

Charter Mission Amendment Request

Charterholder Info

Charter Holder

Name:
South Valley Academy, Inc.

CTDS:
07-85-78-000

Mailing Address:
17667 North 91st Avenue
Peoria, AZ 85328
> [View detailed info](#)

Representative

Name:
Ronda Owens

Phone Number:
4807792000

Fax Number:
480-705-9045

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Mission

Change From

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

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 03/13/2014

Program of Instruction Amendment Request

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Description of changes

Change From:

Academics South Valley Prep and Arts School is designed to be a high-quality charter school with a college prep curriculum for grades 5th through 8th. South Valley Prep and Arts School will offer a rigorous, research-based curriculum, aligned to Arizona State standards that is designed to prepare students to enter college. Arts South Valley Prep and Arts School will offer an integrated and comprehensive performance and visual arts education, aligned to the Arizona State articulated standards, as well as the national standards for arts education. Within the art disciplines of Dance, Theater and Visual Arts students in grades 5-8 experience and create as they progress through the program. Students learn and are evaluated from beginning to advanced level by practical, written and performance-based evaluations. Athletics The curriculum will be supplemented with experiences outside the classroom that are designed to enhance our students understanding and appreciation for the lessons of the core courses. South Valley Prep and Arts School will offer sports programs in volleyball, basketball, track, rugby, softball, and cheer.

Change To:

Academics South Valley Prep and Arts School is designed to be a high-quality charter school with a college prep curriculum for grades 5th through 8th. South Valley Prep and Arts School will offer a rigorous, research-based curriculum, aligned to Arizona College and Career Ready Standards that is designed to prepare students to enter college or the workforce. South Valley Prep and Arts School will use a RTI model to meet the needs of all "at-risk" students in poor academic standing. Arts South Valley Prep and Arts School will offer an integrated and comprehensive performance and visual arts education, aligned to the Arizona State articulated standards, as well as the national standards for arts education. Within the art disciplines of Dance, Theater and Visual Arts students in grades 5-8 experience and create as they progress through the program. Students learn and are evaluated from beginning to advanced level by practical, written and performance-based evaluations. Athletics The curriculum will be supplemented with experiences outside the classroom that are designed to enhance our students understanding and appreciation for the lessons of the core courses. South Valley Prep and Arts School will offer sports programs in volleyball, basketball, track, football, softball, and cheer.

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 03/15/2014

NOTICE OF PUBLIC MEETING

School Name: South Valley Academy, Inc.

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Board of Trustees of South Valley Academy, 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 South Valley Academy, Inc at (877) 225-2118. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 3/11/14



By _____

Swen Anderson

Name: _____

Board Member

Board of Trustees

Time: 930am

Date: 3/13/14

School Name: South Valley Academy, Inc.

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

School Name: South Valley Academy, Inc.
Board Meeting Agenda

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

Date/Time: 3/13/2014 at 930pm

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 meetings minutes.
4. Review and approve mission statement to include at risk students.
 - Old Mission: Our mission is to provide each student and family we serve with high quality college preparatory educational programs and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.
 - New Mission: 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.
5. Review and approve Program of Instruction change.
6. Adjourn Meeting.

School Name: South Valley Academy, Inc.
Board Meeting Minutes

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

Date/Time: 3/13/2014 at 930am

1. Swen Anderson call to order at 935am: Present: Swen Anderson, Ronda Owens, and KJ Weihing. Absent: Kellyn Wines. Public: None
2. No Public Comment:
3. Ronda Owens made a motion to approve previous meetings minutes, KJ Weihing made a second, passed unanimously.
4. Ronda Owens made a motion to approve the mission statement to include at risk students, Swen Anderson made a second, and all were in favor.
 - Old Mission: Our mission is to provide each student and family we serve with high quality college preparatory educational programs and services designed to stimulate life-long learning while developing character through academics, athletics and the arts.
 - New Mission: 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.
5. KJ Weihing made a motion to approve the Program of Instruction change to be in alignment with the new mission, Swen Anderson made a second, passed unanimously.

Current Program of Instruction

Academics

South Valley Prep and Arts School is designed to be a high-quality charter school with a college prep curriculum for grades 5 through 8. South Valley Prep and Arts School will offer a rigorous, research-based curriculum, aligned to Arizona State standards that is designed to prepare students to enter college.

Arts

South Valley Prep and Arts School will offer an integrated and comprehensive performance and visual arts education, aligned to the Arizona State articulated standards, as well as the national standards for arts education. Within the art disciplines of Dance, Theater and Visual Arts students in grades 5-8 experience and create as they progress through the program. Students learn and are evaluated

from beginning to advanced level by practical, written and performance-based evaluations.

Athletics

The curriculum will be supplemented with experiences outside the classroom that are designed to enhance our students understanding and appreciation for the lessons of the core courses. South Valley Prep and Arts School will offer sports programs in volleyball, basketball, track, rugby, softball, and cheer

New Program of Instruction

Academics

South Valley Prep and Arts School is designed to be a high-quality charter school with a college prep curriculum for grades 5 through 8. South Valley Prep and Arts School will offer a rigorous, research-based curriculum, aligned to Arizona College and Career Ready Standards that is designed to prepare students to enter college or the workforce. South Valley Prep and Arts School will use a RTI model to meet the needs of all “at-risk” students in poor academic standing.

Arts

South Valley Prep and Arts School will offer an integrated and comprehensive performance and visual arts education, aligned to the Arizona State articulated standards, as well as the national standards for arts education. Within the art disciplines of Dance, Theater and Visual Arts students in grades 5-8 experience and create as they progress through the program. Students learn and are evaluated from beginning to advanced level by practical, written and performance-based evaluations.

