## A.3 Program of Instruction

Copper Point Junior High and High School will implement a project based, community centered program of instruction provided by Expeditionary Learning. Our school center will act as a research hub where students will spend time evaluating text to support the on-site research they complete in the field. Students will focus on a compelling topic in the community and work as a cooperative group to discover a solution or improvement for the topic. This project will frame the Common Core Standards. Each grade level will focus on a specific project that will provide the theme of materials studied for the duration of the project (one semester). English texts, informational and literary, will be chosen specifically to complement the theme of study. These texts will meet the rigor stipulated by the Common Core. Likewise, curriculum in all core subject and elective subjects taken during the school year will frame learning based on this theme. Outside of the classroom, service will be completed to form a bond and strengthen the community. Students will contact community members to complete service. This service will act as an aspect of character education. Furthermore, Copper Point Schools will integrate this curriculum and instruction and utilize authentic assessment in both formative and summative exams to ensure students have met the standards and can apply them in their everyday lives.

**Instruction:**

Copper Point High School teachers will act as guides and counselors. Teachers will be in charge of facilitating student research and collaborating to hone critical thinking skills. They will work to develop skills to transfer from subject to subject and eventually into real life situations for students. Due to the nature of the course work, classrooms will be largely student centered. Students will drive their own learning by choosing topics relevant to their communities and lives. They will collaborate with peers and community partners to develop solutions to compelling topics.

Due to the unique nature of our target population, it will be necessary to implement best practices in our classrooms. Our school is anticipating a high ELL population, so SEI immersion practices and differentiated instruction, such as the SIOP model and techniques, will be necessary to see our students grow. Using strategies such as RAFTs (Role, Audience, Topic, Format writing exercises), Jigsaws (students become experts on a particular topic and teach it to a “home group” of peers), and Think-Pair-Shares (students think about a compelling topic, discuss it with a peer and share it with the class) will allow students to actively engage in the classroom and become masters of their education. This buy-in is necessary for students to be successful in the Expeditionary Learning model. Teachers will utilize direct instruction, cooperative groupings and both interactive and experimental instruction to help facilitate learning in the classroom.

In addition to differentiating instruction, teachers will regularly collaborate to fully integrate math and English into all subject areas. Using the Common Core and Arizona State standards as a starting point, teachers in all subject areas will work together to ensure that best practices are used consistently in all classrooms to teach subject matter across each curriculum. This will allow students to recognize that the skills they are learning can and will translate to all aspects of their lives.

**Curriculum:**

The curriculum at Copper Point Junior High and High School will be based on the Expeditionary Learning Model. Students will be a part of classrooms that are cross curricular in nature. They will be out

in the field completing real-world research to aid them in becoming well-rounded citizens with critical thinking skills. Our philosophy based on Character, Community and Leadership will allow students to become leaders in their community and demonstrate good character in all aspects of their lives. Furthermore, they will be fully engaged in the curriculum provided and use the skills across subjects and in their futures as well.

Copper Point Schools will use recommendations by Expeditionary Learning, the Common Core State Standards and Arizona State Standards to drive decisions about curriculum. Expeditionary Learning is a national leader in the development of curriculum for the Common Core, being recognized "as [the] top choice nationally for Common Core-aligned instruction and teacher professional development". [1]. Through Professional Development provided by the model, the Copper Point staff will collaborate regularly across curriculum to ensure the Standards are being implemented in each classroom. Departments will meet regularly to review curriculum maps, assessments and instruction to ensure best practices are being used adequately in all classrooms. Likewise, the English and Math departments will regularly assist all teachers in the implementation of necessary skills across different subject matters to ensure students are honing the skills necessary to fully comprehend the standards.

**English**:

Reading: The English department will strive to integrate informational text into the classroom on a regular basis. Each class, as described in the menu below, will focus on a specific aspect of the "Canon" of literature. Rather than divide Informational and Literature into two separate semesters, teachers will use informational text and literature to supplement each other. The English team will rely heavily on the Science and History departments to help identify grade appropriate informational texts that can be used to supplement literature in the classroom. Likewise, research skills and techniques will be introduced in grade six. These skills will be developed throughout the years through modeling and differentiated instruction to ensure all students, by the time they graduate, can fully analyze and comprehend University-level articles on their own. Reading skills will be taught and developed in all grades to ensure students are both reading and understanding the words on the paper. Students who need additional help will be identified through both pre/post testing and diagnostic testing and will be placed in the appropriate after school or Friday tutoring.

