Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
The Paideia Academies, Inc.

CTDS:
07-82-06-000

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

Representative

Name:
Robert Winsor

Phone Number:
602-343-3040

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

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

New Grade Levels

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

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

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

Add Grade Levels

7th
8th

Curriculum Samples

Download File — Paideia 7th grade math curriculum sample - 2015
Download File — Paideia 7th grade reading curriculum sample - 2015
Download File — Paideia 7th grade writing curriculum sample - 2015
Download File — Paideia 8th grade math curriculum sample - 2015
Download File — Paideia 8th grade reading curriculum sample - 2015
Download File — Paideia 8th grade writing curriculum sample - 2015

Effective Date
07/01/2015

Attachments

Board Minutes — Download File

Narrative — Download File

Timeline for implementation — Download File

Additional Information
No documents were uploaded.

Signature

Charter Representative Signature
Robert Winsor 07/20/2015

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

Governing Board Meeting Minutes

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

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

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

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

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

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

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

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

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

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

VIII. Public Comment
   No Public Comment

IX. Adjournment

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

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

Robert L. Young, Jr 2/5/2014

Approved by Name & Date

Amendment Request to add seventh and eighth grades

Paideia Academies, Inc

Paideia Academy of South Mountain

CTDS Number: 078206000

Authorized Representative: Robert C. Winsor II (Brian)

Title/Relationship to Applicant: Founder and Executive Director

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

Phone Number: 602-343-3040

Email: bwinsor@paideiaacademies.com

Amendment Narrative

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

Rationale for Increase

The Paideia, whole child model of education was initially proposed by Mortimer J. Adler in 1982 as "The Paideia Proposal: an educational manifesto." In 1984 he further outlined the Paideia model of education in his book "The Paideia Program: an educational syllabus." In his writings, Adler described a contiguous system of education that began in the Kindergarten and continued through graduation from high school. Each teaching and learning component of the Paideia program – didactic instruction, intellectual coaching, and the Paideia seminar – is intertwined and builds throughout the grade levels. The Paideia mission would be left incomplete if students were forced to leave before graduation from a Paideia high school. Increasing Paideia grade level to the 7th and 8th grades is a step in fulfilling this mission. It is the Paideia goal to nurture strong, independent learners. To reach this heightened goal of whole-child education, scholars must be developed into proactive, independent, interdependent, and aggressive learners. It will take more than the years of Kindergarten through sixth grade to change the paradigm of scholars from dependent to independent, to interdependent learners. The Paideia Academy whole-child philosophy, teaching and learning model, school culture, and curricular components have been chosen and implemented to create just such learners.

Paideia Academy serves students and families from an at-risk population base. Nearly 90% of Paideia's students are from homes in poverty as measured by Free and Reduced Lunch counts. The system for educating children in the South Phoenix area does not follow a whole-child model of education but fosters reactive, resistant, passive learners. Paideia students and parents have expressed great desire to continue with Paideia through the 7th and 8th grades. Nearly all 6th graders re-enrolled for both the 2014 and 2015 school years hoping that the charter board would grant the grade expansion request. Both years parents have had limited alternative choices for their student's advancing to the 7th grade. Within the South Mountain area of Paideia there are 9 charter schools that offer 7th and 8th grades. Of these only 2 have grades of "A", 3 have grades of "B" and 4 have grades of "C". Displaced students and parents frequently contact the school for updates on the expansion request.

Additional Grades Support the Paideia Mission, Methods, and Goals

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

The Paideia methods of Didactic Learning, Intellectual Coaching, Paideia Seminar and habits of leadership are carefully nurtured in the early elementary years to build independent, confident learners. As the learner grows in confidence he or she develops greater skill in interdependent learning activities

as demonstrated in higher overall academic achievement. These intellectual and leadership habits of learning carefully nurtured in the early years provide the momentum of success in the middle and high school years. As scholars grow through the years in independent and interdependent learning and leadership, the school must continue to provide the learning environment suitable for these types of learning activities. By the time Paideia scholars are in the eighth grade they rely very little upon the teacher to give them information but to guide them in discovering knowledge and developing wisdom. These scholars must be provided with a continuum of consistent learning methods to develop their full potential as 21st century scholars.

Whole-Child Education

The ultimate goal of Paideia Academy is to assist learners in life-long success in college, career, citizenship, and family life. The goal and mission of Paideia Academy is brought to pass by creating a hub of synergy within the school facility to assist families in the upbringing of the whole child – heart, mind, body, soul.

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

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

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

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

Paideia Teaching, Learning, Leadership Model

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

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

- All learning activities build upon the foundation of **didactic instruction, intellectual coaching,** and the **Paideia seminar**. These Paideia instructional strategies include: (1) clear learning objectives, (2) anticipatory set, (3) teaching to the objective, (4) guided practice, (5) checking for understanding, (6) independent practice, and (6) closure. Using these techniques teachers guide scholars through modeling and questioning to acquire expertise in skills of critical thinking in the context of reading, writing, calculating, and observing. The **Paideia Seminar** is a collaborative, intellectual dialogue facilitated by open-ended questions about a text or topic – increasing understanding of ideas and values. This method is more often referred to as the Socratic Method during which the teacher acts as facilitator guiding the students into meaningful dialog. This instructional method also nurtures the academic skills of critical, purposeful reading and reflective writing in Paideia Seminar journals. The seminars occur approximately 15-20% of instructional time. Assessment and evaluation of the seminars occurs through pre and post seminar tools and processes including self-identified goals, discussion, and writing.
- All learning activities – didactic instruction, intellectual coaching, and Paideia Seminar – are embedded with **authentic literacy** defined as unprecedented amounts of reading, writing, and discussion grounded in evidence from complex fiction/non-fiction texts across the disciplines.
- In addition to **standardized assessments,** assessment of scholars is **individualized and personalized** emphasizing portfolio and narrative assessments in conjunction with traditional grading and appraisal. Each scholar develops a personalized leadership data binder. Within the binder the scholar writes a mission statement and sets goals for the year. On an ongoing basis the scholar records and tracks personal progress in AIMSweb and NWEA MAPs data as well as classroom based assessments and projects. The scholar uses this leadership binder to reflect on progress, plan needed interventions, and conduct parent conferences. As the scholar progresses through the grade levels the leadership data binder becomes a progressive portfolio and evidence of learning and leadership.

