

# Charter Mission Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Skyline Schools, Inc.

**CTDS:**  
07-89-14-000

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

### Representative

**Name:**  
Ronda Owens

**Phone Number:**  
4807792000

**Fax Number:**  
480-705-9045

## Downloads

 [Download all files](#)

## Mission

### Change From

Skyline High School is a unique concept school designed to provide both excellent and responsive educational services to families and students who are seeking a successful pre-professional level career preparation experience, without sacrificing post-secondary educational opportunities.

### Change To

Our mission is to provide each student and family we serve with high quality college preparatory educational programs which includes alternative and at risk students and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.

## Attachments

**Board Minutes** —  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

**Charter Representative Signature**  
Ronda Owens 10/27/2014

## NOTICE OF PUBLIC MEETING

### SKLYINE SCHOOLS, INC. DBA SKYLINE PREP HIGH SCHOOL

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 School, Inc. 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 Ronda Owens at (877) 225-2118. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this October 9, 2014

By



Swen Anderson  
Board Member

**Board of Trustees  
Skyline Schools, Inc.**

**October 10 at 230pm  
Skyline Prep High School  
7450 S. 40th St.  
Phoenix, AZ 85042  
Regular Board Meeting**

**Skyline Prep High School**  
**7450 S. 40th St.**  
**Phoenix, AZ 85042**  
**Agenda**

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

**Date/Time: Oct 10, 2014 at 230pm**

**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. Approve previous meeting minutes.**

**4. Discussion and approval of FY 13 -14 AFR**

**5. Principals Report**

**6. Change to alternative status based on criteria outline by Arizona Department of Education.**

**7. Discuss and approve change in mission**

- **Current Mission:**

- i. **Skyline Prep High School is a unique concept school designed to provide both excellent and responsive educational services to families and students who are seeking a successful pre-professional level career preparation experience, without sacrificing post-secondary educational opportunities.**

- **Change To**

- i. **Our mission is to provide each student and family we serve with high quality college preparatory educational programs which includes alternative and at risk students and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.**

**8. Discuss and amend Program of Instruction to include Credit Recovery and alternative status.**

**9. Adjourn Meeting**

School Name: Skyline Schools, Inc.  
Board Meeting Minutes

Address: 7450 S. 40th St Phoenix, AZ. 85042

Date/Time: Oct 10, 2014 at 230pm

1. Swen Anderson call to order at 2:32pm: Present: Swen Anderson, Ronda Owens, and Zyzick Owens. Public: M. Sumare, Principal Skyline Prep High School
2. M Sumare reserved the right to speak during another agenda item.
3. Zyzick Owens made a motion to approve previous meetings minutes, Ronda Owens made a second, and all were in favor.
4. Zy Owens made a motion to approve the FY 13 -14 AFR, Swen Anderson made a second and all were in favor.
5. Principal's report: Sumare discussed and showed data regarding the student's academics. He found that 72% of the student's qualifying test scores were below grade level. He wanted to give this information to the Board so that they had qualifying information regarding alternative status.
6. Based on information provided Ronda Owens made a motion to change the status of Skyline Prep High School to alternative status, Zy Owens made a second, and all were in favor.
7. Zy Owens made a motion to approve the change in mission to align with proposed alternative status, Ronda Owens made a second, and all were in favor.
  - Old Mission
    - i. Skyline High School is a unique concept school designed to provide both excellent and responsive educational services to families and students who are seeking a successful pre-professional level career preparation experience, without sacrificing post-secondary educational opportunities.
  - New mission change as follows:
    - i. Our mission is to provide each student and family we serve with high quality college preparatory educational programs which includes alternative and at risk students and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.
8. The Program of instruction was explained by Mr. Sumare, Principal of Skyline Prep High School. We need to update our program of instruction to show Credit Recovery and College and Career ready standards. Mr. Anderson made a motion to accept the new program of instruction. Mr. Owens second the motion and all approved it. Skyline Prep High School's new Program of Instruction is: See Appendix A

9. Swen Anderson made a motion to adjourn the meeting at 3:15pm, Zy Owens made a second and all were in favor.

## Appendix A

### **Skyline Prep Program of Instruction Amendment Request Narrative**

#### **1. Describe the proposed changes to the program of instruction to include curricula, methods of instruction and methods of assessment.**

Skyline Prep leaders have spent much time and effort in developing and implementing standards based learning systems. The Leadership team created a five year plan for adopting instructional resources and developed systems for identifying and monitoring “at risk” students in poor academic standing (Tier 2, Tier 3, ELL and SPED students).

