

# Charter Mission Amendment Request

## Charterholder Info

### Charter Holder

**Name:**

Kaizen Education Foundation  
dba Vista Grove Preparatory  
Academy Elementary School

**CTDS:**

07-85-67-000

**Mailing Address:**

7878 N. 16th Street  
Phoenix, AZ 85020

> [View detailed info](#)

### Representative

**Name:**

Michele Kaye

**Phone Number:**

## Downloads

 [Download all files](#)

## Mission

**Change From**

The Arts Academy of Mesa will create a quality learning environment in which students are engaged in meaningful, academically challenging curriculum. Our environment is one which instills accountability and which fosters respect and social responsibility. We are committed to providing life long learning, shared goals with parents and students, positive community relationships and an appreciation for the arts.

**Change To**

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.

## 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. 16<sup>th</sup> 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**

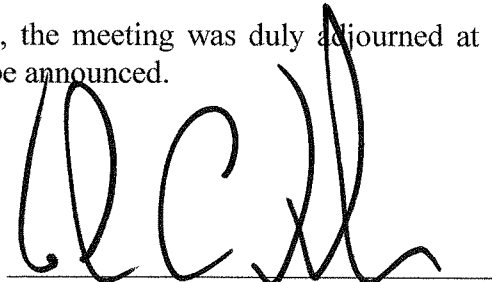
A motions made and duly seconded to:

- 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.



President

## **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

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### Representative

**Name:**  
Michele Kaye

**Phone Number:**

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## Description of changes

### Change From:


The current Program of Instruction on file with the ASBCS is still valid and describes the background of The Leona Group when the charter was originally applied for as well as the block scheduling system. The current Program also lists targets of reducing truancy and drop outs, standards mastery, student growth and behavior expectations.

### Change To:

This addendum 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 unable to meet grade level performance standards 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 be successful at the next grade level.

## 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 03/17/2014

# 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)

\*\*Michigan Time 5:00 p.m. Conference Dial-In 866.478.2918 Code: 909.8091

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

March 17, 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. 16<sup>th</sup> 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: 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



**New Business**

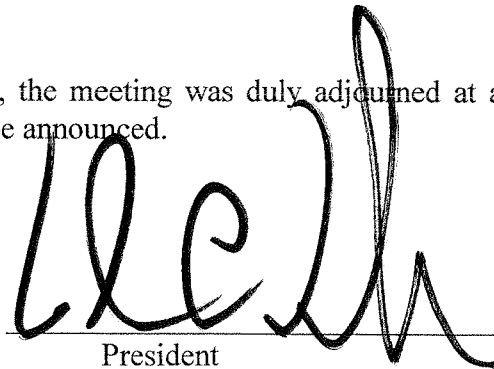
A motion was made and duly seconded to approve an addendum and/or the program of instruction for the following schools:

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.



President



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## **Program of Instruction:**

### **School Community**

The school currently serves a population that is highly at-risk, with over 93% 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. This robust academic framework is offered within the overarching context of a strong arts program for all students that includes orchestra, chorus, visual arts, and drama. The campus serves grades K-6.

### **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, steeped in the arts, 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 schools embrace 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. 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.



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Our RtI model requires all teachers to be standards-based, pedagogically diverse, knowledgeable, and reflexive. This is essential, as many of the students we serve have significant academic deficiencies. Tier 1 instruction includes explicit instruction and proactive scaffolding that prepare students to be successful with 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 2-6 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. Grades K-2 administer both DIBELS and CBM quarterly and are able to run reports showing standards mastery and comparing student performance to students across the nation. Both of these assessment systems are used to identify whole group, small group, and individual student learning needs. They are also used to measure teacher and program effectiveness.

Students participating in the Tier 2 adaptive blended learning programs use Dreambox and/or Imagine Learning to provide 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, 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 DIBELS, CBM, and Galileo to both benchmark and progress monitor our students. These tools allow us to both measure the students'





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performance on grade-level standards and gage their standards recover 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 (PBIS) that explicitly teaches pro-social classroom behavior, monitor student behaviors during instruction, and provide 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 interpersonal counselor to supply parents and families with intensive counseling and social work supports that attend to their social-emotional well-being.

**Promotion and Retention Plan**

Grade promotion and retention will be determined by multiple criteria which may include the following: standards-based assessment data, social/emotional growth, attendance, evidence of a disability, and ELL status. All parents/guardians will be notified throughout the year about their student’s performance through the sharing of AIMS, Galileo, DIBELS, and CBM data and through our specific standards based report cards. Students who fall far below in standards mastery in multiple academic subject areas may be considered for retention. At the end of the year, a culminating meeting is held with parents/guardians of those students at risk of failure to discuss possible retention. If/when parents/guardians decline the recommendation of retention of their students, they student will be promoted with the support of the Tier 2 and Tier 3 interventions for their areas of need. Parents/Guardians will also be encouraged to enroll struggling students in a summer school academic enrichment program.

