A.5 PMP Reading Narrative

The BASIS Reading PMP clearly articulates the manner in which BASIS will both meet the Arizona College and Career Ready Standards (AZCCRS) for the student population at BASIS Scottsdale K-6 and will ensure that students are prepared for the rigor of the BASIS Upper School curriculum and academic excellence at an internationally competitive level. BASIS has a long tradition of excellence that is grounded in exceedingly high standards for student achievement aligned to a rigorous curriculum. When implemented with fidelity, the BASIS model produces exceptional student achievement. Our goal for BASIS Scottsdale K-6, as with all Arizona BASIS schools, is to achieve an "exceeding" measure on the Board's Academic Performance Expectations. The following narrative accompanies the attached BASIS Scottsdale K-6 PMP for Reading which:

- Defines the BASIS curricular model;
- Identifies the manner in which BASIS will ensure the model continually evolves to meet the AZCCRS;
- Articulates how student proficiency will be monitored to demonstrate mastery and ensure academic readiness; and
- Describes how BASIS will provide meaningful professional development to achieve curricular implementation with fidelity to the BASIS model.

A. Baseline

Setting a Baseline

In order to best understand how to meet the needs of students entering BASIS Scottsdale K-6, BASIS will use existing data to establish a predicted baseline that estimates the current academic performance levels of the incoming student population. This baseline will be later refined to more accurately measure the progress of the actual student population by integrating individual student data obtained through use of a nationally normed instrument (aimsweb®) during the first week of school.

Basis for Expected Baseline Figures

BASIS Scottsdale K-6 will be located within the boundaries of the Scottsdale Unified School District. The families who choose to send their students to BASIS are those seeking the best education in the world. The success of the existing BASIS Scottsdale school has shown that demand for this type of education is particularly high in the BASIS Scottsdale K-6 area. The BASIS program provides students from these families with the tools necessary to reach that goal and achieve at an internationally competitive level. All that is required from students is a willingness to work hard and to be open to new ideas. Our results clearly demonstrate the BASIS educational philosophy's effectiveness for nearly any child meeting those simple criteria.

While all BASIS Charter Schools are open enrollment and have tended historically to attract families from all over the Phoenix metro region, we anticipate the majority of the students who will enroll at BASIS Scottsdale K-6 will live within the Scottsdale Unified boundaries. This assumption is informed by the interest we have measured from our current BASIS Scottsdale families and examining the geographic region in which they live. The state assessment data and neighborhood school scores provide relevant context for the likely incoming BASIS Scottsdale K-6 population. Because our school will begin in Kindergarten, we used 3rd grade reading AIMS

data—the data for the youngest students available—to establish our baseline. This will allow us to ensure that our goals for each grade are aligned to exceed the baseline measure.

To establish the expected baseline, we used the reading proficiency scores of the entire Scottsdale Unified District at the 3rd grade level. This resulted in a baseline of 89% (see table). The average current growth percentile for the students in the target population, using a measure of all Scottsdale Unified, is 53.

	Grade	**Reading Mean Scale Score**	**Reading % Falls Far Below**	**Reading % Approaches**	**Reading % Meets**	**Reading % Exceeds**	**Reading % Passing**
Scottsdale Unified District	3	482	2	10	64	24	89

B. Process for Conducting and Analyzing Data on Effectiveness of Action Steps in PMP

Strategy I: Provide and implement a curriculum that improves student achievement

BASIS Curriculum Development Process

1. **Subject Advisors**, who are experienced BASIS teachers with expertise in a particular subject, develop a BASIS Bare Bones syllabus, which is utilized by every class in that grade and subject. To ensure maximum effectiveness, creating the syllabus involves analysis of prior year pre-comprehensive and comprehensive exam results (for 6th grade only) and all standardized test results, including PARCC (or other state assessment) results that follow Arizona's College and Career Ready Standards. Teacher input is then incorporated to ensure that the proposal makes sense both pedagogically and with regard to content.

2. The **Director, Intellectual Capital** at BASIS.ed oversees the finalization of Bare Bones syllabi for each course to ensure alignment with Arizona's College and Career Ready Standards.