Writing: As early samples of the PARCC exam suggest, writing will be heavily focused around research and informational writing. Teachers will implement writing in each class to ensure students are able to effectively master the standards, including drafting introductions and conclusions, using textual evidence to support claims, and developing those claims into clear and coherent relationships. Likewise, writing will be partnered with reading to ensure students can actively analyze a piece of literature and draw conclusions form the literature. Students will progressively learn skills to develop their writing into what is expected to become college and career ready. Students will utilize technology on a regular basis to take them through all levels in the writing process.

[1] Parent, L. (2013 , February 13). Ny city dept of education recommends expeditionary learning's common core ela & literacy curriculum for grades 3-8. *Press Release*. Retrieved from http://elschools.org/press-center/ny-city-dept-education-recommends-expeditionary-learning-s-common-core-ela-literacy-cur

**Math:** As math is the lowest area of achievement in our target population, Copper Point Schools will utilize a variety of techniques to aid in the mastery of the math standards. The Math department will work in close collaboration with all other departments to identify parts of the curriculum which can be enhanced using mathematics. As necessary, the math department will train the other departments on how to teach these problems so that students are using math in each subject, not just a math classroom. The use of Expeditionary Learning will enhance mathematics in our school because students will be required to evaluate and manipulate data to complete their projects. At the completion of their high school math career, students will be able to pass college entry math assessments and move into Calculus or more advanced mathematics without having to take remedial classes. To achieve this, students will take diagnostic testing at the beginning of each year to determine their placement in our math program. Algebra 1 will be the lowest level class provided in the high school level; however our desire is to have our 8th grade classes in an Algebra 1 class to obtain those necessary skills prior to entering high school. Math will be offered up through a Pre-Calculus/ Trigonometry level initially, however more advanced math classes can be added to our curriculum as we assess the growing needs of our students. Students who need additional help in math will be placed in tutoring as stated in our PMP.

**Science:** Due to the nature of the research based projects we will be completing, students at Copper Point Schools will need a strong background in science and the scientific method to pursue their goals. Students will be required to take a minimum of three sciences courses in their high school career, in addition to science at all junior high school grade levels. This will allow for a strong background in the scientific method and give students the skills they need to develop ideas, experiment, and draw conclusions from their analysis of the community they live in. The Science department will collaborate regularly with all other departments to ensure the needs of the students are being met across curriculums. They will advise the English department on appropriate scientific documents to analyze and with the Math department to develop the necessary math skills needed to complete science based inquiries. Students in this core subject will be eligible for tutoring based on testing as in English and Math.

**Crew:** At Copper Point Junior High and High School, students will attend five class periods in addition to an advisory period called Crew. Crew is an elective course focused on our school's Fundamental Values: Character, Community and Leadership. In this course, students receive character education, participate in community service and develop their leadership skills. In addition, they will build and revise their portfolios and complete specific research for their projects in other classes. They will use this time to collaborate in small groups, develop their specific product for their project, attend study hall and receive counseling and graduation advising. Students will use portions of this time to participate in the State's AZCIS and ECAPs for College and Career Readiness program. In addition, students will have access to scholarship information and will receive guidance on applying to colleges, SAT and ACT preparedness and scholarship application assistance. This advisory time allows students to collaborate with their cohort and receive advice from students in the upper classes. It allows relationships to be formed between students, teachers and staff.

Crew will be led by all members of the Copper Point staff--teachers, administration, etc. Crew will incorporate Common Core ELA standards in Writing, specifically Text Types and Purposes, Production and Distribution and Research to build present knowledge, Reading Informational Text and Speaking and Listening Standards. In addition, the course will cover the Arizona Technology Standards. Crew will also

cover the Research Standards required by the Common Core and Arizona State Technology Standards. This course ties to our Educational Philosophy because it allows students time to prepare for college in terms of applications, scholarships and learning the steps necessary to transition from high school to college. Likewise, it follows our project-based learning criteria in that it gives students the opportunity for completing community service, developing leadership skills and evaluating and developing their own character education during this time period.

**Intensives:** Copper Point students will also participate in blocks of electives called intensives. These intensives will be all day, two week long courses in which students focus solely on the elective and receive credit, much like a summer school course. We will vary the intensives we offer based on both student interest and curriculum maps that teachers offer. This program allows students to receive the elective credits they need and still allows for time during the regular school year for the focus on their community based projects and core classes. Furthermore, it provides students with the opportunity to travel abroad without missing time in their courses. Students will be able to travel to other countries to provide service around the world and learn about other cultures and customs. ELA Common Core Standards and Arizona Technology standards will be incorporated in addition to Arizona elective standards which will vary depending on the course offered. These courses allow project based learning on a smaller scale, in addition to addressing community, since students and staff will be together for the duration of the day focusing on creating relationships together and aiding communities both locally and globally.