**Curricula:** Skyline Prep adopted three new Pearson products including *My Foundations Lab*, *Gradpoint* and *SuccessMaker*. These products are used for core, intervention, credit recovery, acceleration and enrichment.

For Mathematics, Skyline Prep adopted Pearson’s *Integrated Math*, 2014 core program for grades 0-12. This program is research based and developed from the College and Career Ready Standards.

For English Language Arts, Skyline Prep adopted the *Pearson CC Lit*, 2015 English Language Arts program for grades 9-12. This program was also developed from the College and Career Ready Standards.

The Arts & Athletics components at Skyline Prep is highly valued. “Researchers are demonstrating that there are many ways that students learn: teachers can reach students through their spatial, musical, kinesthetic and linguistic intelligences. Educators observe that students develop creative thinking through the arts and transfer that capacity to other subjects. Research studies show that when the arts are a strong component of the school environment, dropout rates and absenteeism decline” (President’s Committee, 1997). Through attaining basic knowledge of the arts, students are not only better prepared to understand and appreciate works of art, but also to communicate their ideas feelings and judgments to others.

Skyline Prep teachers implement leadership principals based on the book, *The Leader in Me* by Stephen Covey, 2008. Teachers integrate and discuss these leadership principles in their classes to help decrease problems, improve school culture and enhance self-confidence.

**Methods of Instruction:** Skyline Prep utilizes multi-modal methods of instruction shown by the following:

Pearson’s *Integrated High School Mathematics* core program offers a unique hybrid instructional model of digital and print that takes full advantage of the power of digital delivery while providing important tactile experiences to reinforce and solidify student learning. Each lesson ends with a Lesson Quiz and options for differentiated instruction.

On the Lesson Resources pages of the Teacher's Edition, personalized prescriptions are available based on a student's Lesson Quiz results. These prescriptions enable teachers to make data-driven decisions about assignments for intervention or extension. Pearson's *CC Lit* program offers a four part unit level instructional model including setting expectations, text analysis, text set and demonstrating independence. Digital tools and resources include audio, videos, editable worksheets, online text sets, grammar tutorials, etc. *CC Lit* has been carefully constructed to prove flexibility in meeting the needs of each student. Digital delivery and cutting edge technology allow the students to work from anywhere.

*Gradpoint* is a standards-based core, elective, honors and Advanced Placement curriculum for students in grades 9-12. It is used for virtual and blended learning, credit recovery, dropout prevention, alternative education, English language learning, summer school and more all on one platform with engaging curriculum of over 150 rigorous multimedia courses.

*SuccessMaker* is an individual prescriptive intervention program for Reading and Mathematics. All students work through the universal assessment as initial placement is determined. After initial placement, *SuccessMaker* provides each student the number of hours of instruction needed to obtain grade-level status. *SuccessMaker* provides this instruction based upon growth through progress monitoring assessments.

The *My Foundations Lab* is a complete online mastery-based resource for assessing and remediating college and career readiness skill in reading, writing and mathematics. The system offers a rich environment of pre-built or customized assessments, personalized learning plans and highly interactive learning activities that enable students to master skills at their own pace. It is ideal for learners of various levels and ages, including continuing education or workforce readiness programs.

The Arts and Athletics methods of instruction are mostly demonstration, modeling, practicing, and playing/performing. There is direct instruction with the large group, small group, cooperative learning and individualized instruction.

The methods of instruction for Leadership principles are taught by reading about, listening to, practicing, role-playing, observing & evaluating others through large group, small group and individualized settings. Leadership principles are integrated throughout all classes.