3. **Teachers** of that subject, utilizing our BASIS.edLink interactive database, provide the details, and develop their classroom specific syllabus.

4. The **Intellectual Capital Team** at BASIS.ed and the **Head of School** review each teacher's final syllabus to determine appropriate sequencing, pacing, and assessment.

5. The **Head of School and Director, Student Affairs** monitor implementation, providing constructive feedback and guidance to teachers throughout the year

6. After AIMS (or other state assessment) results are received, the **Intellectual Capital Team at BASIS.ed and Subject Advisors** review together with school-level data and make any needed adjustments to the core curriculum for the next year.

True to the BASIS model, BASIS Scottsdale K-6 will continually evaluate the K-6 program's strengths and any weakness and will modify the program to ensure that all students receive the best education possible. The BASIS Scottsdale K-6 program will feature expertly developed and delivered lessons, continuous checks for understanding, and most important of all, students engaged and excited to learn.

By design, the BASIS curriculum adapts and evolves each school year as a result of the data-driven curriculum review process integral to the BASIS Model. This process starts with a multi-level review process to ensure alignment with BASIS requirements and full integration of the Arizona College and Career Ready Standards. The BASIS Course Sequence – a list of courses

required at each grade level – then establishes a baseline of courses that, through spiraled alignment, ensure students meet the requisite standards each grade.

This process is ongoing and **changes as needed based on student achievement data collected**.

Specific to BASIS's mission is "to provide an accelerated liberal arts education at internationally competitive levels." The way in which BASIS delivers this mission is through constant assessment and fine-tuning of the Humanities curriculum based on specific feedback from school leaders and teachers.

This process provides for teacher self-assessment, as they are able to review assessment results and other teacher's syllabi across BASIS Schools. Teachers can then engage in a dialog with other teachers to work on effective sequencing, pacing, and assessment.

In a similar fashion, the Head of School of one BASIS School is able to discuss with other Heads of School what professional development activities had proven to be effective.

The BASIS Humanities program fulfills all of the requirements of Arizona's College and Career Ready Standards through a blend of whole-language and phonics instruction. Reading constitutes an integral part of instruction for students in grades K-3 as they learn grammar, structure and mechanics, writing, handwriting, and spelling. The BASIS reading program utilizes social studies content as a backdrop for teaching reading, which allows for assessment of decoding versus comprehension and also facilitates developing a love of reading in students. The program uses both the Journeys Common Core series and the Saxon Phonics and Spelling series as textbooks to supplement instruction. The books used for this purpose in each grade are:

Reading Books and Instructional Materials, By Grade

Grade	Textbook 1	Textbook 2	Other books (examples)
1	*Journeys Grade 2*	*Saxon Phonics and Spelling Grade 1*	*Easy Grammar: Daily Guided Teaching and Review for Grade 2 Student Workbook*
2	*Journeys Grade 3*	*Saxon Phonics and Spelling Grade 2*	-
3	*Journeys Grade 4*	*Saxon Phonics and Spelling Grade 3*	*The Lightning Thief;* *The Lion, The Witch, and the Wardrobe;* *Bud, Not Buddy;*
4	-	-	*Mansa Musa & The Empire of Mali;* *The Tale of Despereaux;* *Sign of the Beaver;* *Number the Stars;*

			Tuck Everlasting

Strategy II: Monitor and Integrate AZCCRS into high quality BASIS instruction
At the core of the BASIS model is the fundamental belief that all students can achieve at the highest levels and that excellent teachers matter. It is through the emphasis on these two tenets that BASIS has developed our rich curriculum that prepares students for the highest levels of learning as they advance towards the Upper School. This curriculum ensures that students master the Arizona College and Career Ready Standards, which are central to the overall performance of the school. BASIS has developed a strong plan to support instructional practice that allows our expert teachers the autonomy they need to maximize student achievement as well as ensure that the AZCCRS are taught consistent with the BASIS curriculum.

The central BASIS Intellectual Capital Team (ICT) is responsible for ensuring that the AZCCRS are integrated into every facet of the core curriculum. The ICT is led by a former BASIS Head of School who has extensive experience in curriculum development and deep understanding of the Arizona standards. As teachers build their syllabi, they utilize BASISedLink – a unique and proprietary online system that allows them to develop their course using required topics (those aligned to the standards) and "teacher topics" which supplement the required material. The CT reviews these syllabi prior to the start of school to ensure they incorporate all requirements.

