A. Curriculum and Alignment to Educational Philosophy

The Grande Innovation Academy curriculum provides a foundation of learning in literacy and core content area to ensure scholars success in college, life and society. In addition, the curriculum emphasizes character development, equipping students with skills to face challenges and become problem solvers in their community. Academy's curriculum is aligned to Arizona College and Career Readiness Standards, as well as, the Core Knowledge sequence for all subjects.

Curriculum Creation

The Grande Innovation Academy will create its own curriculum to teach mastery of Arizona College and Career Readiness and Core Knowledge sequence as well as to meet the needs of the AZMerit state standardized test. The academic coach will develop pacing guides that will organize grade level standards that align with subject and grade. In grade level teams, teachers will develop unit plans and assessments that align to pacing guides. Unit plans will be used to write daily lesson plans that are directly aligned to students needs. Throughout the year, the effectiveness of the curriculum will be evaluated and revised as needed.

Reading

Arizona College and Career Readiness Standards, English Language Art (ELA) standards will serve as the basis for reading curriculum at The Grande Innovation Academy. Teams of teachers and administrators will create curriculum maps identifying the pacing for Standard introduction, practice, and mastery assessment. Based on these maps, these teams will prepare instructional units using readings from the Core Knowledge sequence, integrating and taught using the direct-instruction/scaffolded-small-group method central to our educational philosophy. The Core Knowledge Sequence consists of higher-level novels, beginning in second grade. These novels will be read by scholars in their respective grade levels or used as read-alouds by the teacher. To meet the standards of informational text, our scholars will read authentic passages that align with the Core Knowledge domains of study at each grade level. It is critical that our scholars are taught to use a variety of reading strategies using various media to enable scholar success in Kindergarten through eighth grade. ELA units will be aligned with units in Science and Social Studies, with science and history readings being used to teacher Reading for Informational Text standards, and period and historical fiction used to teach Reading for Literature standards. In grades K-2, Phonics and Phonological Awareness will be taught using the Reading Horizons program, which will also be used for interventions with struggling learners. Additionally, Reading A-to-Z and Read Works will be used for small group instruction and decodable word work.

Writing

The English Language Common Core state standards will serve as the basis for the writing curriculum, which will be taught using Write from the Beginning and Thinking Maps. This curriculum ensures scholars will learn a variety of text types and purposes, how to produce writing, and how to conduct research. Thinking Maps will be used in

every subject as a way for scholars to organize their thinking. The eight maps are visual representations of thinking skills used by scholars. Consistently using them across the curriculum enables scholars to become better at organizing information.[1]

Math

Arizona College and Career Readiness Core math standards form the basis for The Grande Innovation Academy's math curriculum. Scholars will learn standards using Arizona College and Career Readiness Core strands Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Date, Geometry, and Number and Operations. The knowledge and skills scholars learn will build from year to year. The Grande Innovation Academy will use EngageNY math modules along with manipulatives to build conceptual understanding. Additionally, The First in Math online program will be used for developing automaticity with math facts to increase mathematical fluency. Each year at The Grande Innovative Academy, scholars in grade Kindergarten through eighth will participate in a school wide Math Olympics program to generate motivation for math fluency. EngageNY modules include substantial supplemental material, including daily homework assignments. As several studies have shown that an expectation for independent practice to occur at home burdens low-income families in particular[2], and the GIA target population includes a high proportion of low-income families, GIA ensures that students will have sufficient time to master standards during school, and uses the EngageNY homework materials as supplemental curriculum for intervention.

In Math, teachers and administrators will create curriculum maps and weekly lesson plans based on the EngageNY modules to ensure that all Math standards are covered during the course of the year. Math lessons will be taught using the direct-instruction/scaffolded-small-group method central to our educational philosophy. The Fab Lab will be available for small-group enrichment should pretests indicate that students have already mastered certain standards. Struggling students will be provided math intervention during special class periods.