**Intervention:** Students in grades 9-12 are identified for intervention based upon Galileo Benchmark results. Students identified as Tier 2 and 3 attend Pearson's *SuccessMaker* lab. All students identified as Tier 3 are provided a variety of resources including more time with *SuccessMaker*, tutoring, and/or credit recovery, or take AIMS Prep Math and AIMS Prep Reading electives. Teachers work in PLC groups to analyze data and complete Tier 2, Tier 3, ELL or SPED Reports every two weeks. These reports show the standards, assessments, and instruction for student progress on selected skills.

Students in grades 11 and 12 that are struggling may take courses for credit recovery through *Gradpoint*, *My Foundations Lab* online or retake a course.

Pearson's *SuccessMaker*, *My Foundations Lab* and *Gradpoint* are all computer based instructional programs that align to the College and Career Ready standards. Students can use *SuccessMaker* and *Gradpoint* during or after school. With a partnership established with Grand Canyon University, dual credit was implemented for those students ready for college coursework.

**Methods of Assessment:** Skyline Prep uses multidimensional assessment to learn about students.

**Universal Assessments** provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. These include SuccessMaker, Galileo Benchmarks, and AIMS.

**Diagnostic Assessments** are used to gauge student performance and these include SuccessMaker, Gradpoint and My Foundations Lab, Classroom Core Resource Pretests, Student Work Samples (Portfolio), and Student Achievement Profiles (SAP's).

**Progress Monitoring Assessments** are used to regularly assess students in specific academic and behavioral areas in order to determine the efficacy of and inform instruction/intervention and to make effective decisions regarding the instructional/intervention needs of a class, small group or individual student. These include Classroom Core Resource summative and formative assessments (Integrated Math & CC Lit), Galileo Benchmark Assessments, and SuccessMaker, Gradpoint, and My Foundations Lab.

**Athletics and Arts** classes are assessed through traditional summative and formative assessments as well as performance rubrics and portfolios. There are two major performing arts shows each year along with the Spring Arts and Sciences Fair and athletic competitions and conferences. The Division 1 Athletic Eligibility Calculator is used to determine athletic eligibility.

**Leadership** principles are assessed through surveys, reviewing the number of discipline concerns, and overall improved school culture as discussed in PLC meetings. Students are rewarded for taking leadership roles, demonstrating good character and using the leadership principles to make appropriate decisions.

## **2. What is the rationale for the change in program of instruction?**

After analyzing school data, the universal screening stated that upon initial placement into our school, over 70% of our student population were "at risk" and in poor standing. The Skyline Prep leadership team realized a need for a skill based intervention system that would provide both instruction and assessment for individualized learning in Reading and Math that can be utilized during and after school. Thus, Pearson's SuccessMaker program was purchased for intervention and extension.

*Gradpoint* and *My Foundations Lab* were purchased for students to provide the opportunity to access core, elective, honors, and Advanced Placement courses that otherwise may not have been offered when needed. It is also provided for virtual and blended learning, credit recovery, dropout prevention, alternative education, English language learning and summer school.

The major reason for the change in program of instruction for mathematics was our data analysis determined that the majority of our students scored lower in mathematics than English Language Arts. Therefore, when Skyline Prep developed the five year adoption plan for instructional resources, the Mathematics programs were adopted first and implemented in the 2013-14 school year. The Pearson's Lit, 2015 program is planned to be purchased and implemented in the 2015-16 school year.

Providing students with choice is a huge factor in student achievement. Grade 9-12 students now have the opportunity to select from a Pathways Program which includes Skyline Prep requirements, university requirements, Honors and Duel Enrollment, and credit recovery.

### **3. How do the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter?**

The Skyline Prep leaders believe in a holistic view for helping students reach their potential which is demonstrated in the mission statement, "Skyline Prep School is a unique concept school focused on academics, arts and athletics designed to provide excellence and responsive education services to at risk students and families who are seeking a successful pre-professional career preparation experience without sacrificing post-secondary education opportunities". The mission statement was approved by our board on 1-14-14 and submitted to the Arizona State Board for Charter Schools. According to Howard Gardener in *Five Minds for the Future (2006)*, the five minds will help equip students to deal with not only the expected, but also the unexpected. For example, the Disciplined Mind has mastered at least one way of thinking. This mastery may take place in a student's desire to become a dancer, basketball player or engineer. The Creative Mind conjures up fresh ways of thinking which may come to pass through science, the arts or athletics.