The ICT together with the HOS perform syllabi audits. These staff members consider several internally and externally generated questions through the syllabi audit process. Syllabi are created so that the following questions must be answered affirmatively

External

1) Does the content cover the Arizona College and Career Ready Standards? All of the Arizona College and Career Ready Standards must be covered at or before grade level.

2) Has the course covered Arizona state testing requirements before those test dates? Teachers must account for the state tests and cover all necessary material.

3) Does the course cover material necessary prepare students for AP courses? Students are given the opportunity master material necessary to be successful on rigorous external exams. Vertical connections throughout the program are necessary to achieve this.

Internal

1) Is the content sequenced logically? There must be a clear and logical progression from one content area to the next so that each class is focused and has a meaningful end goal.

2) Does the timeline correspond with students' subject knowledge? Keeping in mind that the ultimate goal is to help every student succeed, each syllabus must provide a manageable timeline for students according to their abilities.

3) Does the syllabus cover enough material? Due to the accelerated nature of the program, it is essential that each class cover enough material to prepare students for the next year.

4) Does the content fit logically in the BASIS curriculum sequence? All material should fit the class it's taught in. 6th English must connect with 5th grade Language Arts and 7th grade English. The sequences for all vertically connected classes must align.

5) Does the sequence of material align with the sequences in other classes? Certain math concepts must be taught before some science concepts can be taught. The sequences for all horizontally connected classes must align**.**

The Head of School is responsible for evaluating all teachers' job performance at their school. Classroom observation by other teachers and by administrators occurs regularly and is frequently unannounced. Although the average is much higher, a minimum of two formal classroom observations occur in each school year. The purpose of these observations is to ensure that teachers are using best practices and are covering material appropriate for the course and level they are teaching. Additionally, student progress is continually monitored in the form of student performance on pre-comprehensive and comprehensive exams (for 6th grade only), on BASIS exams, and on standards-based, state-mandated exams.

Student assessment data is gathered and analyzed by BASIS.ed, and results are provided back to teachers. More detail on this arrangement can be found in section B.3.1.

Strategy III: Monitor and document student proficiency.
BASIS is deeply committed to ensuring that all students are performing at or above grade level. Struggling students are identified quickly through the use of observation and skill evaluations. Periodic skill evaluations (benchmarks) are given to each child periodically to determine if the child is on level with their peers, falling below, or above level. This benchmarking data is not used for student grades, only to provide data to assess progress and areas for intervention. Students are monitored throughout the year to ensure struggling students are brought up to level and middle and high achievers continue to perform well. By using this data-driven approach in conjunction with in-class observation, targeted intervention can occur consistently and in real time.

Formative assessments used throughout the year include evaluations using aimsweb®®, assignments (homework and in-class), and weekly classroom quizzes. Readiness assessments at the start of the year allow teachers to recognize early what level their class is at and how to best address the class's weaknesses and capitalize on its strengths.

Summative assessments used in grades K-6 include class assignments, quizzes, and tests throughout the year. In grades 3, 4 and 5, the Arizona state assessment (PARCC) will be used. In grades 6-8, we will use BASIS's custom-made Pre-Comprehensive Exams and Comprehensive Exams in addition to state assessments. All of these are administered at the end of the year with the exception of the Pre-Comprehensive Exams, which take place in January.

Consistent with the BASIS 5-12 model, BASIS Scottsdale K-6 will constantly evaluate the K-6 program strengths and weakness, modifying the program to ensure that all students are engaged and excited to learn.

Strategy IV: Professional development to support effective implementation of the curriculum

July - New Teacher Training Institute

Professional Development targeting effective implementation of the BASIS curriculum begins at the annual summer New Teacher Training Institute. This event is designed to teach subject experts how to be teachers (if they have never taught before) and to teach experienced teachers how to further refine their craft. All teachers are required to read Doug Lemov's text Teach Like a Champion prior to attending the Institute. This text allows BASIS teacher to engage in dialogue and training using a common vocabulary. The training offers instruction on classroom management, lesson plan design, psychology, and subject-specific pointers.

