A.3
Program of Instruction

Alignment to Standards

Colegio Petite Ahwatukee will organize its curriculum around the Common Core State Standards (CCSS) for math and language arts, the AZ State Standards for Science (and the Next Generation Science Standards to which the State is in the process of transition), and the PARCC architecture. Our core instructional curricula are clearly aligned to the CCSS and Next Generation standards, and non-aligned materials will be aligned by teachers, coaches, and leadership through their lesson plans and curriculum maps. All teachers will use standards-aligned curriculum maps that will be vertically aligned across grade levels and horizontally aligned to formative and summative assessments in Galileo and PARCC. Teachers for grades K-5 will align their written language arts plans to the CCSS for ELA, their science plans to Next Generation Science Standards, their math plans to the CCSS for math, their social studies plans to Arizona's social studies standards, and their elective plans to the CCSS ELA standards. Teachers for grades 6-8 will align their written language arts plans to the CCSS for ELA, their science plans to the Next Generation Science Standards, their math plans to the CCSS for math, their social studies plans to Arizona's social studies standards. Additionally, 6-8 social studies, science, and technical teachers for grades 6-8 will align their instruction not only to their content standards but also to the Common Core literacy standards articulated for their specific contents. Teacher lesson plans will have focused objectives for each day that are aligned to the standards and clearly explain how students will achieve the objective and demonstrate that knowledge through an assessment. Our lesson plan template also requires that all teachers pre-plan an intervention and enrichment for each standard tied to an objective-aligned assessment. Each day, RtI time (led by teachers, paraprofessionals, and older peer-tutors/mentors) is set aside at the end of the day to allow students the opportunity to revisit and achieve unmet objectives and standards before the next day as identified by the daily formative assessments. The school leader and instructional coach of the school will be reviewing written lesson plans/maps and conducting classroom walkthroughs to ensure that the written plans are being effectively realized in all classrooms and programs. They will provide support to all teachers, through cognitive coaching, clinical supervision, team teaching, modeling, and mentoring to help teachers implement the school's program of instruction more effectively. At the year's end, every teacher's evaluation rates his/her alignment of written and live instruction to the school's program and the articulated standards. Every coach and leader is evaluated at the end of the year on the overall quality of the cumulative instruction's standards alignment across the campus.

Common-Core Aligned curricular materials that are used will include (but not be limited to) the following programs. We have selected language arts, math, and science texts and programs that can evidence alignment to the Common Core Standards. Additionally, we selected products with a user-friendly RtI component, rich technology features, and strong formative assessments. These elements will ensure that Tier 1, 2, and 3 instructional opportunities are as targeted and effective as possible. Correlation links are provided to evidence standards alignment below:

LANGUAGE ARTS in English:

- Journeys 2014 (Harcourt) K-6

CCSS Correlation guides for Journeys 2014 can be found at:
http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys/why-journeys-common-core/correlations

- Literature 2012 (HMH) 7-8

CCSS correlation guides for HMH Literature 2012 can be found at:
http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/literature/holt-mcdougal-literature/why-holt-mcdougal-literature/correlations

- Supplemental Intervention Resource K-8: Reading Horizons

CCSS Correlation guides for Reading Horizons can be found at:
http://www.readinghorizons.com/reading-intervention-program/common-core-state-standards

LANGAUGE ARTS in Spanish:

- Benchmark Literacy (K-6)

http://benchmarkeducation.com/common-core/common-core-instructional-resources.html

- Benchmark Spanish Genre Workshop (7-8)
- Imagine Learning Espanol (K-2)

CCSS correlation guides for Imagine Learning can be found at:
http://www.imaginelearning.com/programs/imaginelearning/#common_core

- Rosetta Stone (3-8)

MATH for both English and Spanish:

- Pearson Envision (K-6)

CCSS correlation guides for Envision can be found at:
http://www.pearsonschool.com/index.cfm?locator=PS1zHe&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=806&PMDbProgramId=76981&elementType=correlations

- Pearson Connected Math (7-8)

CCSS correlation guides for Connected Math can be found at:
http://connectedmath.msu.edu/pdf_news_links/cmp2_gr6_transition_kit1.pdf

- Intervention Resource: (K-8) Dreambox

CCSS correlation guide can be found for Dreambox at: http://www.dreambox.com/common-core-state-standards

SCIENCE in Spanish:

- Benchmark Cross-TeXt Science (K-2)

http://benchmarkeducation.com/common-core/common-core-instructional-resources.html

SCIENCE in English:

- Pearson's Interactive Science (3-8)

CCSS and Next-Generation correlation guides can be found at:
http://www.pearsonschool.com/index.cfm?locator=PSZtSj&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=814&PMDbProgramId=67681&elementType=correlations

SOCIAL STUDIES in English:

- Time's "Studies Weekly" series (K-8)

