A.1 Educational Philosophy

Havasu Preparatory Academy High School will offer a college-preparatory program for students in Havasu City. We recognize that all children learn differently and at different rates, and we have built an instructional program around that concept that addresses those key variables while providing the academic and emotional scaffolding all of our students need to prepare to successfully enter and complete a college education. Every element of the school will tie to this overall vision, from course offerings, to curricular materials, to the overall campus culture.

We recognize that we may receive many students at our school who have college aspirations but lack the commensurate level of skill necessary to perform at that level. To serve all of our students, we will monitor student learning and provide timely interventions based on individual student performance as supported by the model endorsed by Lezotte and Edmonds. The school time schedule will allot for additional periods in order for tiered instruction to take place in math and ELA. By using the model developed by Nancy Eberhardt and Joanne Allain in *RtI: The Forgotten Tier* and *The Logistics of Literacy Intervention*, instructional support or advanced instruction can be provided in the classroom during the school day. We believe that our curriculum choices support our educational philosophy of rigor and relevance. Our targeted population will benefit from the enrichment and tiered instructional support needed to allow students to exceed the state's average for growth and achievement and perform well on post-secondary entrance examinations. Finally, our commitment to AVID will provide a rich program of instruction that has been proven to position high school students who did not possess traditional college proficiencies and skills for success in high school and the post-secondary arena.

Havasu Preparatory Academy High School will contract with The Leona Group to provide educational management services. The Leona Group has a history of operating successful AVID and college preparatory campuses in Arizona. As a Leona Group school, Havasu Preparatory Academy High will be able to collaborate with peers on other campuses with similar missions/visions and pool resources for post-secondary appropriate programming, instruction, and activities. The campus will strive 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.

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.

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 High School will be dedicated to these principles. Every procedure, policy, system, and decision will be 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, the Havasu Preparatory Academy High School will provide students various outlets for expressing their growing knowledge and help them apply the skills and processes they have learned. To accomplish this, proven programs will be implemented that provide students learning application beyond the walls of the classroom and/or school building.

Student learning is a function of relationships and we believe that a blend between Lezotte, Edmond and the information presented by the Center for Leadership in Education will be a fit for Havasu Preparatory Academy High School's families. The Leona Group currently operates South Ridge High School, located at 67th Avenue and Buckeye Road in Phoenix, using this philosophy.

By reviewing the AIMS data from South Ridge High School, a college preparatory school, the percent passing for all students in reading and math data in grades 10, 11, and 12 is above 70%. Additionally, the students achieved over 90% pass rate in reading and 70% in math with a mean student growth percentile of 74 in reading and 67 in math. The median growth percentile of our bottom 25% of full academic year sophomores is 74.5. This data demonstrates success with the 9-12 grade population, coming from a similar demographic area.

Havasu Preparatory Academy High School would serve grades 9-12 as a college preparatory high school.

Targeted Population in the Havasu Preparatory Academy High School area:

Zip Code	**86403**	**86404**	**86406**
Median Income	**$31,919**	**$33,277**	**$$40,037**
Percent of families below poverty level	**8.4%**	**6.8%**	**6%**
% Unemployed	**9.4%**	**9.56%**	**9.96%**
% of students eligible for free/reduced lunch	**46.5%**	**67%**	**52%**

http://www.zipdatamaps.com/86404

AIMS Reading & Math Percent Passing Rates by High Schools in the Area

	Havasu High School	Telesis
Reading	86%	70%
Math	67%	52%

Please note that South Ridge High School is a Leona Group School. The differences between the local schools and the state average continue to increase as students are educated within the local schools. South Ridge High School has found success in using an educational philosophy based on the work of Lezotte and Edwards coupled with the Rigor and Relevance model as well as a Response to Intervention model with appropriate testing, placement and intervention. This model is working for our target population as South Ridge was able to reverse the trend of the local schools scoring below the state average in grades 3 through 8. Their tenth grade population, which was a product of the local schools, has now been scoring above the state average for the past five years.

Finally, we believe that aspirations as high as ours cannot be achieved by professionals working in isolation. Because of that, the instructional culture on our campus will be one of collaboration, transparency, and support. In that spirit, a curriculum coach will provide a variety of research-based best practices to assist teachers in helping every student reach to his or her potential. These activities include cognitive coaching, team teaching, peer observations, microteaching, modeling, walkthroughs, team planning, and PLC facilitation. Coaches will also provide leadership in collecting formative and summative data and leading teachers and staff through meaningful data dialogues to drive academic class and campus improvement efforts. We believe that this job-embedded support will be instrumental in helping the campus be focused on student achievement and successful in increasing it.