Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Kaizen Education Foundation dba Havasu Preparatory Academy

CTDS:
07-85-80-000

Mailing Address:
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Phoenix, AZ 85020

View detailed info

Representative

Name:
Michele Kaye

Phone Number:
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602-277-4900

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Alegebra II).

For K-8
Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the required template and instructions.

For 9-12
Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the required template and instructions. Each course must align with the State's graduation requirements.

Add Grade Levels

9th

Curriculum Samples

Download File — Algebra 1 HPA
Download File — Geometry HPA
Download File — Algebra 2
Download File — Pre-Calculus Grade 12 HPA
Download File — DSM for HPA
Download File — 9 Language Arts Revised
Download File — 10 Language Arts Revised
Download File — 12 Language Arts Revised
Download File — 11 Language Arts Revised

Effective Date
08/12/2013

Attachments

Board Minutes — Download File

Narrative — Download File

Timeline for implementation — Download File

Additional Information*
No documents were uploaded.

Signature

Charter Representative Signature
Michele Kaye 05/28/2013

MINUTES
BOARD OF DIRECTORS MEETING
KAIZEN EDUCATION FOUNDATION

February 27, 2013

A regular meeting of the Board of Directors (the "Board") of the Kaizen Education Foundation, an Arizona Corporation (the "Foundation"), was held at its offices located at 7878 N. 16th Street, Suite 150, Phoenix, Arizona.

Attendance and Quorum
The following directors were present in person: Ted Frederick

The following directors participated by means of teleconference whereby all persons participating in the meeting were able to hear one another: Virginia Smith and Janna Robinson.

The following guests were present: Kristen Kelly.

Ted Frederick called the meeting to order at approximately 2:00 p.m. and noted that a quorum was present. He also served as Secretary of the meeting for the purpose of recording the minutes.

Minutes
Minutes from the December 12, 2012 Board meeting were presented. A motion to approve the minutes was duly made and seconded. The motion was approved by the Board.

Call to the Public
A call was made to the public to discuss items on the agenda. No members of the public were present.

President's Report
Mr. Frederick reported that some of the schools were using a playing card size information card to acquire new students. Enrollment is up by about 200 students over last year. The IRS 990 tax form for both state and federal returns had been filed prior to due date.

Management Company Report
Ms. Kelley reported in SY2013 revised budget number is 2,952 enrollment and that the SY2013 growth number is 3,301 an increase of 332 students. This will permit more schools to provide salary increases for teachers and staff. This places the Kaizen schools on a solid financial course.

Old Business
A motion to approve the IRS 990 filing, and authorize Mr. Frederick to sign, was duly made and seconded. The motion was approved by the Board.

New Business
A motion to approve the addition of a ninth grade at Havasu Preparatory Academy was duly made and seconded. The motion was approved by the Board. Another motion to approve the transfer of the school lunch programs from Leona Group to Kaizen Education Foundation was duly made and seconded. The motion was approved by the Board.

Adjournment

There being no further business to discuss, the meeting was duly adjourned at approximately 2:20 p.m. The next scheduled meeting will be April 10, 2013.

President/Director

9th Grade Level Addition Request for Havasu Preparatory Academy

1. Rationale

Havasu Preparatory Academy has been in operation for almost two years in Lake Havasu, AZ. The community has welcomed the school and enrollment has grown from approximately 135 students in 2011-2012 to over 230 students in 2012-2013. The response from the community has been supportive and welcoming. The parents that supported our opening a K-8 school in Havasu last year are now asking for a ninth grade so that their children can continue growing and thriving in a small school environment. The school has won the local Orchid/Onion award four times in the past two years for their positive contributions to the residents of Lake Havasu.

We have the capacity to add a 9th grade and have leads on teachers who would be HQT for HS math, science, English and history. The current 8th grade is eager to stay another year in the anticipation of opening Havasu Preparatory Academy High School in the2014-2015 school year.