The Skyline Prep philosophy states that "*in order to achieve academic excellence, our program must also have a specific focus on character development through academics, athletics, and the arts. Combining the constant focus on character development and academic excellence will lead our students to be prepared for the challenges that lie ahead in education and in life.*" The proposed academic changes in Math and English Language Arts will provide students with the opportunity to grow their *Five Minds for the Future*, graduate on time with the cognitive ability to choose higher education, technical or community college education or the workforce.

### **4. How will the proposed changes to the program of instruction improve pupil achievement in the target population served?**

The proposed changes, revisions or additions to the program of instruction have already shown improved pupil achievement in the target population served, according to our Galileo Benchmark results. First, the courses have all been changed to meet College and Career Ready standards. The new products will provide flexibility in instructional delivery. The intervention system will provide all students the individually prescribed program needed to support their growth.

### **5. Describe the timeline for implementing the program change, including whether the *Program of Instruction Amendment Request* will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.**

The timeline for complete implementation of the program change is the 2014-2015 school year. Phases of the program change have already been implemented due to the immediate need to provide added support to our "at-risk" students in poor academic standing. A mission statement amendment was submitted on 1-24-14 and would warrant concurrent consideration.



# Program of Instruction Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Skyline Schools, Inc.

**CTDS:**  
07-89-14-000

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

### Representative

**Name:**  
Ronda Owens

**Phone Number:**  
4807792000

**Fax Number:**  
480-705-9045

## Downloads

 [Download all files](#)

## Description of changes

### Change From:

Method of instruction: Thematic and project based curriculum prepares our students for the world of the 21st century. In order for students to acquire the knowledge, skills and habits of mind that are required for enjoyable and productive activity, we believe that our program allows for alternate assessments; provides an active learning environment which embraces the latest thinking in education; and is supported by on going research and educational studies. When possible, performance objectives are taught within a thematic unit. In order to teach all academic standards and performance objectives for a grade level, core language arts and math lessons are sometimes taught outside of the thematic unit. • Aligning curriculum with the Arizona Standards provides students with a solid base of knowledge and skills. • Nurturing intelligence, implementing strong discipline and feeding the habits of the mind promotes the disposition towards learning, and how to learn. • Teaching students to perceive problems, encourage decision making, and promote effective study habits are all incorporated into our method of instruction. • Portfolios of selected teacher generated assessments, performance evaluations, and formal evaluations are utilized for assessing student mastery, Educational Plans (EP) and conference purposes. Teachers attend in-services on how to utilize theme based and project based curriculum; portfolio assessments; and how they are aligned to the Arizona State Standards. Each teacher has an Arizona Academic Standards curriculum master outline and is guided through the use of this process through continuing professional development. This process is combined with the teacher's individual lesson plans and incorporated into Skyline's curriculum.

