

# Adding Grade Levels to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Pima Prevention Partnership

**CTDS:**  
10-87-99-000

**Mailing Address:**  
3130 E. Broadway  
Suite 180  
Tucson, AZ 85716  
> [View detailed info](#)

### Representative

**Name:**  
Harry Kressler

**Phone Number:**  
520-791-2711

**Fax Number:**  
520-791-2202

## Downloads

 [Download all files](#)

## Current Grade Levels

Current Grade Levels Served

- 7th Grade
- 8th 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

6th

Curriculum Samples

 [Download File](#) — Resubmittal of Mathematics curriculum sample with modifications per Mr. Hugh Thompson


Effective Date

08/20/2012

## Attachments

Board Minutes —  [Download File](#)

Narrative —  [Download File](#)

Timeline for implementation —  [Download File](#)

Additional Information\*

No documents were uploaded.

## Signature

Charter Representative Signature  
Harry Kressler 12/14/2011

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*Pima Partnership High School and Academy*

**Minutes**

1346 N. Stone Avenue  
Tucson, Arizona 85705  
November 30, 2011

**Members Present**

- Dr. Brenda Even, President
- Anna Cheshier, Member
- William Lofquist, Member
- Norma Watson, Member

**Staff Present**

- Tom Miller, Associate Superintendent
- Lisa Long, Principal
- Karen Mejia, Business Manager
- Kamren Taravati, Instructional Leader

**General Matters**

Meeting called to order at 4:07 p.m.  
Pledge of Allegiance.

**Public Comment**

There was no Public Comment.

**Chair's Report** – No Report

**Associate Superintendent's Report** – Mr. Miller provided an update on the enrollment cap increase for PPHS. Mr. Miller provided an update on the ongoing recruitment strategies. Mr. Miller spoke on the two recent resignations at Pima Partnership Academy. Mr. Miller informed the board of the submittal of Special Ed. Policies for both schools that had been board approved. Mr. Miller provided an overview of a meeting he and Mr. Kressler had attended at ADE regarding students being on target with their cohort year.

**Principal's Report** – Ms. Long spoke on the School Improvement Grant and the processes in place for continual analyzing of data. Ms. Long spoke on the thanksgiving baskets provided to 20 school families. Ms. Long shared the plan being implemented to support cohort students performance level on the AIMS.

Ms. Long introduced Mr. Taravati, Instructional Leader, to provide an overview of the 21<sup>st</sup> Century Grant at PPA and the successful outcomes.

**Approval of PPHS and PPA Minutes for October 12, 2011 for PPA and PPHS:**

- **Motion:** To approve minutes for October 12, 2011 for PPA and PPHS, was made by William Lofquist. The motion was seconded by Anna Cheshier. **The motion passed unanimously.**

**Approval of PPHS and PPA Financial Statements and Vouchers for October 2011:**

PPHS - Mrs. Mejia provided an overview of the financials for October 2011 and although PPHS showed an overall surplus, the Maintenance & Operation balance reflected a deficit due to non-receipt of state equalization funds for July 2011.

PPA - Mrs. Mejia provided an overview of the financials for October 2011 and explained that the current budget deficits were due to non-receipt of state equalization funds for July 2011.

- **Motion:** To approve PPHS/PPA financial statements for October 2011 was made by Norma Watson. The motion was seconded by Anna Cheshier. **The motion passed unanimously.**

PPHS - Mrs. Mejia provided an overview of the vouchers for October 2011 and no unusual expenditures were noted.

PPA - Mrs. Mejia provided an overview of the vouchers for October 2011 and no unusual expenditures were noted.

- **Motion:** To approve PPHS/PPA vouchers for October 2011 was made by Norma Watson. The motion was seconded by Anna Cheshier. **The motion passed unanimously.**

#### **Study/Action Items:**

1. **Approval of the grade level expansion at Pima Partnership Academy from 7-8 to 6-8:** - Mr. Miller presented information to support the need for grade level expansion at Pima Partnership Academy.

**Motion:** To approve the grade level expansion at Pima Partnership Academy from 7-8 to 6-8 effective 2012-2013 school as presented was made by Norma Watson. The motion was seconded by William Lofquist. **The motion passed unanimously.**

2. **Approval of the Pima Partnership Academy Student Network and Internet Acceptance Use and Safety Policy:** - Mr. Miller presented the recommended Student Network and Internet Acceptance Use and Safety Policy.

**Motion:** To approve the Pima Partnership Academy Student Network and Internet Acceptance Use and Safety Policy as presented was made by Anna Cheshier. The motion was seconded by William Lofquist. **The motion passed unanimously.**

3. **Approval of the Pima Partnership Academy Proposition 301 Expenditure Plan:** - Mr. Miller presented the recommended Pima Partnership Academy Proposition 301 Expenditure Plan.