2. Mission ,Educational Philosophy and Methods of Instruction

Mission Statement

Our mission statement supports adding a ninth grade as a bridge to our anticipated high school. We want students to continue their *education in a student centered environment where you will find students actively engaged in meaningful, academically challenging curriculum. We will focus on creating an atmosphere where teachers promote culture of excellence through high expectations. Students and teachers will foster an environment of mutual respect, cooperation, self-reliance and a love of learning.*

Educational Philosophy

Our educational philosophy at Havasu Preparatory Academy (HPA) supports the addition of a 9th grade in order to continue developing the Rigor, Relevance and Relationships that our students and parents have embraced. HPA strives to successfully educate every student by implementing the Effective Schools Model, a research-based and data-driven model of school improvement, and by focusing instruction on the new "three R's of education": Rigor, Relevance and Relationships. The Leona Group provides students a safe, nurturing and respectful learning environment while maintaining high standards of instruction that encourage mastery of content, critical-thinking and the real-world application of knowledge. The overarching goal is to improve student learning and achievement in core subject areas, while maintaining a keen focus on educating the *whole* child – academically, socially and behaviorally.

Research conducted by Ron Edmonds, Dr. Lawrence Lezotte and others has produced convincing evidence that schools must establish, implement and maintain several internal systems in order to be successful. Over the past 30 years, there has been a plethora of research centered on effective schools and what effective schools do to ensure student achievement. Much of this research has been incorporated into seven correlates, as coined by Edmonds and Lezotte. The correlates include a clear,

focused mission, a safe and orderly environment, high expectations for all students, effective instructional leadership, the opportunity to learn, frequent monitoring of student progress and positive home-school relations. Our students and parents in our K-8 system have come to love and respect the whole child education provided by HPA and feel that this is the type of educational environment they want their children to remain in through their K-12 educational journey. Adding the 9th grade now would allow us a year to apply for a high school charter for this learning community.

As research has consistently proven, all seven of these correlates working in tandem within a school environment, can and will produce high student achievement. Havasu Preparatory Academy is dedicated to these principles. Every procedure, policy, system, and decision is made with these correlates in mind.

The educational philosophy regarding rigor and relevance, as supported by the research conducted by the International Center for Leadership in Education, will be incorporated. It is not enough for students simply to acquire knowledge and skills; they must be able to apply them in real-world situations. To that end, HPA will continue to provide ninth grade students outlets for expressing their growing knowledge and help them apply the skills and processes they have learned. To accomplish we are implementing the AVID program and will continue to provide students learning application opportunities beyond the walls of the classroom and/or school building. The addition of 9th grade this next school year will bridge the gap until we can open a HS in 2014-2015.

Methods of Instruction

Students will continue to receive instruction in the same manner as they have demonstrated are successful for them at the 8th grade level. Curriculum is designed using AZ CCS to drive the planning. Students are exposed to curriculum that supports the learner being involved with hands on and/or critical thinking about material as it is presented. Students will have time for instruction and guided practice in the classroom before take home work is provided. Students will have time to work independently and with small groups .Instruction will vary from, direct instruction to discovery based learning with emphasis on critical thinking. Assessment will be based on individual student knowledge. Frequent daily informal assessment as well as unit level assessments will help to guide the students need for remediation and reinforcement of concepts or skills.

3. Course offerings/Proficiency for Credit/Graduation Requirements

Course Offerings

In the 9th grade year students will be enrolled in six credits.
1 credit of English (.5 credit of English 9A and .5 credit of English 9B)
1 credit of math (.5 credit of Math CCS 1 and .5 credit of Math CCS 2)
1 credit of world history and geography (.5 credit of WHG1 and .5 credit of WHG2)
1 credit of health and physical education
1 credit of science (.5 Earth Science 1 OR Biology 1 and .5 of Earth Science 2 or Biology 2)
1 credit of electives (which could include any of the .5 credit electives: math workshop 1, math workshop 2, English workshop 1, English workshop 2, reading, yearbook/journalism, AVID, art, advanced PE)

Proficiency for Credit

We will retain our mastery and promotion criteria for a minimum with a minimum of 70% to earn credit in a content area class.

