

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
Southgate Academy, Inc.

CTDS:
10-87-79-000

Mailing Address:
850 West Valencia Road
Tucson, AZ 85706
> [View detailed info](#)

Representative

Name:
Sherry Matyjasik

Phone Number:
520-741-7900

Fax Number:
520-741-7901

Downloads

 [Download all files](#)

Description of changes

Change From:

Southgate Academy's comprehensive program of instruction centers on delivering Arizona State Standards instruction on language arts, mathematics, social studies, science, comprehensive health, technology, and the arts using an inquiry based-model. The curriculum itself emphasizes both skill and content development.

Change To:

Southgate Academy's comprehensive program of instruction centers on delivering Arizona State Standards instruction on language arts, mathematics, social studies, science, comprehensive health, technology, and the arts using the Beyond Textbook framework created by the Vail School District. The core of the curriculum is composed of unwrapped standards that determine big ideas, key vocabulary, student-friendly language, essential questions, and performance tasks that prove mastery. The curriculum itself emphasizes both skill and content development that will provide students with knowledge beyond just a test date.

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
Sherry Matyjasik 01/20/2012

PUBLIC MEETING

SOUTHGATE ACADEMY CHARTER SCHOOL

850 W. Valencia Road

Tucson, AZ 85706

April 5, 2011

Time: 11:00

AGENDA

Call to order: 11:00 am All governing board members present: Sylvia Enriquez, Lisa Lee, Frank Gilvin, Grant Lehman, Delia McCraley, Luis Peters, Sherry Matyjasik Also present: Leo Condos

Moment of Silence

Pledge of Allegiance: Luis Peters

Reading of Minutes: Sherry Matyjasik read minutes from February 14, 2011 meeting. Delia McCraley motioned to accept as read, Grant Lehman seconded, all present in favor.

Order of Business:

Director's Report – Included reviewing the proposal for non-traditional school calendar along with BT questionnaire from SGA staff with comments. Sherry Matyjasik asked for governing board's concerns and / or support on the Beyond Textbook curriculum mapping. Sylvia Calmelat stated that having studied the data and stats of Vail, it was highly probable for Southgate Academy to develop and support Beyond Textbooks through the extensive training outlined and monitoring of all instructional staff, (also outlined,) which would result in higher academic gains for SGA students. Delia McCraley motioned to move forward and adopt both the Beyond Textbook implementations and the non-traditional 2011-12 fiscal calendar as presented. Luis Peters seconded, and all present were in favor.

Alternative School Application: Modifications to Mission Statement

Presented was the modification to the Southgate Academy, Inc. Mission Statement for the purpose of application approval for of "Alternative School" status.

Mission

NOTICE OF PUBLIC MEETING

SOUTHGATE ACADEMY CHARTER SCHOOL

850 W. Valencia Road

Tucson, AZ 85706

April 5, 2011

Time: 11:00

AGENDA

Call to order

Moment of Silence

Pledge of Allegiance

Reading of Minutes

Order of Business:

Director's Report: Beyond Textbooks (BT) -Adoption

2011-12 Fiscal Year: Non-Traditional Calendar (Modifications)

Alternative School Application: Modifications to Mission Statement

Student Achievements and Awards

MACILOS Entrepreneur Funds and Student Program Distributions

For a copy of this notice, please ask at the 850 front desk or call (520) 741-7900

Posted Time: April 1, 2011 8:30 am

The mission of Southgate Academy is to successfully promote a higher standard of education, establish a safe environment for learning and social development, and enable students to become life-long responsible citizens.

As an alternative school Southgate Academy Charter School is committed to serving the unique needs of our "at risk" youth. It is our mission to provide a mutually respectful environment where faculty and staff encourage and celebrate student academic successes and develop a genuine sense of value and belonging through social reinforcement activities.

Sylvia Calmelat motioned to adopt the changes to Southgate Academy's Mission Statement as presented, Frank Gilvin seconded, all governing board members present in favor.

Student Achievements and Awards

Grade 4: Sky Mithen Tucson Pre-Teen Award - \$1,000.00

Grade 12: Erika Mauro – Most improved Holistic Accomplishment Award - \$1,000.00

Frank Gilvin motioned to approve awards as presented, Lisa Lee seconded, all governing board members present in favor.

MACILOS Entrepreneur Funds and Student Program Distributions Update

Sherry Matyjasik presented the MACILOS Student Financial Report for an update on distribution progress towards student activities / projects. Final data would be included in their final end of year 2010-11 report. No vote required.