**Motion:** To approve the Pima Partnership Academy Proposition 301 Expenditure Plan as presented was made by William Lofquist. The motion was seconded by Anna Cheshire. **The motion passed unanimously.**

4. **Approval of the Pima Partnership High School Student Network and Internet Acceptance Use and Safety Policy:** - Mr. Miller presented the recommended Student Network and Internet Acceptance Use and Safety Policy.

**Motion:** To approve the Pima Partnership High School Student Network and Internet Acceptance Use and Safety Policy as presented was made by Anna Cheshier. The motion was seconded by William Lofquist. **The motion passed unanimously.**

5. **Approval of the Pima Partnership High School Revised Wellness Policy:** - Ms. Long provided information for the need to revise the Pima Partnership High Wellness Policy.

**Motion:** To approve the **Pima Partnership High School Revised Wellness Policy** as presented was made by Anna Cheshier. The motion was seconded by William Lofquist. **The motion passed unanimously.**

6. **Approval of the elimination of Physical Education as a graduation requirement at Pima Partnership High School effective the 2011-12 school year:** Ms. Long provided information for the need to eliminate the Physical Education as a graduation requirement at Pima Partnership High School effective the 2011-12 school year

**Motion:** To approve the elimination of Physical Education as a graduation requirement at Pima Partnership High School effective the 2011-12 school year as presented was made by William Lofquist. The motion was seconded by Anna Cheshier. **The motion passed unanimously.**

7. **Approval of the Pima Partnership High School 301 Expenditure Plan:** - Mr. Miller presented the recommended Pima Partnership High School Proposition 301 Expenditure Plan.

**Motion:** To approve the Pima Partnership High School Proposition 301 Expenditure Plan as presented was made by Norma Watson. The motion was seconded by William Lofquist. **The motion passed unanimously.**

8. **Approval to revise the Pima Partnership High School 2010-11 Annual Financial Report:** - Ms. Mejia, Business Manager provided information on the revisions to the 2010-11 Annual Financial Report.

**Motion:** To approve the **Pima Partnership High School 2010-11 Annual Financial Report** as presented was made by Anna Cheshier. The motion was seconded by William Lofquist. **The motion passed unanimously.**

**Meeting adjourned at 5:37 p.m.**

**Pima Partnership Academy**  
**Adding Grade Level to Charter Amendment Request**  
**CTDS Number: 10-87-99-000**

**Requested Narratives**

**1. Rationale for the increase in grade levels served** - Pima Prevention Partnership (PPP) is currently seeking approval to add a 6<sup>th</sup> grade to Pima Partnership Academy (PPA). Currently, PPA only serves students in 7<sup>th</sup> and 8<sup>th</sup> grade. Traditionally, middle schools in the Tucson area start by offering 6<sup>th</sup> grade. This presents a recruitment and academic issue for PPA in that most families are reluctant to take their child out of a school after one year, especially if the student was successful. When students do not display the necessary foundational skills to be successful, they often pick up poor study skills that they carry with them to the next setting. This leads to PPA recruiting many students, who have a negative perspective towards school and very often prolongs the assimilation into a new school. By offering a 6<sup>th</sup> grade, PPA can increase its continuum of instruction that will increase a student's chances for successful matriculation to high school.

An additional benefit will be that families with multiple students in the middle school grades will be able to place their children in one school setting. Often times this can lead to improved attendance which will benefit the students by being able to participate in their learning more often. One of the leading indicators of a student's success is their attendance. Adding a 6<sup>th</sup> grade will help to improve the attendance rate.

Having students start their middle school years with PPA will allow PPA staff and teachers to identify and help youth with social difficulties much faster than waiting till their seventh grade year. Staff will be able to do this through developing positive relationships that will last throughout their time on campus which will positively impact their academic growth and proficiency.

**2. How the additional grades support the mission, educational philosophy, and methods of instruction** – It is the *mission* of Pima Partnership Academy to provide a diverse learning community in partnership with students, their caregivers, and community stakeholders that equip students with the skills to move forward academically, master standards, strive for individual excellence, and become active, productive citizens. Adding the 6<sup>th</sup> grade will support this mission, by allowing PPA the ability to increase the number of partnerships with students and their caregivers. It will enable staff to equip students with histories of academic underperformance to move forward academically. This also provides a seamless program of study for middle school graduates matriculating to high school, who have traditionally struggled in academic settings. The applicant operates Pima Partnership High School on the shared 1.8 acre campus with Pima Partnership Academy.

An orientation to PPA's instructional environment and teaching methods in the sixth grade will result in better academic outcomes by allowing PPA staff to help with a student's intellectual, social and emotional development. Between 12 and 14, a child's ways of thinking about themselves, others, and the world shifts to a much more adult level. They enter middle adolescence with a focus on things they can experience here and now, and move to being able to imagine the

range of possibilities awaiting them as an adult. Starting student with us I the sixth grade will allow us to help improve their reasoning skills, begin to develop personal goals much earlier and be able to develop their ability to recognize how their current actions can affect their future.