Paideia Curricular Components

Each curricular component of the Paideia learning model was specifically chosen to create independent and interdependent, critical thinking learners. Each component builds upon itself culminating in a

rigorous advanced grade experience of self-directed and collaborative learning. These components include:

Language Arts and Literacy Paideia Academy is committed to unprecedented amounts of reading, writing, and discussion grounded in evidence from complex fiction/non-fiction texts across the disciplines. To accomplish this commitment Paideia Academy uses the combination of the Spalding Writing Road to Reading, Core Knowledge Primary Reading, Jr. Great Books reading series, and extensive fiction and non-fiction literature studies. These become the foundation of the language arts and authentic literacy program. When combined these curriculum components build the essential and foundational language arts skills to enable the learner to expand upon literacy skills.

Paideia Academy uses the Core Knowledge Language Arts curriculum for grades K through 3 and Junior Great Books curriculum to help scholars in grades 2 through 8 become independent readers and thinkers ready for the diverse demands of the 21st century. Both literacy programs meet the Paideia goal of authentic literacy and align with the Common Core standards by matching key components of language arts curriculum standards thus leading scholars to meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response.

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

Mathematics To fulfill the goal of creating independent, proactive learners, Paideia Academy has implemented the Singapore Math system – Primary Mathematics for grades K through 4 and Math in Focus for grades 5 through 8. This system is designed to build a foundation of arithmetic theory into learners that will position them for more advanced math in higher grade levels. Singapore Math accomplishes this by first introducing learners to a few key concepts with concrete examples and pictures. Then the learner is led progressively and logically to understand the abstract concept.

Conclusion

To accommodate the 55 sixth graders advancing through the Paideia method of learning and the 45 potential seventh graders who left in 2013 and 50 who left in 2014, Paideia Academies, Inc is requesting the addition of 7th and 8th grade to the charter. The Paideia Academy whole-child philosophy, teaching, learning and leadership model, and curricular components have been chosen and implemented specifically to empower scholars towards success in college, career, citizenship, and family life.

Proficiency Level for Promotion

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

A scholar at risk of retention will be identified in early spring through benchmark assessments and class work grades. The at-risk scholar will be placed in the RTI program for skill deficit remediation. At the end of the year, promotion decisions will be made by the teacher, administrator, and parent. The decision

will be based on an array of assessments to include benchmark data, RTI data, classroom work and assessments, observations, scholar portfolios, state assessments, and other relevant information such as teacher or administrator recommendations. Scholars identified for retention will be placed in an RTI program for skill deficit remediation. If adequate progress is made during the summer session, the decision for retention may be reversed by the teacher, administrator, and parent.

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

Changes in Staffing

With the addition of 7th and 8th grades in 2016/2017, Paideia Academy will hire four more teachers – two to teach language arts and social studies and two to teach science and math. Each teacher will comply with the Highly Qualified federal guidelines. With the addition of 100 students and anticipation the school will hire an additional special education paraprofessional who will also comply with the Highly Qualified federal guidelines.

Amendment Request to add seventh and eighth grades

Paideia Academies, Inc

Paideia Academy of South Mountain

CTDS Number: 078206000

Authorized Representative: Robert C. Winsor II (Brian)

Title/Relationship to Applicant: Founder and Executive Director

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

Phone Number: 602-343-3040

Email: bwinsor@paideiamail.com

Timeline for Implementation

Expansion to 7th and 8th Grades 2016/2017 school year

July 2015 – Submit notification request to ASBCS for enrollment cap increase to 900

Paideia Academy intends to open enrollment to serve 7th and 8th grade students in the fall of 2016 for Fiscal Year 2017. The information below presents a sequence of milestones that will lead up to this.

December to June 2016 – Recruit and hire two highly qualified 7th and two highly qualified 8th grade teachers.

May 2016 – Enroll continuing 6th grade students who have met the 80% criteria for advancement to 7th grade. Reach out to families of students who finished 6th grade in 2014-15 to attract them back to Paideia.

April through August 2016 – Recruit and enroll new students to 7th and 8th grades.

July 2016 – Train new 7th and 8th grade teachers in Paideia curriculum (Singapore Math, Junior Great Books Shared Inquiry, Novel literature studies, Pearson Social Studies, FOSS Science, Engineering is Elementary, the Leader In Me), methods (Didactic instruction, Intellectual Coaching, Paideia Seminar and LiD Projects), and school procedures.

July 2016 – Assign each new teacher a mentor teacher.

July 2016 – Mentor and new teacher develop a professional development plan. Principal meets one-on-one with new teachers to review plan.

August 2016 – Begin school for 7th and 8th grades