Superintendent's Report: Progress of adjoining buildings negotiations and construction progress of the 3580 property; Retainer for attorney specific to not-for-profit organizations; Confirmations to continue planning and negotiations as presented. Lisa Lee motioned to accept as presented, Delia McCraley seconded, all present in favor with the exception of Sherry Matyjasik who recused her vote.

Meeting adjourned at 12:27 pm

Per telephone conversation with Bianca Martinez today, I am attaching PMP to board minutes. Several attempts were made on my end to submit the PMP on its own in all the acceptable formats (.pdf, .doc, .docx, .xls, .xlsx).

Thank You,

Southgate Academy

Southgate Academy Performance Management Plan (PMP)

Our Performance Management Plan Narrative or the "Southgate Academy Data Story" has been developed by our Professional Development Leadership Academy (PDLA) Team to share the data that has been reviewed, the dialogue that we have had regarding our data, our findings, the decisions that the team has made, and finally, the results of our efforts. Our team meets monthly on-site and attends five two-day workshops throughout the school year to discuss progress towards our goals of increasing student achievement and improving school climate. This is our story, and as such it is always changing and evolving. We will continue to revise our story as we look at new data, have more discussions, make new decisions, implement our plans and measure our progress. We hope you enjoy the work our data story represents and share our goal for improving student learning through skilled professional practice.

Southgate Academy has been educating students since 2000 with a mission to successfully promote a higher standard of education, establish a safe environment for learning and social development, while enabling students to become life-long responsible citizens. As an "alternative school" Southgate Academy Charter School is committed to serving the unique needs of our "at risk" youth. It is our mission to provide mutually respectful environment where faculty and staff encourage and celebrate student academic successes and develop a genuine sense of value and belonging through social reinforcement activities. Southgate Academy is a public charter school that is located within the TUSD district boundaries. Southgate Academy is considered to be an urban school and primarily serves students who live within the TUSD, Sunnyside, and Altar Valley School Districts. Tucson's population is estimated to be 485,000 with an average annual income of about \$40,000 per household. Southgate Academy has three buses and three vans that run approximately 250 miles per day. Our District has an open enrollment policy and educates students throughout the city. Our school district is located on one site with a designated Elementary School, Junior High, and High School.

Our Professional Development Leadership Academy (PDLA) Team completed their initial review of data on February 2, 2011 and completed an additional review of data on August 19, 2011 in order to update our Data Story and complete our PMP narrative. Team members participating in the initial analysis included Chester Matyjasik, Sylvia Calmelat, Frank Gilvin, Delia McCraley, and Trudy Gray. Our 2011-2012 team has been expanded to include Doug Dunnivant (HS teacher) and Sherry Matyjasik (Founder). Our team regularly shares the results of our v\

analysis with the Southgate Academy Governing Board, teaching staff at weekly professional development meetings, and support staff including our contractual counselors, psychologists, and speech-language pathologists. Facilitated professional development activities are scheduled each Wednesday for 60 minutes. Email is used to communicate agendas, notes, and regular updates regarding our professional development process with all stakeholders.

Over the past five years the math and reading curriculum at Southgate Academy has evolved from administrative selected textbooks into the current standards-based framework that utilizes Essential Standards, Unwrapped Documents, and consistent Curriculum Calendars across grade levels (K-12) available to us through our partnership with the Vail School District and their Beyond Textbooks program. After the 2005 school-wide adoption of the comprehensive Open Court Reading Curriculum (K-6) and the Real Math curriculum (K-6), elementary teachers faced challenges of limited professional development and pressure to teach an entire program in the course of one year while preparing their students for state assessments. These curriculum choices were selected in order to strengthen the core academic programs in Reading and Math. By having these in place between 2006-2010, allowed returning teachers the opportunity to know the curriculum well. Until May of 2011, the only adopted curriculum in the 7th-12th grade levels were the BuckleDown AIMS preparation workbooks that were purchased for grades 2-12 in all tested areas beginning in 2005-2006. Southgate Academy did see academic gains during the 2006-2007 school year as evidenced by the school making AYP. Between 2006-2010 Southgate took an aggressive approach to establish pacing guides with the expectation that teachers would cycle through the state standards three times per academic year with the prioritization of standards established by the AIMS blueprint and BuckleDown books. Teachers were responsible for aligning available materials to the state standards and recording progress through them. After reflection, the implementation of the BuckleDown books was flawed in that the system was implemented inconsistently and teachers were not trained on how to find available resources to supplement the specific standards.