Science and Social Studies

Science and Social Studies concepts will be integrated within literacy instruction at Pathway at least 50% of the time. The other 50% of science and social studies allotted time block will include instruction using The Core Knowledge domains. Teachers will have the ability to use various materials for each domain or unit of study using informational text from various resources including Reading A-to-Z and Read Works. Hands-on learning will be incorporated in the science and social studies domains, which will be no less than two weeks in length. The Grande Innovative Academy will also have a Fab Lab located in the one classroom. The Fab Lab is a digital maker space that allows

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[1] http://thinkingmaps.com/why_thinking_maps.php

[2] Bennett & Kalish (2006). *The case against homework: How homework is hurting our children and what we can do about it.* New York: Crown; Kralovec & Buell (2000). *The end of homework: How homework disrupts families, overburdens children, and disrupts learning*. Boston: Beacon; Kohn, A. (2006). *The homework myth: Why our kids get too much of a bad thing.* Cambridge, MA: Da Capo Press.

scholars the area to be creative and innovative as they hone their 21st Century learning skills.

Teachers and administrators will create curriculum maps for both Science and Social Studies aligning Arizona Academic Standard performance objectives and ACCR Standards for to the Core Knowledge domains, which is central to the GIA educational philosophy. Classroom instruction in Science and Social Studies will use the GIA instructional methodology of direct instruction followed by scaffolded small groups, using engaging, hands-on opportunities for learning.

Special Areas: Art, Physical Education, and Spanish
In order to address the whole child The Grande Innovation Academy will offer physical education every day and art and Spanish twice a week. The Grande Innovation Academy will have a robust physical education program to develop skills in scholars Kindergarten through Eighth grade. The physical education program will also include health instruction one day a week. Art instruction will be based on the Core Knowledge sequence that includes art history and technique. Spanish will be based on conversation and an immersion into the culture. Whenever possible, language arts and math standards will be incorporated into special area classes.

Character Development
The Grande Innovation Academy will base its character development curriculum using Responsive Classroom and Habits of Mind. Included in the Responsive Classroom curriculum is a daily morning meeting where scholars and teachers will spend 20-30 minutes team building. Responsive Classroom's philosophy is to build intrinsic reward and not focus on extrinsic reward. The Habits of Mind creators, Arthur L. Costa and Bena Kellick suggest:[3]

> "Might we teach not only "right" answers, but also teach our students how to behave when they are confronted with problems the answers to which are elusive. Both are essential."

Scholars at The Grande Innovation Academy will also use Peaceful Playground as their organized recess program. Peaceful Playground provides time for scholars to play while also developing conflict resolution skills.

B. Methods of Instruction
To teach the curriculum mentioned above, The Grande Innovation Academy will implement the following instructional pedagogies:

Instructional Approaches
Scholars at The Grande Innovation Academy will be introduced to the lesson using an Anticipatory Set or hook to engage them in the lesson. Teachers will then provide direct

[3] "School Transformation in the 21st Century", Arthur L. Costa and Bena Kallick

instruction, "a clear and systemic presentation of knowledge" for all subjects.[4] Modeling and guided practice will ensure that scholars are ready to move on to independent practice. Throughout every lesson teachers will use various Checks for Understanding as outlined in Doug Lemov's book, Teach Like a Champion.[3]

Direct Instruction following the Madeline Hunter Lesson Model and Teach Like a Champion Student Engagement Strategies

- Anticipatory Set
- Objective and Purpose
- Instructional Delivery (Whole Group, Small Group)
- Modeling
- Check for Understanding (CFU, using Teach Like a Champ)
- Guided Practice
- Independent Practice
- Closure/Exit Ticket

Instructional Components

The following instructional components will ensure success for scholars at The Grande Innovation Academy.