### Change To:

Skyline Prep Program of Instruction Amendment Request Narrative 1. Describe the proposed changes to the program of instruction to include curricula, methods of instruction and methods of assessment. Skyline Prep leaders have spent much time and effort in developing and implementing standards based learning systems. The Leadership team created a five year plan for adopting instructional resources and developed systems for identifying and monitoring "at risk" students in poor academic standing (Tier 2, Tier 3, ELL and SPED students). Curricula: Skyline Prep adopted three new Pearson products including My Foundations Lab, Gradpoint and SuccessMaker. These products are used for core, intervention, credit recovery, acceleration and enrichment. For Mathematics, Skyline Prep adopted Pearson's Integrated Math, 2014 core program for grades 0-12. This program is research based and developed from the College and Career Ready Standards. For English Language Arts, Skyline Prep adopted the Pearson CC Lit, 2015 English Language Arts program for grades 9-12. This program was also developed from the College and Career Ready Standards. The Arts & Athletics components at Skyline Prep is highly valued. "Researchers are demonstrating that there are many ways that students learn: teachers can reach students through their spatial, musical, kinesthetic and linguistic intelligences. Educators observe that students develop creative thinking through the arts and transfer that capacity to other subjects. Research studies show that when the arts are a strong component of the school environment, dropout rates and absenteeism decline" (President's Committee, 1997). Through attaining basic knowledge of the arts, students are not only better prepared to understand and appreciate works of art, but also to communicate their ideas feelings and judgments to others. 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3. How do the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter? The Skyline Prep leaders believe in a holistic view for helping students reach their potential which is demonstrated in the mission statement, Our mission is to provide each student and family we serve with high quality college preparatory educational programs which includes alternative and at risk students and services designed to stimulate life-long learning while developing character through academics, athletics and the arts. The mission statement was approved by our board on October 2014 and submitted to the Arizona State Board for Charter Schools. According to Howard Gardener in Five Minds for the Future (2006), the five minds will help equip students to deal with not only the expected, but also the unexpected. For example, the Disciplined Mind has mastered at least one way of thinking. This mastery may take place in a student's desire to become a dancer, basketball player or engineer. The Creative Mind conjures up fresh ways of thinking which may come to pass through science, the arts or athletics. The Skyline Prep philosophy states that "in order to achieve academic excellence, our program must also have a specific focus on character development through academics, athletics, and the arts. Combining the constant focus on character development and academic excellence will lead our students to be prepared for the challenges that lie ahead in education and in life." The proposed academic changes in Math and English Language Arts will provide students with the opportunity to grow their Five Minds for the Future, graduate on time with the cognitive ability to choose higher education, technical or community college education or the workforce.

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## 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](#)

### Additional Information\*

No documents were uploaded.

## Signature

Charter Representative Signature  
Ronda Owens 10/28/2014

## NOTICE OF PUBLIC MEETING

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DATED AND POSTED this October 9, 2014

By



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Board Member

**Board of Trustees  
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**5. Principals Report**

**6. Change to alternative status based on criteria outline by Arizona Department of Education.**

**7. Discuss and approve change in mission**

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**8. Discuss and amend Program of Instruction to include Credit Recovery and alternative status.**

**9. Adjourn Meeting**

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Board Meeting Minutes

Address: 7450 S. 40th St Phoenix, AZ. 85042

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  - New mission change as follows:
    - i. Our mission is to provide each student and family we serve with high quality college preparatory educational programs which includes alternative and at risk students and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.
8. The Program of instruction was explained by Mr. Sumare, Principal of Skyline Prep High School. We need to update our program of instruction to show Credit Recovery and College and Career ready standards. Mr. Anderson made a motion to accept the new program of instruction. Mr. Owens second the motion and all approved it. Skyline Prep High School's new Program of Instruction is: See Appendix A

9. Swen Anderson made a motion to adjourn the meeting at 3:15pm, Zy Owens made a second and all were in favor.

## Appendix A

### **Skyline Prep Program of Instruction Amendment Request Narrative**

#### **1. Describe the proposed changes to the program of instruction to include curricula, methods of instruction and methods of assessment.**

Skyline Prep leaders have spent much time and effort in developing and implementing standards based learning systems. The Leadership team created a five year plan for adopting instructional resources and developed systems for identifying and monitoring “at risk” students in poor academic standing (Tier 2, Tier 3, ELL and SPED students).

**Curricula:** Skyline Prep adopted three new Pearson products including *My Foundations Lab*, *Gradpoint* and *SuccessMaker*. These products are used for core, intervention, credit recovery, acceleration and enrichment.

For Mathematics, Skyline Prep adopted Pearson’s *Integrated Math*, 2014 core program for grades 0-12. This program is research based and developed from the College and Career Ready Standards.

For English Language Arts, Skyline Prep adopted the *Pearson CC Lit*, 2015 English Language Arts program for grades 9-12. This program was also developed from the College and Career Ready Standards.

The Arts & Athletics components at Skyline Prep is highly valued. “Researchers are demonstrating that there are many ways that students learn: teachers can reach students through their spatial, musical, kinesthetic and linguistic intelligences. Educators observe that students develop creative thinking through the arts and transfer that capacity to other subjects. Research studies show that when the arts are a strong component of the school environment, dropout rates and absenteeism decline” (President’s Committee, 1997). Through attaining basic knowledge of the arts, students are not only better prepared to understand and appreciate works of art, but also to communicate their ideas feelings and judgments to others.