The only additional curriculum change before the recent adoption of Beyond Textbooks was that of the Superkids K-2 reading program designed by the Rowland Reading Foundation. This adoption for the 2010-2011 school year was in response to teacher requests for more K-2 instructional materials to address the needs of students who did not have the guidance of the BuckleDown books. With the purchase of Superkids, Southgate has been provided coaching sessions for each of the K-2 teachers to improve the results of the K-2 reading program.

In order to provide and implement a curriculum that improves student achievement in math and reading, Southgate Academy's Governing Board adopted the Beyond Textbook framework. A specific curriculum committee or "BT team" was formed that includes key stakeholders (Superintendent, Charter Holder, Academic Facilitators, Teachers, and Board Members). These key stakeholders participated in a leadership retreat (May 2011) in order to collaboratively compare and contrast Southgate's existing philosophies and practices toward teaching the state standards with the philosophies and practices of Beyond Textbooks' use of the Essential Standards, Unwrapped Documents, and Curriculum Calendars to achieve mastery learning. Key stakeholders agreed as a whole that the Essential Standards should drive what is taught to mastery and that the Curriculum Calendars drive when the Essential Standards are taught and the duration for which they are taught. A timeline for implementation was drafted for the 2011-2012 school year and is currently being followed. Grade level data teams were formed to meet on a weekly basis along with the Academic Facilitators to review Essential Standards and data relevant to current instruction as part of our "professional learning community" approach.

Our professional development over the last five years has improved dramatically with our participation in the Professional Development Leadership Academy along with our partnership with the Vail School District. Our ability to analyze and identify areas of needs have steadily increased with ongoing training and facilitation for our leadership team. In the past, professional development centered around providing specific workshops such as "Differentiated Instruction" or "Teaching with Modalities in Mind" that were provided by the Pima Regional Support Center to our teaching staff. While these trainings were beneficial we did not realize the importance of needs assessments and regular job-embedded professional development. Going into the 2011-2012 school year we have designed our school schedule to allow for a 45 minute block of planning time before the school day starts, a shared lunch time, and a 40 collaborative planning time for all teaching staff. This schedule allows the leadership team to facilitate weekly professional learning community (PLC) time for grade level groups to discuss and analyze instruction, data, and lesson designs.

Over the last five years our regular staff meetings have evolved from monthly "business meetings" into 60 minute weekly professional development training. These weekly training are built upon an agenda that is communicated in advance to teaching staff and administration. Focus is teaching to mastery our schools objectives of implementing Essential Standards, Unwrapped Documents, Curriculum Calendars, Formative, Summative and Benchmark Assessments as well as Reteach and Enrich strategies. These training times include active participation and modeling of what is expected in our Essential Elements of Instruction (EEI)

model. Teachers are exposed to a different Kagan engagement strategy at each weekly meeting and have the tools to implement them immediately. Teachers have also been guided through the process of creating individual classroom SMART goals for reading and math. Teachers are now able to identify specific and strategic goals for monitoring student progress. Another significant change to our professional development procedures is that we now provide an 8 day New Teacher Induction Training to focus specifically on the areas of curriculum, culture, classroom management, assessment and instruction. Blocks of time were scheduled to facilitate active engagement strategies and focus on each component of our EEI framework. A final core piece of our professional development focus is the creation of our professional development action plan that was completed as part of our four day "PDLA Summit." We had the opportunity to have multiple coaches review and provide support on developing an effective action plan with attainable action steps.

Another major realization for our team was the identification of classroom management as a huge obstacle to improving student achievement scores. In 2009-2010 our school was awarded a competitive "Counselors Impacting Charter Schools" grant that has provided for a full time counselor since that time. One of the major objectives of the grant is to fully implement a Positive Behavior Intervention Support (PBIS) model of school-wide management. Originally, we began this project for grades K-6. In January 2010, the grant was able to provide another counselor at the 7-12 level. As part of this grant, we are also responsible for establishing an advisory committee, a parent-teacher committee, and a Gator Way Committee. Each of these groups meet monthly and are composed of teachers, parents, community members, and administration. Agendas and minutes are collected and provided school-wide to increase communication. We have seen a huge shift in the expectations surrounding shared-decision making with our parents over the last several years.

Our team reviewed the following demographic data trends in attendance, enrollment, ethnicity, free and reduced lunch eligibility, and teacher demographics using a data analysis process that included a Data Gallery Walk, Data Analysis Charts, and facilitated engagement activities at the PDLA sessions. Our findings indicated that student enrollment has shown a steady increase between the 2000-2009 school years with a decrease of 8% over the past year. The primary ethnic groups are Hispanic at 78% and Caucasian at 11%, African-America 6%, and Native American 5%. Other demographic information we found included the fact that students eligible for free and reduced lunch, has increased by 7% over the last three years. Our number of minority students has steadily increased over the last here year. We serve a high population of both students with IEP's and English Language Learners. We would like to find out more

information regarding the demographic trends of the current school year broken down by month. The team determined that the most critical findings including patterns, gaps and trends were that as the poverty went up the attendance rate went down. The implications of these findings for our school improvement planning are determining the root cause of why our enrollment and attendance rates are decreasing.