Students will earn .5 credit per content area class (meeting at least 61.5 hours) if they earn an A, B or C in the content area (class). Overall course grades for content mastery in academic subject areas will be:

A = 90-100% = Mastery (.5 credit earned per class meeting a minimum or 61.5 hours)

B = 80-89% = Mastery (.5 credit earned per class meeting a minimum or 61.5 hours)

C = 70-79% = Mastery (.5 credit earned per class meeting a minimum or 61.5 hours)

D = 60-69% = Needs Remediation (.5 elective credit earned and content class must be repeated for core academic credit)

F = 59% and below = Needs Intensive Remediation (no credit earned)

Should a student earn a D or F in any single academic subject area, the educational team to include the current teacher, administration, parents, and any special service team member will meet to determine the appropriateness of a remediation plan. Parents will be kept apprised of academic performance throughout the year so that all parties are aware of educational difficulties in a timely manner. The team will consider the following factors that might be affecting the student's ability to show subject mastery including: standards-based assessment data, course grades, social/emotional growth, attendance, evidence of a disability, ELL status in addition to other possible mitigating factors. The goal of this meeting will be to determine what best meets the needs of the child. If it is determined that the child has factors that can be remediated before the start of the next school year, then additional services to include summer school, tutoring or other programs will be put into place to allow the child to progress with peers.

Parents will be kept apprised of academic performance throughout the year so that all parties are aware of educational difficulties in a timely manner. The goal is to put support services in place to allow the child to master the content and earn academic core content area credit. If a child at the end of the year is still unable to master academic content or falls behind in credit accrual parents/guardians will also be encouraged to enroll their student in a summer school academic enrichment program.

Acceptance of Transfer Credit

Transfer credit will be accepted from all accredited schools (NCA) for the content area in which credit was awarded except for cases of "D" grades. Students may earn elective credit for a grade of "D" or may opt to test for a passing grade of 70% and earn academic content area credit. Academic content areas would be those where math, English, science or history/government/economics credit is awarded.

Students transferring from non-accredited schools will have elective credit awarded for all earned credits. Students will have the option of testing for academic credit if they have a course with a similar

course description where they earned credit from their home school. Mastery is 70% in order to earn academic content area credit.

Graduation Requirements

24 credits are required for graduation.

Math: 4 credits to include Pre-Calculus

English: 4 credits

Science: 4 credits

World History Geography: 1 credit

US/AZ History: 1 credit

Economics: .5 credit

Government: .5 credit

Physical Education: 1 credit

Electives: 8 credits of which 2 credits are strongly encouraged to be in a foreign language

4. Staffing changes

We are anticipating that our current teachers will be continuing and both are HQT for HS subjects as well as HQT for MS subjects of math, science, English, and we anticipate HQT in world history.

Should either teacher elect not to return we are currently accepting resumes and attending five out of state recruiting fairs within the next two months. We have had resumes from teachers that are highly qualified in English and social studies. We anticipate a challenge in hiring both a math and a science teacher that would be HQT for both MS and HS. If our current teacher does not return for any reason we believe that we will be able to find this position but have left some flexibility in what will be taught for 9th grade science (it could be biology or earth science depending on the HQT status of teacher candidates).

9th Grade Level Addition Request for Havasu Preparatory Academy

Timeline

We would like to open our doors to a 9th grade population in the fall of 2013-2014. Once the grade level is approved we will commence with enrolling students, hiring a HQT staff and advertising our upcoming addition of 9th grade. We are currently in the process of writing a charter for Havasu Preparatory High School with an anticipated opening date of SY 2014-2015.