

Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Skyline Gila River Schools, LLC

CTDS:
07-85-66-000

Mailing Address:
17667 N. 91st Ave.
Peoria, AZ 85382
> [View detailed info](#)

Representative

Name:
Ronda Owens

Phone Number:
4807792000

Fax Number:
480-705-9045

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

- 5th Grade
- 6th Grade
- 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

9th
10th
11th
12th

Curriculum Samples

No documents were uploaded.

Effective Date

07/01/2015

Attachments

Board Minutes —  [Download File](#)

Narrative —  [Download File](#)

Timeline for implementation —  [Download File](#)

Additional Information

 [Download File](#) — We have met the Boards criteria 2 years in a row.

Signature

Charter Representative Signature
Ronda Owens 02/23/2015

NOTICE OF PUBLIC MEETING

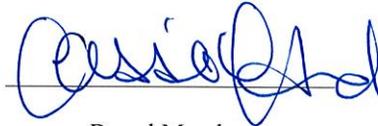
SKLYINE GILA RIVER SCHOOLS, LLC

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Governing Board of Trustees of SKYLINE Gila River SCHOOLS, LLC and to the general public that the Board will hold a meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. 38-431.03.A.2 and A.3, the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda or hearing or to review, discuss and consider records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Skyline Education Business Office at (877) 225-2218 option 4. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this September 12, 2014



Board Member

Board of Trustees
SKLYINE GILA RIVER SCHOOLS, LLC
September 15, 2014
3:00 PM

SKLYINE GILA RIVER SCHOOLS, LLC
1 Preschool and Casa Blanca Rd.
PO Box 10858
Bapchule, Arizona 85221
Regular Board Meeting

SKLYINE GILA RIVER SCHOOLS, LLC

1 Preschool and Casa Blanca Rd.

PO Box 10858

Bapchule, Arizona 85221

Agenda

**ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION
INCLUDING REPORTS AND ACTION ITEMS**

Date/Time: September 15, 2014 at 3:00 PM

1. Call to order
Individuals wishing to address the Governing Board on any agenda item should fill out a request form and turn it in to the Board Secretary prior to the start of the meeting.
2. Public Comment: Speakers will only address **non-agenda** topics and will be limited to 3 minutes per person. (Statute prohibits board members from discussing any item that is not on the agenda but may respond to criticism, ask staff to review a matter or ask that a matter be put on a future board agenda.)
3. Naming of Library at Skyline Gila River “The Donna M. Stewart Memorial Library”
4. Presentation of Academic Framework report from Skyline Gila River Principal
5. Discussion and approval of site extension to Sacaton to support students in the Sacaton area impacted by school closures.
6. Discussion and approval of grade expansion from 5-8 to add grades 9-12, for total grades served of 5-12. This will help support students in the District 5 area impacted by school closures.
7. Adjourn Meeting.

Skyline Gila River Board of Trustee Meeting

September 15, 2014

Roll Call:

Gena Jones, President

Cassie Hammond, Secretary

Zyzick Owens, Member

Vaughn Flannigan, Principal – Skyline Gila River

Ronda Owens, Public

Rodney James, Public

Cassie Hammond opens the meeting at 3:02 PM.

1. Public Comment - Ms. Ronda Owens wanted to recognize Mr. James, Ms. Wines, and Mr. Flannigan on their hard work and making sure Gila River such a successful school.
2. Naming of Library to “The Donna M. Steward Memorial Library”.

We received a letter from Jane Lindsay, from the Casa Blanca Board of Trustees, asking if we would honor their late Board Member, Donna M. Stewart by naming the new Library for her, in appreciation for, and in recognition of her many years of service to the students who have attended and continue to attend Middle School on this campus. There was a motion to adopt the name “The Donna M. Steward Memorial Library” by Gena Jones. Zyzick Owens seconds the motion, all were in favor.

3. Presentation of Academic Framework by Vaughn Flannigan.

We have been notified by the Arizona Charter Board to be meeting the Academic Framework in place. We were also recognized as an excellent school. Mr. Flannigan discussed how impressed the Charter Board is with Skyline Gila River and how far we have come in recent years.

4. Discussion and approval of site extension to Sacaton to support students in the Sacation area impacted by school closures.