In order to analyze how Southgate as a school is perceived our data team reviewed the "School City" created perception survey that addressed the following student, parent, and staff using an online format along with facilitated activities that included a staff data gallery walk, a hunches and hypothesis activity, and discussed indicators and objectives. Staff also reviewed unanswered questions and brainstormed sources of additional data. Student perceptions indicated that at the 3-6 grade level challenges include lack of school freedom, respect between students, and availability of challenging work. Strengths at the K-6 levels indicate that students believe that their teachers care about them and believe that they are capable learners. Results also indicate that students feel a strong sense of family belief that they can do well in school. Student responses in grades 7-12 indicate overall lower satisfaction scores. However, trends remain similar between grades K-12. Parent perceptions indicated that they respect the schools teachers, support their child's learning at home, and feel comfortable at school. Parents indicate that they have concerns about overall school performance and the schools public image. Finally, staff perceptions varied greatly by the grade level taught. Overall results indicate that communication was an area of weakness along with morale among, staff, students, and teachers. Areas relative strength was found to be in teacher efficacy and ability to reach diverse student populations. We would like to find out if the responses varied by years of enrollment or employment. The team determined that the most critical findings were the fact that the 7-12 grade perceptions showed a greater number of challenges than K-6. The implications of these findings for our school improvement planning are finding the primary reasons that the K-6 students, teachers and parents have a more positive perception of the school than 7-12. Other areas of focus include communication, and overall school performance.

Our review of student achievement data included the subjects of reading and math using the AIMS achievement assessment for the 2005-2011 school years. We used a data analysis process that included a gallery walk, data analysis charts, and staff discussion that was facilitated by our data analysis consultant (Alex Duran. Ph.D.), who compiled and reviewed our assessment data with our teaching staff and us. Review of reading data indicated that reading is a relative academic strength for Southgate Academy due to the fact that we made AYP in all grades and subgroups in 2010. Reading scores tend to decline slightly between the 4th and 7th grades and in

2011 overall subgroups in grades 7 and 8 did not make AYP in reading. The team discussed the fact that individual standards need to be identified as the greatest areas of need. These "power standards" will set the pacing calendar for the current school year. The implications of these findings for our school suggest that focus needs to be kept on reading so that we improve our reading scores in order to make AYP and we maintain reading as a relative strength.

Review of reading data indicated that reading was a relative academic strength for Southgate Academy due to the fact that we made AYP in 2010 in all grades and subgroups. However, reading scores tend to decline slightly between the 4th and 7th grades. Results from the 2011 AIMS scores indicate that Southgate did not make AYP in 7th or 8th grade reading. The team discussed the fact that individual standards need to be identified as the greatest areas of need. These "power standards" will set the pacing calendar for the next school year. The implications of these findings for our school suggest that focus needs to be kept on improving reading so that we make AYP in 2012 and we maintain reading as a relative strength.

Review of math data indicated that math was a definite area of weakness for Southgate Academy due to the fact that we did not make AYP because of our math scores in 2010. Math scores continued to be an area of weakness based on 2011 scores with scores in grades 4 and 8 not making AYP. Math scores declined dramatically beginning at the 5th grade. The team discussed the fact that individual standards need to be identified as the greatest areas of need. The team identified the AIMS prep period of the day to be designed to specifically to address math needs during the 2010-2011 school year. Using assessment data collected from Galileo benchmark assessments students were grouped for intervention for the last period of the day (grade 7-8). Built within this approach were weekly pre and post tests on specific objectives selected for each grade level. For the 2011-2012 school year Southgate Academy has created a 45-minute math "concept and application" class for all students in grades 7-12. In January 2012, we plan to turn this time, as well as 30 minutes of all K-6 class time into a designated "reteach and enrich" period.