Skyline Prep teachers implement leadership principals based on the book, *The Leader in Me* by Stephen Covey, 2008. Teachers integrate and discuss these leadership principles in their classes to help decrease problems, improve school culture and enhance self-confidence.

**Methods of Instruction:** Skyline Prep utilizes multi-modal methods of instruction shown by the following:

Pearson’s *Integrated High School Mathematics* core program offers a unique hybrid instructional model of digital and print that takes full advantage of the power of digital delivery while providing important tactile experiences to reinforce and solidify student learning. Each lesson ends with a Lesson Quiz and options for differentiated instruction.

On the Lesson Resources pages of the Teacher's Edition, personalized prescriptions are available based on a student's Lesson Quiz results. These prescriptions enable teachers to make data-driven decisions about assignments for intervention or extension. Pearson's *CC Lit* program offers a four part unit level instructional model including setting expectations, text analysis, text set and demonstrating independence. Digital tools and resources include audio, videos, editable worksheets, online text sets, grammar tutorials, etc. *CC Lit* has been carefully constructed to prove flexibility in meeting the needs of each student. Digital delivery and cutting edge technology allow the students to work from anywhere.

*Gradpoint* is a standards-based core, elective, honors and Advanced Placement curriculum for students in grades 9-12. It is used for virtual and blended learning, credit recovery, dropout prevention, alternative education, English language learning, summer school and more all on one platform with engaging curriculum of over 150 rigorous multimedia courses.

*SuccessMaker* is an individual prescriptive intervention program for Reading and Mathematics. All students work through the universal assessment as initial placement is determined. After initial placement, *SuccessMaker* provides each student the number of hours of instruction needed to obtain grade-level status. *SuccessMaker* provides this instruction based upon growth through progress monitoring assessments.

The *My Foundations Lab* is a complete online mastery-based resource for assessing and remediating college and career readiness skill in reading, writing and mathematics. The system offers a rich environment of pre-built or customized assessments, personalized learning plans and highly interactive learning activities that enable students to master skills at their own pace. It is ideal for learners of various levels and ages, including continuing education or workforce readiness programs.

The Arts and Athletics methods of instruction are mostly demonstration, modeling, practicing, and playing/performing. There is direct instruction with the large group, small group, cooperative learning and individualized instruction.

The methods of instruction for Leadership principles are taught by reading about, listening to, practicing, role-playing, observing & evaluating others through large group, small group and individualized settings. Leadership principles are integrated throughout all classes.

**Intervention:** Students in grades 9-12 are identified for intervention based upon Galileo Benchmark results. Students identified as Tier 2 and 3 attend Pearson's *SuccessMaker* lab. All students identified as Tier 3 are provided a variety of resources including more time with *SuccessMaker*, tutoring, and/or credit recovery, or take AIMS Prep Math and AIMS Prep Reading electives. Teachers work in PLC groups to analyze data and complete Tier 2, Tier 3, ELL or SPED Reports every two weeks. These reports show the standards, assessments, and instruction for student progress on selected skills.

Students in grades 11 and 12 that are struggling may take courses for credit recovery through *Gradpoint*, *My Foundations Lab* online or retake a course.

Pearson's *SuccessMaker*, *My Foundations Lab* and *Gradpoint* are all computer based instructional programs that align to the College and Career Ready standards. Students can use *SuccessMaker* and *Gradpoint* during or after school. With a partnership established with Grand Canyon University, dual credit was implemented for those students ready for college coursework.

**Methods of Assessment:** Skyline Prep uses multidimensional assessment to learn about students.

**Universal Assessments** provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. These include SuccessMaker, Galileo Benchmarks, and AIMS.

**Diagnostic Assessments** are used to gauge student performance and these include SuccessMaker, Gradpoint and My Foundations Lab, Classroom Core Resource Pretests, Student Work Samples (Portfolio), and Student Achievement Profiles (SAP's).

**Progress Monitoring Assessments** are used to regularly assess students in specific academic and behavioral areas in order to determine the efficacy of and inform instruction/intervention and to make effective decisions regarding the instructional/intervention needs of a class, small group or individual student. These include Classroom Core Resource summative and formative assessments (Integrated Math & CC Lit), Galileo Benchmark Assessments, and SuccessMaker, Gradpoint, and My Foundations Lab.

