Education Plan

A.3 Program of Instruction

Curriculum for the core academic content areas

John Hancock Academy will use an exclusive, back-to-basics educational program - the Gaddie Educational Model. This is an authentic, uniquely created educational model, which incorporates a proprietary curriculum and instructional methodology aligned to the educational philosophy of history, heritage, and character, developed, tested and refined by the founder, Delite Gaddie, over a thirty-year period in the schools she founded. This is an all-inclusive foundational curriculum for the core content and emphasizes:

- In Reading - Phonemic reading, coupled with comprehension techniques;
- In Math - Basic math facts, operations with advanced math concepts, as well as problem solving techniques;
- In Writing - A language program that includes spelling, grammar and 6-Traits writing.

The Gaddie Educational Model is delivered only though high quality instructional materials, that are time honored, tested in practice and proven to work, as well as highly supported by research and evidence to provide high quality educational results for all groups of students. Because of that, the Gaddie Educational Model supports the rigor of the Common Core standards in their implementation. There is strong evidence that the choice of instructional materials has large effects on student learning. Recent research on the implementation of the Common Core standards reveals that those standards have a chance of raising student achievement only if they are implemented with high-quality materials.[1] The Gaddie Educational Model uses the following instructional materials to deliver the core curriculum subjects:

The Gaddie phonics and math curriculum: the Gaddie Educational Model uses own developed, proprietary reading and math curriculum, which, for the last 30 years has proven highly successful in educating the target population. The curriculum is a result of actual hands-on, classroom action research and experience. It blends ideas from other programs and methods of instruction, isolating and further refining what is most effective and time and evidence-proven.

The Gaddie reading curriculum, is phonics-based and captures two very strong trends that have been research and evidence proven and time-tested:

(1) Phonics instruction is an effective method to teach children to read, and

(2) Phonics instruction should occur in conjunction with opportunities to identify words in meaningful sentences and stories.

The Gaddie phonics-based reading curriculum[2] teaches reading and writing in a linguitic approach, which enables the child to "move naturally and easily from the spoken to the written language", by developing phonemic awareness, with a heavy emphasis on phonics in KG and 1st grades. Phonics and word study instruction provide an opportunity to teach children that there are systematic relationships between letters and sounds, that written words are composed of letter patterns that represent the sounds of spoken words, and that recognizing words quickly and accurately is a way of obtaining meaning from what is read. In

[1] Matthew M. Chingos and Grover J. "Russ" Whitehurst. *Choosing Blindly: Instructional Materials, Teacher Effectiveness, And The Common Core.* A report published by the Brown Center on Education Policy at the Brookings Institution, April 2012. Retrieved from www.brookings.edu on May 18, 2012.

[2] Gaddie Reading Curriculum®, 2005. The Gaddie phonics-based reading curriculum builds on the work of Hay, Wingo and Hletko (1948) on teaching reading with phonics.

addition, children learn that they can blend the sounds to read words and segment words into sounds to spell (Adams, 1990; Chard & Osborn, 1999; NRP, 2000).[3]

The Gaddie reading model uses own-created sound-spelling and blending patterns, with an accompanying sound chart and dictionary, based on Latin and Greek roots, prefixes and suffixes. The phonics-based curriculum helps students develop a strong foundation in reading skills and comprehension which mirrors English Language Acquisition programs.[4] The reading model includes short and long vowel readers, which are revised every year, as needed. For the KG and 1st grades, the model includes own-created worksheets to support instruction and reinforce the concepts. At each grade level, the curriculum focuses on specific sounds, which are then spiraled throughout subsequent grades. The Gaddie phonics-based reading curriculum is supported by carefully selected curriculum materials and texts, such as The McGuffey Readers, Evan-Moor Non-Fiction, Harcourt Publishers**,** Sadlier-Oxford and a variety of enrichment materials and resources.