In addition to pedagogical strategies, new teachers are guided through the syllabus building process during the New Teacher Training Institute. They review the Bare Bones syllabus and the Arizona College and Career Ready Standards with their Lead Subject Advisor and Subject Advisors, and then they work to create their own unique course syllabus. The Syllabus audit process then follows as described in Strategy II.

Another benefit of the New Teacher Training Institute is that BASIS Scottsdale K-6 teachers will have the opportunity to meet their colleagues at other BASIS network schools. As a new school in the network developing these types of community connections are a tremendous support as the year gets off to a start. BASIS teachers leave this intensive summer program with a wealth of knowledge and a contagious enthusiasm for teaching and learning as they enter the new school year.

August - On-site Teacher Training – During the 2 weeks immediately preceding the start of school, all teachers report for on-site training.

Weekly – Humanities Subject Area/Grade Level Team Meetings – Once a week, teachers get together with their subject matter cohort and/or their grade level cohort to review student progress, identify areas for improvement, and align instruction. These meetings are particularly meaningful in grades 1-4, where students are participating in the interdisciplinary Connections courses. Because meting Reading goals in grades 1-3 are central to a student's overall academic success, these team meetings will drill down on aimsweb® data supported by discussion of individual student progress among the Learning Expert Teachers (LETs) and Subject Matter Teachers (SETs).

Through these meetings, teachers are able to compare notes as professionals with their peers and discuss what they are finding to be the most effective strategies in their classrooms. We have found this level of peer-to-peer interaction to produce more favorable student outcomes than all-day seminars or workshops.

Ongoing - Specialized Support Services Team (SSST) – The SSST is a central team of Master Educators in each subject who travel around to all BASIS schools to support effective instruction. The team provides formal and informal observation, written and oral feedback, directed guidance, mentoring, and shares best practices.

Ongoing - Subject Area Advisors (SADs) – Most BASIS schools have one SAD in each subject and if not, they are paired with a regionally accessible SAD. These subject experts are able to

provide deep content support for teachers and are also in the classroom teaching on a day-to-day basis, so they have direct daily experience with the issues teachers are facing.

Because the SADs meet regularly as a group across the network, they can share a deep understanding of why the Bare Bones Syllabus is structured the way it is and how its concepts are supposed to build on one another. This makes the Subject Advisors potent mentors for the master teacher and newcomer alike. Subject Advisors work with the Heads of School to follow up with their teachers and ensure that the curriculum is being implemented consistently and is being taught in an effective manner.

C. Data Management and Use

The BASIS school model relies heavily on the application of data to improve instruction and achievement. The use of data at every level begins the moment a student is enrolled at BASIS. As mentioned in Strategy III, BASIS Scottsdale K-6 will utilize aimsweb® for benchmarking students upon entry and then twice again during the year. Any student who is identified as off track will receive immediate academic redirection support.

BASIS also engages in readiness testing to all incoming 5th and 6th grade students. This testing is designed to determine the initial, appropriate math placement for students and to provide teachers with information about student reading levels so they can prepare accordingly before school starts.

During the summer training program, all new teachers are provided with coaching on how to best use student information and data to inform their instructional practice. This establishes the foundation of the BASIS instructional method, where constant review and analysis of student learning guides instructional practice. The Head of School, the school Directors, and the central school management at BASIS.ed all actively participate in reviewing student progress. Heads of School and School Directors encourage frequent data-based assessments of students in a variety of ways, from formal tests and quizzes to checking for understanding throughout a lesson.

By maintaining straightforward and easily trackable student academic performance metrics with a strong emphasis on comparability of results, BASIS Scottsdale K-6 will be able to effectively monitor and compare student assessment data over the course of a year and from one year to the next. Each year, this data undergoes a thorough review by the Subject Advisors wherein the curriculum, course syllabi, and pre-comprehensive and comprehensive exams (for 6th grade only) are analyzed across the network, down to the individual test question, to determine where any gaps in instruction may be. This level of thoroughness is unparalleled and demonstrates a deep understanding within BASIS of the ability to use data to truly drive student academic performance at the individual student level and system-wide.