Rodney James, Vice President of Education for Skyline Education, was invited to present us information regarding the Sacaton site extension. He informed us that Mario Molina, Director for Tribal Education, contacted us regarding his concerns with the closures of High Schools in the area and expressed his support in us extending our Charter to include Sacaton District 3. Cassie Hammond makes a motion to approve the site extension for grades 5-12 to the Sacaton area. Zyzick Owens seconds the motion, all were in favor.

5. Discussion and approval of grade expansion from 5-8 to add grades 9-12, for total grades served of 5-12. This will help support students in the District 5 area impacted by school closures.

Mr. James was also asked to present information on the Gila River grade extension. Mr. Molina, Director for Tribal Education also expressed his concerns regarding school closures in the District 5 area. So due to those school closures it is also necessary for us to extend our grade levels to include grades 9-12. Gena Jones made a motion to extend our grade levels to 9-12. Zyzick Owens seconds, all were in favor.

6. Gena Jones adjourned the meeting at 3:13.



SKYLINE GILA RIVER DISTRICT 5

**Narrative* – The following narrative requirements supersede the requirements listed in the upload area of the ASBCS Online system for the *Adding Grade Levels to Charter Amendment Request*.
Provide a narrative that responds to the prompts listed below:**

1) Describe the rationale for the increase in grade levels served.

The Gila River Indian Community (GRIC) approached Skyline Gila River, LLC with concerns regarding the secondary education of the students in their community. The major concern was that effective 2015 – 2016 school year, there will not be a high school in their community. There are currently 2 charter schools serving their high school population, but both were not renewed.

2) How do the additional grades support the mission, educational philosophy, and methods of instruction? How does the implementation of the existing program of instruction meet the needs of students at the grade levels being added?

The mission of Skyline Gila River LLC is to provide at risk students with high quality educational programs and services designed to stimulate life-long learning while developing character through academics, athletics and the art. The additional grades support the mission by continuing a successful and seamless college and career ready educational system for students in grades 5-12.

Our educational philosophy is founded on the theory of constructivism (Jean Piaget) using the mastery learning model (Benjamin Bloom) working within a standards based education (SBE) system. Constructivism is a theory describing how learning happens, that learners construct knowledge out of their experiences. In a mastery learning environment, the teacher directs a variety of group-based instructional techniques, with frequent and specific feedback by using diagnostic, formative tests, as well as regularly correcting mistakes students make along their learning path. Teachers evaluate students with criterion-referenced tests rather than norm-referenced tests. Our middle school, Skyline **D-5** believes that all children can learn if they are provided the appropriate learning conditions. In general, mastery learning programs have been shown to lead to higher achievement in all students as compared to more traditional forms of teaching (Anderson, 2000; Gusky & Gates, 1986). The standards-based education system measures each student against the concrete standard using criterion referenced assessments. The standards based system aligns standards, curriculum, assessment, instruction, grading, reporting, evaluating and professional development.

- 2) (adding any grades K-8 only) Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.
N/A
- 4) (adding any grades 9-12 only) Describe course offerings, the process and criteria for awarding course credit, the policy on acceptance of transfer credit, and graduation requirements that identify number of credits in each content area and electives consistent with State requirements.

Course offerings are determined with regard to required Arizona high school, college and university courses, and electives of student interests and culture. Some of our courses are online provided by Pearson's Gradpoint program. D-5 policies for awarding course credit include: (1) One-half unit of credit (.5) is given based upon student's competency (2) Grade levels are based on the original year of entry into high school, i.e.: cohort year (3) There are four blocks per school year with two semester courses each. Each block is 9 to 10 weeks long. 22 credits are required for graduation.

Language Arts	Social Studies	Math	Science
English 1 Literary Forms	World Geography	Algebra I	Earth & Space Science
English 1 Honors Literary Forms		Algebra I Honors	Earth & Space Science Honors
English 2 World Lit	World History	Geometry	Chemistry
English 2 Honors World Lit	World History & Geography Honors	Geometry Honors	Chemistry Honors
English 3 American Lit	AZ/US History	Algebra 2	Biology
English 3 Honors American Lit	AZ/US History Honors	Algebra 2 Honors	Biology Honors
English 4 European Lit	AZ/US Gov't Economics	Integrated Math 4 (Gradpoint)	-Anatomy & Physiology or -Physics (Gradpoint)
English 4 Honors	AZ/US Gov't Honors Economics		Physics Honors
ELECTIVES -Craft of Writing -Public Speaking -Yearbook	ELECTIVES -Intro to Native American Studies -Contemporary U. S. History	ELECTIVES -Statistics -Trigonometry -Pre-Calculus -Calculus -Advanced Algebra with Financial Applications	ELECTIVES --Ecology of the Southwest
Artistic ELECTIVES -World Languages, Dance, Art, Music, PE, Athletics			