**Athletics and Arts** classes are assessed through traditional summative and formative assessments as well as performance rubrics and portfolios. There are two major performing arts shows each year along with the Spring Arts and Sciences Fair and athletic competitions and conferences. The Division 1 Athletic Eligibility Calculator is used to determine athletic eligibility.

**Leadership** principles are assessed through surveys, reviewing the number of discipline concerns, and overall improved school culture as discussed in PLC meetings. Students are rewarded for taking leadership roles, demonstrating good character and using the leadership principles to make appropriate decisions.

## **2. What is the rationale for the change in program of instruction?**

After analyzing school data, the universal screening stated that upon initial placement into our school, over 70% of our student population were "at risk" and in poor standing. The Skyline Prep leadership team realized a need for a skill based intervention system that would provide both instruction and assessment for individualized learning in Reading and Math that can be utilized during and after school. Thus, Pearson's SuccessMaker program was purchased for intervention and extension.

*Gradpoint* and *My Foundations Lab* were purchased for students to provide the opportunity to access core, elective, honors, and Advanced Placement courses that otherwise may not have been offered when needed. It is also provided for virtual and blended learning, credit recovery, dropout prevention, alternative education, English language learning and summer school.

The major reason for the change in program of instruction for mathematics was our data analysis determined that the majority of our students scored lower in mathematics than English Language Arts. Therefore, when Skyline Prep developed the five year adoption plan for instructional resources, the Mathematics programs were adopted first and implemented in the 2013-14 school year. The Pearson's Lit, 2015 program is planned to be purchased and implemented in the 2015-16 school year.



Providing students with choice is a huge factor in student achievement. Grade 9-12 students now have the opportunity to select from a Pathways Program which includes Skyline Prep requirements, university requirements, Honors and Duel Enrollment, and credit recovery.

### **3. How do the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter?**

The Skyline Prep leaders believe in a holistic view for helping students reach their potential which is demonstrated in the mission statement, "Skyline Prep School is a unique concept school focused on academics, arts and athletics designed to provide excellence and responsive education services to at risk students and families who are seeking a successful pre-professional career preparation experience without sacrificing post-secondary education opportunities". The mission statement was approved by our board on 1-14-14 and submitted to the Arizona State Board for Charter Schools. According to Howard Gardener in *Five Minds for the Future (2006)*, the five minds will help equip students to deal with not only the expected, but also the unexpected. For example, the Disciplined Mind has mastered at least one way of thinking. This mastery may take place in a student's desire to become a dancer, basketball player or engineer. The Creative Mind conjures up fresh ways of thinking which may come to pass through science, the arts or athletics.

The Skyline Prep philosophy states that "*in order to achieve academic excellence, our program must also have a specific focus on character development through academics, athletics, and the arts. Combining the constant focus on character development and academic excellence will lead our students to be prepared for the challenges that lie ahead in education and in life.*" The proposed academic changes in Math and English Language Arts will provide students with the opportunity to grow their *Five Minds for the Future*, graduate on time with the cognitive ability to choose higher education, technical or community college education or the workforce.

### **4. How will the proposed changes to the program of instruction improve pupil achievement in the target population served?**

The proposed changes, revisions or additions to the program of instruction have already shown improved pupil achievement in the target population served, according to our Galileo Benchmark results. First, the courses have all been changed to meet College and Career Ready standards. The new products will provide flexibility in instructional delivery. The intervention system will provide all students the individually prescribed program needed to support their growth.

### **5. Describe the timeline for implementing the program change, including whether the *Program of Instruction Amendment Request* will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.**

The timeline for complete implementation of the program change is the 2014-2015 school year. Phases of the program change have already been implemented due to the immediate need to provide added support to our "at-risk" students in poor academic standing. A mission statement amendment was submitted on October 2014 and would warrant concurrent consideration.

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academic changes in Math and English Language Arts will provide students with the opportunity to grow their *Five Minds for the Future*, graduate on time with the cognitive ability to choose higher education, technical or community college education or the workforce.

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