Arizona State Standards correlation guides can be found at:
http://www.studiesweekly.com/publications/Arizona-Kindergarten-Social-Studies#.UkMbAdJJOSo

SOCIAL STUDIES in Spanish:

- Benchmark Cross-TeXt Social Studies (K-8)

http://benchmarkeducation.com/common-core/common-core-instructional-resources.html

Methods of Instruction (including formative assessment)

As bilingual education is one focus of this school, it adheres to the research-based 50/50 rule, ensuring that 50% of the day's instruction is delivered in Spanish and 50% is delivered in English. Additionally, the second language isn't taught in a conventional 'foreign language' class module, because research in language acquisition has evidenced that a language is, "Most efficiently learned when taught through content" (Snow and Brinton in Freeman, 2005). Because of this, students are taught language fluency through the study of literature, math, science, social studies, art, technology, and PE. Content is the vehicle for teaching language. Reading, writing, math, and social studies are offered each day in English . . . but courses in science, reading, writing, math, and specials are also offered in Spanish. This facilitates the desired, native-like fluency and literacy in both English and Spanish. Instructional materials for the courses will be presented in the language designated on the master schedules to support bilingual literacy. All teachers will be fluent in both English in Spanish, and a preference will be placed on hiring teachers who have Spanish as their native language or can demonstrate native-like syntax.

Through the Journeys 2014 materials, the reading curriculum will include specific activities to enhance the mastery of the five essential elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Mechanics of language will be taught in conjunction with composition skills. Journeys 2014 provides tiered independent work to provide differentiated instruction for all students. On a weekly basis, older students will engage in a Writer's Workshop by critiquing the writing of their peers, responding to critiques of their own, and revising their own work. A variety of internal, standardized writing rubrics will be used that helps students improve their Common Core writing skills. Our units of literacy instruction are consistently integrated with the framework of the SIOP Model and incorporate all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies strongly tied to SIOP which create a language-rich environment that promotes the use and mastery of academic language. All teachers will be proficient in facilitating Close Reading Protocols for students in all contents and grade levels. Instructional technology tools provided by Journeys 2014 are rich and will make class activities more dynamic and engaging for both teachers and students. Journeys 2014 comes with a robust package of formative and summative assessments that will be used across the K-6 grades to measure learning outcomes and drive tailored interventions. Literature 2012 will be used for students in grades 7 and 8 to foster a love

of literacy and writing. 7th and 8th grade teachers will also adhere to the SIOP Model and incorporate sentence framing and precision partnering into their core strategies. As needed, reading interventions for grade levels K-8 (as determined by formative and summative assessments) can be leveraged through the Reading Horizons program for all of our students. This highly-intuitive software uses assessments to tailor instructional content for students that are at the appropriate reading level and address standards deficiencies.

The math curriculum will provide rich resources that will greatly benefit teachers, students, and parents. In addition to adhering to common, CCSS-aligned curriculum maps and demonstrating fidelity to the Pearson Envision program, all teachers also actively engage in a rigorous questioning protocol that uses the answer as the starting point, requiring students to use evidence and reasoning to justify how they found their answers and why they believe they are correct. As with the literacy courses, the math courses will utilize the SIOP framework for instruction with the precision partnering and sentence framing extensions. A wide variety of algorithms and methods are honored, and process is highly valued. All math instruction grades K-8 explicitly teaches, models, and honors the 8 CCSS mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

In addition to incorporating the Singapore mental models that are so powerful and effective, Envision provides 'tiered homework', offering completely differentiated homework assignments that can meet the needs of a variety of students. Additionally, parents and students can login from home to complete homework and receive instructional support. Finally, Envision also comes with a robust assessment package to help teachers measure student learning outcomes and drive interventions. The Dreambox program will be a useful online tool that can supplement the instructional goals of Envision. As a CCSS-aligned product, students will be able to use their Dreambox accounts to experience instruction in a different delivery system and practice math skills and standards that their own formative assessments deem in need of support or extension.

A formative, school-wide assessment protocol for general instruction will exist across the campus, as outlined in the performance management plans for reading and math. The daily assessment plan is preventative in nature. At the end of every class, all students complete formative 'exit slips' to measure their grasp of the essential standard for the day. This data is collected by the teacher and used to drive RtI interventions during the final period of the day. Additionally, all teachers will offer short, ongoing, cumulative review activities at the start of each class. This spiraling instruction is designed to increase retention of prior concepts for all children. With this daily protocol in place, we aspire to prevent the opportunity for students to fall behind by quickly identifying and remediating any misunderstanding and promoting ongoing

understanding of mastered concepts. Additionally, formative chapter quizzes will be given to measure how successful standards retention is. This whole-class, small-group, and individual data will be used to inform the content and strategies used for the ongoing cumulative review efforts. K-2 teachers will also be administering DIBELS and CBM as formative assessments for reading and mathematics. Students identified as needing intervention will receive weekly progress-monitoring by their teachers.

