Education Plan

A.3 Program of Instruction

(8 page maximum)

The Leona Group recognizes that every child learns differently and at different rates. Therefore, every student will receive the personalized attention needed to reach his or her fullest potential. Leona also believes that schools function best when they are meeting genuine, specific academic and emotional needs demonstrated by the distinct communities they serve. Parents and students in the Havasu City Community desire a free, college preparatory high school in a small school setting, and this charter aspires to provide that environment. Because the K-8 campus has adopted the AVID program and incorporated it into their classrooms and culture, Havasu Preparatory Academy High School will continue those practices and work to become an AVID campus. This is an appropriate program to match the college preparation focus of the school.

We believe that all children can learn and that all children come to school motivated to do so although they may not all learn at the same rate, and some do not enroll into the system with the same level of preparedness as stated by Lawrence W. Lezotte in Learning for All. Given this key belief, Havasu Preparatory Academy High School will enact practices which determine student preparedness with benchmark testing in reading and math to best determine student need for proper placement coupled with assessment of strategies aligned to need. Student mastery of standards will be attained both through classroom instruction and remediation provided either individually or in a workshop setting.

Havasu Preparatory Academy High School's instruction will have as its core high yield strategies which will result in significant improvement in student achievement as assessed throughout the year utilizing standards-based benchmark testing aligned to Arizona state standards. These high yield strategies include:

- Standards-based course alignment
- Curriculum mapping reflecting standards coverage in a timely manner
- Lesson planning aligned to curriculum maps with monitoring for coverage
    - Objective, strategy/activity, assessment alignment
- Assessment of the pre-test and post-test by subject area in conjunction with formative testing throughout the grading period to illustrate analysis of both student and class need for remediation
- Incorporation of cooperative learning and differentiated instruction in order to better guarantee 100% student participation/time-on-task
- Utilization of technology in order to enhance the learning environment

- District benchmark testing through ATI-Galileo incorporated with math, reading, science, and writing three times during the course of the year to assess student improvement as well as to measure program success in subject areas

ALIGNMENT to STANDARDS

Havasu Preparatory Academy High 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), the AZ state Standards for History, Government, and Economics, and the PARCC architecture. Our core instructional curricula are clearly aligned to the CCSS , N Next Generation, and Arizona 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 9-12 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 history/government/economics plans to Arizona's standards. Additionally, 9-12 social studies, science, and technical teachers for grades 9-12 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.

Standards 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:

Whole-class sets of novels will be purchased that offer the appropriate grade-level rigor to deliver Common Core instruction. These novels will have a broad range of historical and global contexts and present a literary complexity that is rich and interesting.

MATH:

Pearson's Algebra 1, Algebra 2, and Geometry texts
correlations to CCSS can be found at:
http://www.pearsonschool.com/index.cfm?locator=PS13L3&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=806&PMDbProgramId=78521&elementType=correlations
Pearson's Calculus
standards correlations can be found at:
http://www.phschool.com/webcodes10/index.cfm?wcprefix=bkk&wcsuffix=1000&area=view

SCIENCE:
We will purchase Next Generation aligned texts for Earth Science, Biology, Chemistry, and Physics, but due to the recent release of the finalized standards, we are waiting to adopt materials this spring.

HISTORY/GOVERNMENT/ECONOMICS:
McGraw Hill's American History
AZ State Standards correlations can be found at:
https://www.mheonline.com/assets/wg_download/common/az_correlation_american_history_1_grades9to12.pdf
McGraw Hill's World History
AZ State Standards correlations can be found at:
https://www.mheonline.com/assets/wg_download/common/az_correlation_world_history_grades_9to12.pdf
McGraw Hill's Government

AZ State Standards correlations can be found at:
https://www.mheonline.com/assets/wg_download/common/az_correlation_american_civics_and_gov_grades9to12.pdf

McGraw Hill's Economics

AZ State Standards correlations can be found at:
https://www.mheonline.com/assets/wg_download/common/az_correlation_economics_grades_9to12.pdf

Methods of Instruction (including formative assessment)

As an AVID campus, all teachers will leverage key AVID strategies as core methods of instruction. This will provide helpful instructional continuity across the campus and assist in providing students with academic strategies necessary to prepare for, and be successful at, college. Cornell Notetaking, Academic calendaring, peer-to-peer interaction, and the AVID elective coursework to build study skills and research and pursue college options and scholarships will be instructional bedrocks in the school's foundation.

In line with Common Core expectations for both math and ELA, teachers will ensure that at least 50% of classroom time is spent engaging in peer-to-peer interaction, pursuing problem-based learning, responding to high-rigor questioning, evaluating and critiquing the reasoning and work of their peers, and developing a metacognitive awareness of and attentiveness to processes and logic. Math teachers will use the CCSS mathematical practices to drive their planning and build learning activities that build these skills in their students. They will also explicitly teach this covert curriculum to their students to help build an awareness within students of the tools and skills necessary to be a successful mathematician. A wide variety of algorithms and methods are honored, and process is highly valued. ELA teachers will all use Close Reading Protocol, including textual annotations, to give students a meaningful framework to use with any text as they independently attempt to comprehend, analyze, compare, contrast, and evaluate texts. This Protocol will also model the metacognition of effective reading through modeled 'think-alouds' designed to help students become more critical readers and thinkers. Science teachers will deliberately use the NGSS Science and Engineering Practices to build experiential learning opportunities that engage them in the real-world applications of scientific study.