**Assessment:**

The research and project-based curriculum will fully integrate the Common Core Standards into the curriculum. Students will be required to research and analyze text in all of their courses. Since the classes are designed to be collaborative across subject areas, teachers will be working closely together to facilitate cross-curricular learning. English and Math will be fully integrated into all subject areas because students will need to rely heavily on both to analyze their research, develop their ideas and determine solutions to real world situations. The only way to fully understand the world that they are facing is to use knowledge from all subject areas.

Teachers will follow the steps laid out by Expeditionary Learning to create quality formative and summative assessments, as follows:

**"A. Aligning Standards, Learning Targets, and Assessments**

1. Prior to instruction, teachers determine what standards they will assess when teaching an expedition, project, or series of lessons.
2. Teachers use standards from the Common Core State Standards, Arizona State Standards, and school sources as appropriate.
3. Teachers create long-term learning targets based on the standards. They identify a realistic number of long-term learning targets that are assessable in a given instructional/grading period.
4. Teachers develop a realistic number of supporting learning targets that name the discrete learning necessary for students to reach each long-term learning target.
5. Teachers identify assessments for each set of learning targets. They almost always develop the assessments/assessment tools before each chunk of instruction begins. They often use preassessments aligned to learning targets to inform instruction and differentiation.

**B. Choosing Assessment Methods**

1. Teachers match assessments of learning (summative assessments) to the type of learning target (knowledge, reasoning, skill). They design or select quality summative assessments to accurately gauge what students understand or can do.
2. Teachers support students in thinking metacognitively about the different types of learning targets when designing assessment tasks for one another (e.g., when crafting questions for a quiz about a book the class is reading, students attend to the difference between a knowledge level question and a question that asks their peers to draw inferences about what they have read).
3. Teachers guide students in creating, critiquing, and revising their own assessments to use in class, considering what makes a quality assessment. This practice not only helps students learn the material, it also helps them see how assessment is a necessity in the learning process (e.g., when preparing presentations to teach their classmates, students create assessments for their peers to ensure that they learn the intended material).
4. Teachers plan for and implement assessment for learning strategies (formative assessment) to ensure that students receive sufficient opportunities to practice and make use of timely feedback before completing a summative assessment.
5. Teachers use a variety of assessment methods (e.g., quizzes, conceptual models, essays, performances, response journals).
6. Teachers track the results of these assessments for grading and reporting purposes.

**C. Creating and Using Criteria Lists and Rubrics**

1. Teachers create and use criteria lists or rubrics in conjunction with performance assessments (e.g., debate, play, essay, science lab, work of art) and some extended written responses (e.g., mathematical solutions and explanations, concept maps, short essays).
2. Teachers involve students in criteria list and rubric development associated with specific tasks so that students develop deep understanding of the criteria and levels of quality. Students analyze models and exemplars to aid in rubric development. They focus only on describing proficiency or above, not on describing low levels of quality.
3. Teachers use criteria lists and rubrics throughout the instructional process: at the outset of instruction, to clarify the task, learning targets, and criteria for success; during the task, to help students revise their work; and after the task is complete, both to evaluate the product or performance and to engage students in reflection.
4. Teachers often collaborate to create and use common, school-wide criteria lists and rubrics in targeted areas."[2]

This type of education is proven to encourage learning not just across subject areas, but in all levels of student ability. Given that Copper Point Schools will implement a Tiered instruction plan, as illustrated in our PMP, we will be able to actively monitor all student achievement and differentiate the role of our classes and Crew to scaffold students in Tiers 2 and 3 into a Tier 1 level. By using Crew for Tier 2 tutoring and remedial classes for Tier 3 supplementation, our students' needs will be addressed. Data proves that project based learning significantly allows students to demonstrate growth upwards of 20%.[3]

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[2] Expeditionary Learning Outward Bound, . n. page 56-57. <http://elschools.org/sites/default/files/Core Practice Final_EL_120811.pdf>.

[3] Gerdes, Deb. "Problem Based Learning (PBL): Data Matrix and Report." *IMSA*. (2011): 4-5. Web. 6 Apr. 2013. <https://www3.imsa.edu/system/files/Problem Based Learning-Data Matrix and Report.pdf>.

Students will take active involvement in their learning due to the authentic assessment our school utilizes. At Copper Point High School, authentic assessment is the measurement of intellectual accomplishments that are worthwhile, significant, and meaningful. Students will be assigned tasks that are meaningful to them and will be assessed with rubrics they have a say in. Community panels will evaluate their performance as well. This takes students beyond the walls of the classroom and gives them the perspective that their work is not just for a teacher, but for all members of the community to look at. It will motivate students to create higher-quality work that they are proud of.