Outside of reading, writing, and mathematics, all teachers will leverage the same instructional best practices to drive instruction, assessment, and interventions/enrichments. Our core practices, including SIOP, precision partnering and sentence framing transcend content. When teaching social studies, science, art, or physical education on our campus, all teachers are committed to ensuring that their content standards are being realized through rich reading and writing opportunities for all students.

Technology will be properly utilized across our campus to streamline instructional planning, delivery, and assessment. To ensure engagement and Common Core practices, all classrooms will have a document camera and SMART Board. To promote PARCC online skills, all classrooms will have access to Chromebooks and/or iPads as the delivery system for some of their textbooks, applications, activities, and assessments. Benchmark and formative assessment data from Galileo, derived from assessments administered in both English and Spanish, will be used to drive instruction at the class level. Formative assessments from Envision, Journeys 2014, Dreambox, and Reading Horizons will be leveraged to measure student mastery, drive instruction, and design effective interventions. DIBELS and CBM data will also be used to inform instruction for K-2 students. Parents and students will be able to access all of their assessment data through our SchoolMaster parent portal, and administration will ensure that all parents and students have logins to their Envision, Journeys 2014, Dreambox, and Reading Horizons sites.

The school leader and instructional coach will be trained in Cognitive Coaching. Both will work together to ensure that every teacher receives at least one cognitive coaching visit for both reading and math instruction each quarter. In addition to cognitive coaching, a collaborative instructional culture that is high in transparency will be fostered by leadership. This culture will include daily walkthroughs, co-teaching, team planning, peer observations on-site, and peer observations off-site. All of these activities will converge to ensure that teachers are able to successfully leverage the classroom materials, technologies, and campus-wide instructional strategies. Leadership will regularly have coaching conversations with individual teachers, grade level teams, and whole staff teams to plan instructional improvements based on grade distribution reports, benchmark data, student and parent survey data, and more. Eventually, all of this evidence will culminate into each teacher's year-end evaluation, along with summative PARCC data, to make employment, raise, and bonus decisions. This focused alignment helps make instructional expectations clear and provide all teachers with the instructional support to succeed. At the year's end, every teacher's evaluation rates the quality of his/her use of horizontally-aligned formative assessments to drive instruction and interventions. Every coach and leader is evaluated at the end of the year on the overall horizontal alignment between standards and assessments and the use of formative assessments across the campus.

Summative Assessment Plan

Throughout each semester, students will create summative learning portfolios for reading, writing, and math. These summative portfolios will include artifacts that evidence the evolution of their learning (including summative benchmark scores from Galileo and AIMS scores) along with metacognitive, reflective writing about their development. These portfolios will be presented by the students to the class, evaluated by the grade-level teachers, coach, and leader, and presented to parents. They will also be used to substantiate standards-based report cards for every student and parent. We believe that this concise reporting will better help all stakeholders understand every student's achievement and work together more effectively to ensure standards mastery.

A formal, summative assessment protocol involves end-of-unit tests. These tests, provided by Envision, Journeys 2014, Pearson Connected Math, Literature 2012, and Pearson Interactive Science products, are aligned to the course materials and standards and are fixed, common assessments across the campus. Administration, coaches, and teachers will analyze this summative data together to improve whole-class instruction, fine-tune curriculum maps, and drive RtI time using the results. The most formal, internal assessment protocol involves our Galileo CBAS benchmark assessments. These tests for Grades 2-8 in reading, math, and science are aligned to the Common Core and Next Generation Standards and use PARCC-designed formats and expectations. These results will be used to measure the reading and math growth and standards mastery of individual students, whole classes, whole grade levels, and the entire campus. In addition, teachers and administration will run DIBELS and CBM reports at the end of the year to determine student growth, evaluate and revise the written curriculum, and modify intervention programs.

Finally, students will take the summative, constructed response PARCC tests for writing and math in March and the PARCC multiple-choice test for reading and math in May. These summative PARCC results will be used, ultimately, for a variety of essential activities designed to protect learning for all students and improve the overall instructional program. First, the disaggregated data will be used by grade-level teams to evaluate the effectiveness of the year's curriculum maps and identify opportunities for improving instructional pacing and sequencing. The team will evaluate subgroup performance and performance by standard to identify and address achievement trends on the campus. Also, the summative achievement and growth data will be used in all teacher evaluations, instructional coach, and administrative evaluations at a weight of 50%. Evaluations are key to our performance-based pay system, as they drive decisions about pay raises and bonuses. Finally, summative results follow each student into the summer and upcoming school year to determine areas of instructional support and provide those proactive services. Although PARCC's end-of-year is summative in nature, the school will use the May data to determine and communicate summer school supports and interventions that will benefit every student.

Grading for the campus is standards-based. Content mastery is set at 70% for all subjects. Letter-grade equivalents of mastery are as follows:
A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; F = 69% and below