In 2005, we began to use the AIMSWeb program to screen and monitor our K-8 students in the areas of reading fluency, math fluency, and early literacy and numeracy. Students were identified by risk levels and some additional tutoring opportunities were available. In 2006 the school purchased a scantron machine and began using the BuckleDown AIMS practice tests in order to gather benchmark progress towards state standards. In 2006-2007 the school also implemented the use of the Study Island program. However, the limited impact of this program was largely due to limited student access to computer labs This system was continued until the

2010-2011 school year with the introduction of the Assessment Technology, Inc. (Galileo) program. This program allowed our school to use formative assessments to monitor student progress and help identify students who needed additional interventions. Since partnering with the Vail School district Southgate Academy as adopted the Vail Benchmark and Formative assessments that align directly with the Essential Standards for each quarter. Our team has agreed that the common formative assessments will guide instruction and the development of an intensive reteach and enrich program. A major component of our increase in monitoring and documenting student progress has been attributed to our increased technology. Our school now has four computer labs with over 90 student computers while in 2005 we were limited to one lab with less than 20 computers. Our teachers now have access to projectors and interactive Mimio boards to increase student engagement.

M.A.C.I.L.O.S. (Making A Change In Lives Of Students) Pilot Program is a replicable, innovative pilot program using research-based instruction and curricula intertwined with real-life application. In part, MACILOS Pilot Program was created using the foundational principles of Abraham Maslow's, "Hierarchy of needs" theory. Overall, the program pyramid structure is designed to meet a student's physiological needs, sense of safety, social needs, and self-esteem. Once these lower level deficiencies are met, a student's academic growth is challenged to explore, discover and excel on their own using the knowledge they gain to reach their highest potential. MACILOS has just completed it's third year and the academic data concerning AIMS assessment has demonstrated higher gains in meeting high school graduation requirements.

After reviewing student achievement data our team found the following patterns , gaps, and trends. We were surprised to find that the decline began immediately after fourth grade. We were also surprised to find out just how low our math scores really were. We were surprised to identify how many of our passing students were not returning each year. A strength was seen in the action taken to use our time and personnel as wisely as possible to meet our math needs. Another major strength in our ability to evaluate data has been in the assistance we have received from our consultant. The amount of data evaluation that we have completed has greatly increased beginning the 2010-2011 school year. Our ultimate goal is to establish and create an ongoing data rich culture of learning in order to assess and address target areas for intervention as well as identifying students who are performing adequately and need to be enriched.

January 20, 2012

To: State Board for Charter Schools

Rationale for Beyond Text Books

The primary reason and rationale for requesting this amendment is to upgrade and improve our curriculum by implementing a more rigorous and clearly defined framework of instructional delivery to better meet the needs of our targeted population. After four years of inadequate academic progress based on Annual Yearly Progress (AYP) requirements in core academic subjects the Southgate Academy leadership team considered various options to improve student achievement. As Southgate Academy continues to attract a growing number of "at-risk" students it was essential that we adopt and implement as a solid core program to meet the academic needs of our students without depleting our resources.

The concept and program that is proposed in this amendment is the Vail School District's Beyond Textbook Program with the motto "A Vision of Success." Central to our mission is the belief that all students can learn and achieve at high levels. We also sought out a program that would meet the curriculum needs of a K-12 school while providing consistency and solidarity at each progressive grade level. The Beyond Textbook Program allows us to expand and clarify the schools expectations to teach the required AZ state standards. With clearly defined essential standards that are clearly calendared for each subject and grade level we are able to approach the year with a clearly defined plan. Teachers are also provided an "unwrapped document" for each of these standards to help define the big ideas as well as essential questions that guide effective instruction. By implementing this curriculum change we are also recognizing a higher level of performance expectation from each student. Included in this program are a variety of assessments including weekly formative assessments and quarterly benchmark assessments to be administered according to a district wide assessment calendar. Our mission encompasses the fact that we will support and monitor the individual growth of each of our students. This awareness and frequent contact is essential to meeting the academic and social needs of our schools population.

Another major advantage included in this request is the fact that the Beyond Textbook program centers on the idea of shared resources and professional

development. The BT provides assistance and direct instruction on effective professional development strategies. In addition Southgate Academy is currently in its second year as a team enrolled in the Professional Development Leadership Academy. Our first year as a team our task was to develop an innovation that would be most likely to impact our student achievement. As a team the innovation we selected was using the Essential Elements of Instruction (Hunter) lesson framework with a specific focus on calendared standards.

The final appeal of the Beyond Textbook program is the navigated guidance to help our teachers access limitless resources available through the Internet. Our team believes that by adopting the Beyond Textbook program our teachers will be in the best position to collaborate and contribute to the nation wide community of educators using this resource.

This curriculum change will allow us to compete with surrounding schools and I am optimistic that this is the answer for Southgate Academy.

Respectfully submitted,

Sylvia M. Calmelat

Superintendent