system is consistently used by all teachers, administrators, and support staff on the campus to create the minimum conditions necessary to facilitate learning for all students. Because we have an incredibly high Title 1 population, we provide a full NSLP program to all students on the campus, providing both breakfasts and lunches necessary for students to be able to perform academically and emotionally on the campus. The school also provides an administrator dedicated reinforcing pro-social behavior and maintaining a school climate conducive to learning.

Performance Goals

Goal	Steps	Benchmarks	Evaluation/Revision	Person(s) Responsible
70% of students will meet/exceed on AIMS reading in Grades 6-8 and classes will maintain or exceed state-normed growth determined by ATI-Galileo	<ol style="list-style-type: none"> Implementation of curriculum maps across the campus Program fidelity achieved PD provided to teachers to use core curriculum effectively Coaching of teachers using Galileo CBAS benchmark data Students identified for Tier 	Galileo CBAS AIMS STAR	<ol style="list-style-type: none"> Leader and instructional coach conduct walkthroughs to ensure that the core program is implemented with fidelity Instructional coach collects weekly lesson plans to verify alignment of classroom instruction to the curriculum map The first CBAS data in August will be used to determine Tier 2 	School leader Instructional coach Classroom teacher



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	2 intervention programs using classroom formative assessments and CBAS performance		eligibility 4. Student standards mastery will be evaluated after the second CBAS assessment, and growth of each student will be evaluated comparing the first and second CBAS benchmark results.	
70% of students will meet/exceed on AIMS math in Grades 6-8 and classes will maintain or exceed state-normed growth determined by ATI-Galileo	<ul style="list-style-type: none"> 1. Implementation of curriculum maps across the campus 2. Program fidelity achieved 3. PD provided to teachers to use core program effectively 4. Coaching of teachers using Galileo CBAS benchmark data 5. Students identified for Tier 2 intervention programs using classroom formative assessments and CBAS performance 	Galileo CBAS AIMS STAR	<ul style="list-style-type: none"> 1. Leader and instructional coach conduct walkthroughs to ensure that core program is implemented with fidelity 2. Instructional coach collects weekly lesson plans to verify alignment of classroom instruction to the curriculum map 3. The first CBAS data in August will be used to determine Tier 2 eligibility 4. Student standards mastery will be evaluated after the second CBAS assessment, and growth of each student will be evaluated comparing the first and second CBAS benchmark 	School leader Instructional coach Classroom teacher



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School-wide attendance will be at or above 95% as measured by the 100 th day average	<ol style="list-style-type: none">Parents will be notified verbally and in writing of the school attendance policy upon enrollmentParents will be contacted within the first two hours of school if their child is absentStudents will be recognized for perfect attendance on a quarterly basisClassrooms with perfect attendance will be rewarded on a monthly basis	<p>Weekly attendance rate will be 95% or higher</p> <p>40th day attendance rate will be 95% or higher</p> <p>100th day attendance rate will be 95% or higher</p>	<ol style="list-style-type: none">The school leader will review the weekly attendance rates and adjust the reward program as neededThe school leaders will review individual student attendance and identify those with habitual concerns and meet with their parentsAction plans will be developed for individual students with attendance concernsTeachers will be monitored for classroom attendance	<p>results.</p> <p>School leader Instructional coach Classroom teachers</p>
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