***Educational Philosophy*** - In accordance with the stated philosophy and mission, Pima Partnership Academy will serve 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, ages 11-15 years old, who have demonstrated high probability of dropping out before or during high school. More than likely, these students will have either not completed middle school or have been retained at least once. This special emphasis includes the targeting marginalized youth and their families with a comprehensive instructional and support program. Adding the 6<sup>th</sup> grade will allow the applicant to offer a more comprehensive program to a greater number of high-risk students, who tend to need additional assistance to become academically successful. They include students needing special education programs, English Language Instruction; students who are homeless; students in the juvenile justice system; students living in foster care and group homes; students, who have an ongoing record of school failure; and any student who does not succeed academically, socially, or behaviorally in a conventional school setting.

***Methods of Instruction*** - Pima Partnership Academy will implement differentiated and personalized, rigorous academic program by using current best practices for the targeted population of at-risk 6th graders. Students will focus on integrated literacy within each core content area. The teacher will be a highly qualified K-6 teacher. Two definitive studies, undertaken by NASSP, *Breaking Ranks in the Middle*, and by the Carnegie Institute *Turning Points 2000*, provide recommendations for instructional methods that are highly relevant to the education of early adolescents. Adapted to meet the specific needs of the targeted population, Pima Partnership Academy instructional practices will include the following: 1. *Establishment of academically essential learning* that students need to successfully transition to high school and alignment of the curriculum and teaching strategies to the Common Core/Arizona Student Performance Standards to achieve that goal. In order for students to meet these standards, they need to learn what they will be measured on, i.e. Arizona Student Academic Standards. This commitment is aligned with the applicant's mission. 2. A strong correlation exists between *the time students have for learning* and increased student achievement. To that end, the teacher will be provided structured planning time to map solutions to address academic, developmental, social and personal needs. The school will establish protocols restricting the amount of non-academic time that interferes with engagement in academics, i.e. doctor appointments, counseling appointments, probation officer visits, principal and office pullout time. 3. Effective instruction occurs when students are placed at *an appropriate level of difficult*'. Therefore, the school day schedule will be flexible within blocks of time to allow students to participate in large group, small group and individual instruction. The teacher will be expected to assess learning needs of students and tailor individual strategies and multiple assessments. 4. Brain research demonstrates that for learning and retention to occur, the *content must be meaningful*. An assessment of each student's primary mode of learning indicated through a variety of learning style inventories, such as Gardner's Multiple Intelligences, The Brain's Natural Learning Systems, Dunn & Dunn's Learning Style Domains, (Givens, 2002), will be part of the enrollment intake. The results of these inventories will be used for developing personal goals, including linkages to "real world" activities. 5. *Technology*, especially computers, can significantly enhance the learning environment. Computers and other technology equipment, such as digital

cameras, large screen television, monitors, DVD players, and video cameras will be accessible to all students. The school will maintain a 5-unit computer lab as well as a portable cart consisting of 25 computers. The teacher will have a workstation available for both academic and administrative use. The school will provide teacher training in using instructional technology in the classroom. 6. Learning is a social event. Pima Partnership Academy will use cooperative or team learning strategies that create win-win opportunities. Cross-age tutoring, for example, when older students tutor the younger ones, benefits both the tutor and the "tutee." This model is already in use at the applicant's charter high school and will be implemented at Pima Partnership Academy, using high school juniors and seniors as tutors. The implementation of this instructional method will enable the students to seamlessly transition into the 7<sup>th</sup> grade.

**3. Mastery of coursework and grade-level promotion** - Proficiency level for promotion to seventh grade is a minimum of 65 percent in core subject courses (Mathematics, English Language Art, Science and Social Studies). Students who have not met the proficiency criteria in one or more of their core subjects, will be recommended for a summer enrichment program to strengthen their skills and to meet or exceed the proficiency level required for promotion.

**4. Course offerings, proficiency level required for course credit, policy on acceptance of transfer credit, and graduation requirements that identify number of credits in each content area and electives (for 9-12 grades only) – Not Applicable**

**5. Changes in staffing that comply with the Highly Qualified federal guidelines** - For the 2012-2013 School Year, the expansion will require the hiring of one 6<sup>th</sup>-grade teacher, using the K-8 Highly Qualified Model. The applicant will begin interviewing candidates for the position of highly qualified teacher as soon as the grade level amendment is approved.



**Pima Partnership Academy**  
**Adding Grade Levels to Charter Amendment Request**  
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**Timeline for implementation**

The classroom space is currently available. Sixth grade class will begin on the same day with the current seventh and eighth grade students for the 2012-2013 School Year.