ELA Required 4 Credits	Social Studies Required 3 Credits	Math Required 4 Credits	Science Required 3 Credits
Total Credits to Graduate: 22			

All students registered for classes will be required to take benchmark tests. These tests are used to determine students academic level and support level. Current students will be evaluated and tested yearly to ensure proper placement for the next school year.

Promotion from one grade to the next is based upon the ability to succeed at the next grade level. When formulating a recommendation, each teacher will work closely with the school's principal. Above all, the recommendation must be in the best interest of the student.

Teachers will base their recommendation to promote or retain on the following criteria:

- Mastery of College & Career Ready standards
- Achievement on school and state assessments
- Age, maturity, and effort

Final promotion-retention decision will be determined by Administration. All courses taught for credit receive a letter grade or a pass/fail option. Grade point values and the percentage used to determine each grade are as follows: 90-100% = A (Exceeds); 80-89% = B (Meets); 70-79% = C (Approaches); 60-69% = D (Falls Below); 0-59% = F (Falls Far Below). 80-100% of grade is based upon summative assessments and 0-20% of grade may be based upon formative assessments.

-The Grade Point Average (GPA) is determined by the sum of the numerical equivalent for the grade divided by the total number of semester classes. Weighted GPA is used only to determine class rank. Unweighted GPA is used for admission to most colleges, universities, and for scholarships at in-state schools. The PASS/FAIL option is only available for Student Aides.

Honors courses provide an in-depth study with a focus on critical thinking skills at the highest levels and more challenging outside work than a regular high school course. These courses are designed to prepare the student for Advanced Placement. Because of the high caliber of curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to receive weighted GPA and eligibility for AP courses. Students changing to an Honors track after their Freshman year must have the approval of the principal and have a cumulative GPA of 3.5 or higher.

All Honors courses must comply with the following guidelines:

- A. Provide a foundation for success in AP and/or ACT CCR and consistently align with AP and/ACT CCR content.
- B. Consistently align with college coursework.
- C. Cover more breadth and depth in each subject area, thus requiring additional effort and perseverance on the part of the student. Summer reading or other outside activity is often an expectation.
- D. Consistently require thinking at the highest levels of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).
- E. Require students to demonstrate higher levels of reading comprehension, analytical writing, oral communication, and test-taking skills across disciplines.
- F. Require prior mastery of all prerequisite skills.
- G. Require an end-of-course assessment.

Dual enrollment credit through Grand Canyon University is available for eligible juniors or seniors. Concurrent enrollment credit through Grand Canyon University is only at the community college camp. Students may be granted high school course credit for course work they complete in non-high school institutions such as community college and universities. The following guidelines shall apply:

- The institution in which the course is taught must be accredited. The hours of the course must correspond with the amount of time that would normally be spent in the high school for a given course for which credit is to be granted. A college or community college course for credit must carry three (3) hours or more of credit to be granted a .5 credit at the high school. College courses may be combined to receive the .5 credit only with administrative approval.
- The student shall be limited to taking one course at the college level for high school credit per semester of any given year, except when approved by the high school principal or his/her designee.
- Prior approval of a building-level administrator is required prior to registering for the college course.
- It shall be the student's responsibility to have an official transcript from the college submitted to the high school verifying that the student has successfully completed the course and received a credit.
- Honors weight will not be assigned to courses taken outside the district curriculum unless the course is designated an honors course and is offered within the school.

5) What changes in staffing will be needed to implement the new grades, and how will they comply with the Highly Qualified federal guidelines?

Staffing may include:

Math teacher, English teacher, Science teacher, Social Studies teacher, PE teacher, Art teacher, Dance teacher, DLC/Intervention teacher.

All staff members will meet the Highly Qualified federal guidelines.