Athletics

The curriculum will be supplemented with experiences outside the classroom that are designed to enhance our students understanding and appreciation for the lessons of the core courses. South Valley Prep and Arts School will offer sports programs in volleyball, basketball, track, football, softball, and cheer.

6. KJ Weihing made a motion to adjourn the meeting at 955am, Ronda Owens made a second, passed unanimously.



**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.

South Valley Prep & Arts School (SVPA) 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: SVPA purchased two new Pearson products including *Gradpoint (gr. 6-12)*, and *SuccessMaker (gr. 3-9)*. These products are used for core, intervention, acceleration and enrichment.

For Mathematics, SVPA adopted Pearson’s *enVision (grades 5-6)* and Pearson’s *Digits (grades 7-8)* math programs. Both programs were developed from the college a career ready standards.

For English Language Arts, SVPA uses *HMH Storytown* for grade 5. The sixth grade teacher is piloting Pearson’s *Lit, 2015* program this year. After viewing adoption materials, SVPA leaders plan to adopt *Pearson ReadingStreet* for grade 5 and *Pearson Lit, 2015* for grades 6-8. These programs were developed from the College and Career Ready Standards. Currently, the core English Language Arts resource for grades 7-8 is *The Language of Literature*, from McDougal Littell.

The **Arts & Athletics** components at SVPA is highly valued. “Researchers are demonstrating that there are many ways that children 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. 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

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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.

SVPA teachers implement **leadership** principles 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 discipline problems, improve school culture, and enhance self-confidence.

Methods of Instruction: SVPA utilizes multi-modal methods of instruction shown by the following:

Gradpoint is a standards-based core, elective, honors and Advanced Placement curriculum for students in grades 6-12. It is used for virtual and blended learning, 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 in grades 5-8 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.

"Pearson's *enVisionMATH Common Core* program organizes content using exactly the same structure as the Standards for Mathematical Content. Topics are organized by Domain, and all Topics for each Domain are grouped together. The focus and coherence provided by this structure allow *enVisionMath* to cultivate both the procedures and the understanding called for in the Common Core Standards." (Charles Randall, 2005).

The Pearson's *Digits* program leverages technology to personalize student learning and optimize class instructional time. Pearson's *Digits* integrates lesson planning, homework management, intervention, and assessment, all within a user-friendly design that encourages class collaboration via interactive whiteboards. Students can log into the My Math Universe to practice and learn at home.

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Intervention: Students in grades 5-8 are identified for intervention based upon Galileo Benchmark results. Students in grades 5-8 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 and/or tutoring. 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.

The enVisionMath program incorporates differentiated instruction for RTI, ELL and Special needs students. It provides topic-specific ELL considerations, activities, instructional strategies, visual learning bridges based on levels (beginning, intermediate advanced). An RTI component includes below level, and advanced level considerations for ongoing intervention (Tier 1), strategic intervention (Tier 2) and intensive intervention (Tier 3).

Pearson's *enVisionMath*, *Digits*, *Successmaker* and *Gradpoint* are all computer based instructional programs that align to the College and Career Ready standards. Students can use these programs at school or at home.

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.

Methods of Assessment

SVPA 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, AZELLA, and AIMS.

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Pearson's *enVisionMath*, *Digits*, *Successmaker* and *Gradpoint* are all computer based instructional programs that have built in assessments for universal screening, diagnostic, progress monitoring and evaluation.

Diagnostic Assessments are used to gauge student performance and these include SuccessMaker, Gradpoint, 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 (i.e. *enVisionMath* & *Digits*), Galileo Benchmark Assessments, SuccessMaker, and Gradpoint.

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 including Skyline Olympics (PreK-Gr.8).

Leadership principles are assessed through surveys, reviewing the number of discipline concerns, 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. Student awards are celebrated quarterly for "A" Honor Roll, "B" Honor Roll, Citizenship, Perfect Attendance, "Most Improved", Student of the Month and Student Achievement on Galileo ((Meets and Exceeds)).

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" students in poor academic standing. The SVPA leadership team realized a need for a skill based intervention system

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that would provide both instruction and assessment for individualized learning in Reading and Math that can be utilized during and after school. In order to provide our “at-risk” students in poor academic standing the support they needed. Thus, Pearson’s SuccessMaker program was purchased for intervention and extension. *Gradpoint* was purchased to be used as a course supplement for middle school students including traditional and foreign language courses. Providing students with choice is a huge factor in student achievement. It is important for students in grades 7 & 8 to select a Pathway, which may include selecting courses that are usually taken during high school. Students now have the opportunity to select from a Pathways Program which includes meeting requirements for High School, University, Honors Classes, Advance Placement, classes through the traditional classroom, *Gradpoint*, *My Foundations Lab*.

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 SVPA leaders developed the five year adoption plan for instructional resources, Mathematics programs were the first to be adopted and implemented in the 2013-14 school year. The Pearson’s, 2015 English Language Arts program is planned to be purchased and implemented in the 2014-15 school year.

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

The SVPA 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.” *This mission was approved by our board on 3-13-14 and submitted to the Arizona State Board for Charter Schools on 3-13-14 for approval.* 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,

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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 SVPA philosophy states that “South Valley Prep and Art school is been founded on the premise that all students can be successful in college. For this to become reality, we must provide children with a focused, college prep curriculum beginning with the elementary school grades. Student mastery will be achieved through scientifically based and content rich curriculum that imparts core knowledge and essential learning skills. In order to achieve academic excellence, our program must also have a specific focus on character development through the 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 of them 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 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

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immediate need to provide added support to our “at-risk” students in poor academic standing. A mission statement amendment request has been submitted on 3-13-14 and would warrant concurrent consideration.

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