In addition to letter grades, all students will receive an additional grade based solely on character: Discipline, Integrity, Perseverance, Respect and Responsibility. They will receive a character grade in each class that will impact whether or not they participate in extracurricular activites. Character scores are Excellent, Satisfactory, Unsatisfactory and Fail. In an academic year, students who receive an "F" in character more than three consecutive times will be conferenced for alternative placement. Character education develops students who are ready to attend college and return to their home communities to be productive members of society.

> **Remediation**: Students at a Tier II and Tier III level will be placed in remediation courses and tutoring to bring them up to the content demands. Likewise, students who receive a D and are in the Tier II level will be placed on an Academic Contract. In order to receive credit for the class, this student will have to demonstrate mastery of deficient topics in two hours of remediation scheduled and completed one-on-one with their teacher. Students at a Tier III level who receive a D or an F for a course will be required to complete four hours of remediation to receive credit. The justification for remediation before credit ties back to our Character values of perseverance and hard work. Students will use the remediation plan to demonstrate mastery and promote. Likewise, tutoring placement exams and ongoing grade counseling will be provided to monitor student's growth and ensure students are reaching their maximum potential.

Copper Point Schools will utilize various forms of formative assessment for its students. Upon enrollment, each student will complete a placement exam. This will show the staff at Copper Point the true abilities of our students and allow us to schedule them in appropriate classes. Students who are above the curve will be placed in honors courses. Those who are in the lower Tiers will be placed in academic tutoring or remedial classes. Once in the classes, teachers will use a variety of authentic assessments to monitor student's growth and determine the needs of the class as a whole. Tests and quizzes will be used as tools to determine if any re-teaching is necessary. The results of these formative assessments will be reviewed and discussed during teacher collaboration sessions. Departments will examine the data to evaluate how the subject is being taught across classes and determine what practices, if any need to be modified, duplicated, or removed to help students grow.

To observe growth, students will participate in both pre and post testing in the course of the school year. The pretest will allow teachers to gear their classes towards the specific standards the class is lacking in. The post test will show teachers and students how much growth has been experienced in a given school year. This allows teachers to continually evaluate their classes and approach to students learning to assess where changes to the curriculum needs to be made. These changes will be discussed at collaborative meetings with the department, administration and Expeditionary Learning team. Each different

perspective can provide guidance to ensure the appropriate level of achievement is being exhibited in each classroom.

In addition to formative assessments, teachers will incorporate a variety of summative assessments into each unit to ensure students are mastering the content. Multiple choice tests based on the Common Core will be incorporated in all classrooms. Likewise, students will need to work individually to demonstrate individual mastery without the classroom scaffolds provided in daily lessons. Writing will be used as a summative plan and will be incorporated into all classrooms as required by the Common Core standards. In addition, projects, portfolios and products will be graded based on authentic rubrics, and not necessarily by a teacher, to ensure students can demonstrate mastery of skills across different curriculum and in the setting of a professional evaluation by their community. Students will be regularly required not just to take summative assessments in the classroom, but to demonstrate their learning in a public forum.

In the course of the school year, students will have multiple authentic assessments. All projects will be graded according to rubrics developed and collaborated upon in all courses. Students will also have input into the rubrics, allowing teachers to understand what is important to students and students to recognize what aspects of the project the standards emphasize. Students will be required to assess themselves and truly think about the projects they are producing and how they are coming across to the community they are serving.

**Promotion:** At grades 8, 10 and 12, students will participate in an evaluation called Promotion, a time where they assemble their work for their career thus far and defend their right to a grade. Students will go up in front of panels, assess themselves and providing evidence from their high school career supporting their grade. They will have to prove to a panel that they have given their best effort, produced the highest quality projects, collaborated, and developed critical thinking skills and positive character traits. The Promotion Panel will be a part of their overall grade and will factor into their promotion to the next grade level.

Assessments of projects and promotion will take place before panels. Panels will be made up of collaborating teachers, administrators and community partners. This will give students motivation to produce high quality projects. Projects and portfolios are no longer for the eyes of teachers only. They will be published on websites, available for panel review and used in passage. Students will have to keep their work for multiple years, constantly revising and improving their assignments to develop a school wide portfolio. This experience will prepare them for real life situations: many colleges require portfolios and students with experience and proof for their experience will make them more desirable competitive markets.

In order to advance to the next grade level, students must complete all required coursework. Promotion will be determined based on class participation, project and coursework, standards mastery and posttests. In order to be considered proficient, students must demonstrate mastery of the Common Core Standards illustrated by their post test scores. These scores will be used in addition to benchmarks taken throughout the year as data compiled to demonstrate student growth. Teachers will evaluate student research and work and use input from panels to determine student grades. Effort and growth will be taken into consideration in the overall grade. Each of these criteria will be utilized in determining promotion.