Reading Block. For scholars in grades K-2nd the reading block will consist of instruction of the five elements of reading: phonics, phonemic awareness, vocabulary, fluency and comprehension. Instruction begins with a whole group lesson using Reading Horizons to develop phonemic awareness and vocabulary. The online portion of Reading Horizons provides individualized reading comprehension practice as scholars are able to proceed at their pace. Up to one hour per week of online instruction will be available for each scholar. Using data from benchmark assessments and in-class formative assessments teachers will create flexible small group instruction and center activities using Reading A-to-Z, Read Works and the Florida Center for Reading Research materials.
Scholars in grades 3rd -8th will continue to work on the five elements of reading instruction, but with less emphasis on phonics and phonemic awareness, except as needed in intervention groups. Scholars will begin reading novels starting in 3rd grade and continue to read novels from the Core Knowledge Sequence that includes classic literature. The focus of instruction includes close reading passages to increase critical thinking to create global leaders.

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[4] Kim, T (2005). **Direct Instruction: An educators' guide and pleas for action**, *The Behavior Analyst Today, 6.2*

[3] *Lemov, Doug (2010), Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12),*

Writing Block. The writing block is incorporated into reading, science and social studies for authentic writing experiences, but skill specific lessons will be addressed using Write from the Beginning materials. Instruction will be introduced with direct instruction, then small groups will be formed to develop specific writing skills based on scholar readiness and need.

Math Block. The math block consists of the following components: Fluency, Application, Concept Development, and Scholar Debrief using the NY Engage curriculum modules. Fluency will be whole group, but with leveled materials as needed based on mastery. Application and Concept Development will be first introduced with direct instruction, but as mastery occurs, the teacher will be able to create small groups to either provide remedial or enrichment lessons. The Scholar Debrief is an important component as a formative assessment for the teacher to know if mastery was attained or more direct instruction is needed.

Meeting the Needs of Special Education Scholars
The Grande Innovation Academy will hold high expectations for all scholars, including specials education scholars. Mainstreaming scholars into classrooms will be attempted whenever possible. Scholars will have all accommodations made according to their IEP and all staff will receive training on the Special Education process.

Meeting the Needs of English Language Learners (ELLs)
The Grande Innovation Academy's program of instruction includes resources to support our ELL scholars. The extended literacy block will provide targeted, individualized support in addition to the whole group instruction. The Grande Innovation Academy teachers will have their Structured English Immersion endorsements to be highly proficient in executing the SEI model. AZELLA testing will be conducted as mandated by the State of Arizona.

Alignment to Educational Philosophy
The Grande Innovation Academy's instructional approaches and components are designed to specifically address the target population and increase scholar achievement. All scholars enrolled in The Grande Innovation Academy will learn how to think critically as they pursue discovery in the creative spaces located on campus. Recognizing that the scholars in the Casa Grande community may be below grade level and living in poverty the checks for understanding as listed in Doug Lemov's Teach Like a Champion book will enable general education, ELL, and special education scholars more opportunities to develop language skills and respond in multiple ways. Holding every scholar accountable during instruction with checks for understanding every 2-3 minutes and at the end of every lesson, teachers will have the data to plan and implement the next lesson. Providing a rigorous curriculum in a hands-on engaging learning environment to develop innovative problem solvers is the goal for every staff member at The Grande Innovation Academy. Moving from whole group to small group instruction with opportunities to demonstrate mastery, scholars at The Grande Innovation Academy will develop into strong leaders.

C. Formative and Summative Assessment Plan
The Grande Innovation Academy values data gained from assessments to inform instruction.[3] Teachers will receive professional development on how to collect the data, what to look for and how to write lesson plans to meet the needs of their scholars. Teachers at the Grande Innovation Academy must implement the assessments and use the data in order to ensure learning of all scholars in the target population.

Daily Assessments
Checks for Understanding (CFUs) occur every 2-3 minutes in every lesson at The Grande Innovation Academy. Teachers can informally evaluate if key concepts are being mastered as they use various CFUs. Teachers will receive hands-on training of all the strategies listed in Doug Lemov's Teach Like a Champion book. Nonverbal strategies such as: thumbs up/down and white board answers will be incorporated into each lesson. Teachers will also create an Exit Ticket for the end of the lesson to gauge mastery. The CFUs will be included in the teacher evaluation instrument as well.