**Performance Goals**

Goal	Steps	Benchmarks	Evaluation/Revision	Person(s) Responsible
70% of students will meet/exceed on AIMS reading in Grades 3-8 and classes will	1. Implementation of curriculum maps across the campus 2. Program fidelity achieved with Storytown 3. PD provided to teachers to use Storytown effectively	Galileo CBAS AIMS	1. Leader and instructional coach conduct walkthroughs to insure that the Storytown program is implemented with fidelity 2. Instructional coach collects weekly lesson plans to verify alignment of classroom	School leader Instructional coach Classroom teacher



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<p>maintain or exceed state-normed growth determined by ATI-Galileo</p>	<ol style="list-style-type: none"> <li>4. Coaching of teachers using Galileo CBAS benchmark data</li> <li>5. Students identified for Tier 2 intervention programs using classroom formative assessments and CBAS performance</li> </ol>		<p>instruction to the curriculum map</p> <ol style="list-style-type: none"> <li>3. The first CBAS data in August will be used to determine Tier 2 eligibility</li> <li>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.</li> </ol>	
<p>K-2 students will show an annual, single grade growth of reading on DIBELS</p>	<ol style="list-style-type: none"> <li>1. Implementation of curriculum maps across the campus</li> <li>2. Program fidelity achieved with Storytown</li> <li>3. PD provided to teachers to use Storytown effectively</li> <li>4. Coaching of teachers using DIBELS data</li> <li>5. Students identified for Tier 2 intervention programs using classroom formative assessments and DIBELS performance</li> </ol>	<p>DIBELS</p>	<ol style="list-style-type: none"> <li>1. Leader and instructional coach conduct walkthroughs to insure that the Storytown program is implemented with fidelity</li> <li>2. Instructional coach collects weekly lesson plans to verify alignment of classroom instruction to the curriculum map</li> <li>3. The first DIBELS data in August will be used to determine students in need of weekly progress monitoring and Tier 2 program eligibility</li> <li>4. Student standards mastery will be evaluated after the second</li> </ol>	<p>School leader          Instructional coach          Classroom teacher</p>



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			DIBELS benchmark, 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 3-8 and classes will maintain or exceed state-normed growth determined by ATI-Galileo	<ol style="list-style-type: none"> <li>1. Implementation of curriculum maps across the campus</li> <li>2. Program fidelity achieved with Saxxon</li> <li>3. PD provided to teachers to use Saxxon effectively</li> <li>4. Coaching of teachers using Galileo CBAS benchmark data</li> <li>5. Students identified for Tier 2 intervention programs using classroom formative assessments and CBAS performance</li> </ol>	Galileo CBAS AIMS	<ol style="list-style-type: none"> <li>1. Leader and instructional coach conduct walkthroughs to insure that the Saxon program is implemented with fidelity</li> <li>2. Instructional coach collects weekly lesson plans to verify alignment of classroom instruction to the curriculum map</li> <li>3. The first CBAS data in August will be used to determine Tier 2 eligibility</li> <li>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.</li> </ol>	School leader Instructional coach Classroom teacher
K-2 students will show an annual, single grade growth of	<ol style="list-style-type: none"> <li>1. Implementation of curriculum maps across the campus</li> <li>2. Program fidelity achieved</li> </ol>	CBM	<ol style="list-style-type: none"> <li>1. Leader and instructional coach conduct walkthroughs to insure that the Saxon program is implemented with fidelity</li> </ol>	School leader Instructional coach Classroom teachers



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math on CBM	<ul style="list-style-type: none"> <li>with Saxon</li> <li>3. PD provided to teachers to use Saxon effectively</li> <li>4. Coaching of teachers using CBM data</li> <li>5. Students identified for Tier 2 intervention programs using classroom formative assessments and CBM performance</li> </ul>		<ul style="list-style-type: none"> <li>2. Instructional coach collects weekly lesson plans to verify alignment of classroom instruction to the curriculum map</li> <li>3. The first CBM data in August will be used to determine students in need of weekly progress monitoring and Tier 2 program eligibility</li> <li>4. Student standards mastery will be evaluated after the second CBM benchmark, and growth of each student will be evaluated comparing the first and second CBAS benchmark results.</li> </ul>	
School-wide attendance will be at or above 95% as measured by the 100 <sup>th</sup> day average	<ul style="list-style-type: none"> <li>1. Parents will be notified verbally and in writing of the school attendance policy upon enrollment</li> <li>2. Parents will be contacted within the first two hours of school if their child is absent</li> <li>3. Unexcused absences will be reported to a truant officer.</li> <li>4. Students will be recognized</li> </ul>	<p>Weekly attendance rate will be 95% or higher</p> <p>40<sup>th</sup> day attendance rate will be 95% or higher</p> <p>100<sup>th</sup> day</p>	<ul style="list-style-type: none"> <li>1. The school leader will review the weekly attendance rates and adjust the reward program as needed</li> <li>2. The school leaders will review individual student attendance and identify those with habitual concerns and meet with their parents</li> <li>3. Action plans will be developed for individual students with</li> </ul>	<p>School leader          Instructional coach          Classroom teachers</p>



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	for perfect attendance on a quarterly basis 5. Classrooms with perfect attendance will be rewarded on a monthly basis	attendance rate will be 95% or higher	attendance concerns 4. Teachers will be monitored for classroom attendance	
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