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.

The instructional approach taken at Havasu Preparatory Academy will consist of nine instruction elements as listed in Improving Student Learning One Teacher at a Time by Jane E. Pollock.

1. Gain learners' attention.
2. Inform learners of the lesson objective.
3. Stimulate recall of previous learning.
4. Present stimulus material.
5. Provide learning guidance.
6. Elicit performance (i.e., practice).
7. Provide feedback.
8. Assess performance.
9. Enhance retention and transfer.

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 will be used to drive instruction at the class level. 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 students attendance, testing, and course performance data in real-time.

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.

A school wide assessment plan will include a cycle of formative testing when students start new units/concepts to guide the planning of the unit/concept instruction, daily informal assessments to adjust classroom instruction, summative assessments to ensure content mastery, and benchmark testing to ensure progress towards state standards mastery. The need for re-teaching or remediation will be determined based on the above mentioned data. Content area mastery is set at 70% for all subjects with tutoring and remediation available for students not meeting 70%. Content areas are aligned to the Common Core Academic Standards. The letter grade-equivalent of mastery is as follows:

A = 90-100% = Exceeds

B = 80-89% = Meets

C = 70-79% = Meets

D = 60-69% = Approaches

F = 59% and below = Falls Far Below

Assessment will be systematic involving the collection and interpretation of educational data on student progress derived from standards-based criterion referenced testing both at the classroom level as well as school-wide such as AIMS, Stanford-10, and ATI/Galileo. Student performance at the classroom level on such testing will determine the extent of knowledge and guide instruction both at the class and individual student level. Data from AIMS, Stanford-10, and Galileo testing will assist the school in curricular adjustments as well as provide data necessary to best assist individual students in mastery of state standards and prepare them to transition from grade level to grade level. Assessments will include:

- Daily informal assessment at the classroom level to provide immediate feedback
- Formative and summative unit assessments
- Pre- and post-testing by subject area
- Performance-based assessments requiring hands-on demonstrations
- Performance on PARCC and Stanford-10
- ATI/Galileo standards-based district benchmark testing
- AZELLA

The following flow chart describes the summative assessment plan that allows the determination of student mastery of the Arizona State Standards, aligned to Havasu Preparatory Academy's educational philosophy and its methods of instruction. .

Secondary Assessment Flow Chart

	Summer/Registration	Block 1	Block 2	Block 3	Block 4
Internal Growth Measure in ATI		PRE POST	PRE POST	PRE POST	PRE POST
AIMS (11/12)		End of October		Early March	Early April
PARCCC (9/10)			PARCC		PARCC
AZELLA	All non-English PHLOTEd students are to be tested AS SOON AS POSSIBLE. Results should be used to schedule LEP students appropriately. SAIS glitches aside, AZELLA can be easily hand-scored to aid program coordinators/facilitators in properly scheduling LEP students using their hand-scored data. The low bar for testing is that non-English PHLOTE students must be given AZELLA within two weeks of enrollment. All LEP students must have a usable AZELLA score for the beginning of the year and a March assessment to measure growth. AZELLA can be given mid-year for exiting.				
ATI-GALILEO Benchmarks	August		Dec/Jan		May

TEST:	WHO IS TESTED:
Internal Growth Measure (pre and post course assessments)	• All students enrolled in the course at beginning and end. All students who late-enroll on their first day in course.
PARCC	• All freshmen and sophomores in spring • All juniors and seniors to measure achievement and growth
AIMS	• All upperclassmen who have not yet passed but need AIMS to graduate
AZELLA	• All non-English PHLOTEd students, all LEP students at end of year, and any LEP student mid-year wishing to exit out of the program (remember: AZELLA in; AZELLA out)
ATI/GALILEO	• All enrolled students for all three test dates

TEST:	WHAT IT IS USED FOR:
Internal Growth Measure (pre and post course assessments)	• AZ State mandated teacher evaluations (40%-50%) • To demonstrate growth to AZ Charter Board for students who are not with us an entire calendar year for all exams or who do not participate in all exams (exceeders and high mobility)
PARCC	• To evaluate the effectiveness of curriculum and programs • To evaluate the effectiveness of instructors
AIMS	• Tailoring instruction and interventions for upperclassmen • Graduation status of seniors
AZELLA	• To identify LEP students, measure their growth, and exit them out of the program • Growth percentages for AYP sub-group determination
ATI/GALILEO	• To predict how students will perform on AIMS and provide targeted interventions to increase AIMS achievement • To show growth to the AZ Charter Board