Unit Common Formative/Summative Assessments
Teachers at The Grande Innovation Academy will collaborate to create common assessments based on standards taught in each unit or Core Knowledge domain. The Academic coach will oversee the creation of all assessments and monitor scholar achievement. Data obtained from these assessments will be used during coaching conversations to change how curriculum is delivered and to determine if remediation or enrichment is needed for specific scholars. Scholars must score an 85% or higher on these assessments to demonstrate mastery.

Each unit assessment at each grade level will assess ACCR standards (ELA, Math) or performance objectives (Science, Social Studies, other areas) covered in that unit according to the annual curriculum map for each content area, which will ensure that all grade-level standards are taught over the course of the year. Common assessments will be given as pretests for each unit, to establish leveled small groups consistent with our educational philosophy and instructional methodology, and as summative post-tests to assess standard mastery. Students who have not mastered unit standards by the post-test will be provided with interventions, either in classroom small groups, during special periods, or with interventionists.

Reading and Math Pre-Tests and Summative Assessments
At the beginning on the year all scholars will take reading and math pre-tests to determine their levels of achievement on grade-level standards. At the end of the year scholars will take a summative assessment to indicate their growth. Scholars who show mastery of grade level standards on the pre-test will be considered for the gifted self-contained classroom.

Benchmark Assessments

The following benchmark assessments will be summative assessments of what scholars have mastered up to that point. They will also serve as a formative assessment so instruction can be adjusted during the year.

Reading, Writing, Math Benchmarks
AIMSweb will be administered three times a year: fall, winter and spring in reading, writing and math. Data from AIMSweb will be used to adjust instruction in order to meet the needs to all scholars. Additionally the Development Reading Assessment (DRA2) will be given to provide specific skill areas that need addressing during the reading block.[5] The benchmark assessments allow teachers and the Academic Coach to monitor growth of all scholars. AIMSweb assessments are especially useful for identifying students in the bottom 25% on basic literacy and numeracy skills, and will be the basis for the intervention programs. AIMSweb assessments will also be used to progress monitor students receiving interventions.

Galileo Assessments
Using Galileo assessment software, teachers will administer a reading and math cumulative benchmark assessment four times a year that is aligned to Arizona College and Career Readiness Standards. The data gathered from Galileo will enable the teachers and Academic Coach to provide enrichments and interventions for scholars.

Galileo benchmark assessments will be also used to validate the internally-created common assessments to ensure that students are mastering the ACCR standards, and to identify gaps in the curriculum or instructional practices so that they can be addressed in a timely manner. The use of computer-based benchmark assessments will also prepare students for the AzMERIT examinations.

Standardized Assessments:
Standardized assessments required by the state of Arizona will serve as a summative measure of scholar performances and an indicator of teacher effectiveness. Scholars in grades 3rd-8th will take the AZMerit each spring.

The Grande Innovation Academy Assessment Plan

Assessment	Frequency	Purpose
Every 2-3 Minute Checks for Understanding	**Every Lesson**	**Formative**
End of lesson check for understanding	**Every Lesson**	**Formative**
Common Formative/ Summative Assessments	**Before and After Every Unit of Study**	**Formative/Summative**
Galileo Software: Reading and Math	**4 times a year**	**Formative**

[5]http://www.pearsonschool.com/index.cfm?locator=PSZ4Z4&elementType=mergedNavGroup&navGroupName=Features%20and%20Benefits&PMDbProgramID=23661

AIMS Web Benchmarks: Reading, Math, Writing	**3 times a year**	**Formative/Summative**
Reading and Math Pre-tests/Summative Assessments	**2 times a year**	**Formative/Summative**
State Standardized Assessments	**1 time a year**	**Summative**

D. Alignment of Program of Instruction and the Academic Systems Plan

The Grande Innovation Academy's Academic Systems Plan discusses specific strategies that further detail the action steps, resources, and accountability necessary to ensure the success of the Program of Instruction.