The Gaddie reading curriculum and methodology takes into strong consideration the research and evidence base for effective teaching of reading performed in the last 30 years, namely that:

- The National Academy of Education (1984) report on the status of research and instructional practices in reading education concludes that phonics instruction improves children's ability to identify words and that phonics instruction should occur in conjunction with opportunities to identify words in meaningful sentences and stories.[5]
- The National Research Council (1998) performed research comissionedby the US Department of Education and examined the available programs on beginning reading instruction, evaluating each in terms of the effectiveness of its phonics component. The final report asserts that existing scientific research supports that phonics as an effective method for teaching students to read at the word level, more effective than what is known as the "embedded phonics" approach of whole language (where phonics was taught opportunistically in the context of literature).[6]
- The National Reading Panel (2000)[7] examined quantitative research studies on many areas of reading instruction to assess the effectiveness of different reading methodologies. With regard to phonics, their analysis of hundreds of studies confirmed the findings of the National Research Council: teaching phonics (and related phonics skills, such as phonemic awareness) is a more effective way to teach children early reading skills, compared no phonics instruction. The panel found that phonics instruction is an effective method of teaching reading for students from KG through 6th grade, and for all children who are having difficulty learning to read. They also found that phonics instruction benefits all ages in learning to spell. [8]

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[3] Cited research from publication of Association for Supervision and Curriculum Development, 2007. Sylvia Linan-Thompson and Sharon Vaughn : Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4., retrieved from http://www.ascd.org/publications/books/108002/chapters/phonics-and-word-study.aspx, on May 31, 2012

[4] Ibid. Numerous research in the English Language Acquisition as a Second language area has pointed out the close similarity of the development of reading processes for ELLs and that for native English speakers, which essentially includes the use of the same instructional sequence (Edelsky, 1981a, 1981b; Hudelson, 1984). Neurolingual research shows that ELLs can learn to read in English even when their oral skills in English are not fully developed (Gunn et al., 2000; Hudelson, 1984), but this instruction is more effective if it is accompanied by development of their oral language skills (Gersten & Baker, 2003). Most important, given that it takes longer to learn to read in English than it does in most languages, reading instruction should not be withheld until children have attained oral language proficiency in English (Quiroga et al., 2002). Instruction therefore includes print awareness, alphabetic knowledge, phonological and phonemic awareness, the alphabetic principle, decoding, irregular/high-frequency words, reading practice with decodable text, and reading fluency when children enter school.

[5] National Academy of Education, Center for the Study of Reading, 1984. *Becoming a Nation of Readers*

[6] National Research Council, 1998. Snow, Catherine E., Susan Burns, Peg Griffin, eds. *Preventing Reading Difficulties in Young Children*. Committee on the Prevention of Reading Difficulties in Young Children.

[7] The National Reading Panel (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*

[8] Cited research from publication of Association for Supervision and Curriculum Development, 2007. Sylvia Linan-Thompson and Sharon Vaughn : Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4., retrieved from http://www.ascd.org/publications/books/108002/chapters/phonics-and-word-study.aspx, accessed on May 31, 2012

<u>The Gaddie math curriculum:</u> The foundations of the math curriculum in the Gaddie Educational Model come from Strayer-Upton Practical Arithmetic, developed by George Strayer, Professor of Education and Clifford Upton, Professor of Mathematics at the Teachers College , Columbia University in 1928. Ever since its development, this curriculum has been widely used successfully in public and private (catholic) schools and is very popular with home schooled children. This curriculum and teaching methodology has proven to successfully lay a very strong foundation for mathematics in high school and beyond. Children educated with this curriculum show consistently some of the highest math proficiency levels on standardized assessments.

With Strayer-Upton Practical Arithmetic children learn the ability to compute easily and accurately and to interpret and solve quantitative problems. The content and methodology are backed by research of these two professors. The methodology builds on the principle that "nothing stimulates a pupil's interest as the satisfaction he gets from his ability to do things successfully" Accordingly, the math curriculum takes the child in step-by-step approach in building mastery. Plenty of exercises assure mastery of the step before proceeding to the next one. which provides the motivation for the child to move forward in learning mathematics. The curriculum materials are written specifically for children, in language they are familiar with. New principles and concepts are clearly explained. The curriculum takes the child from the concrete to the abstract - all abstract exercises have been scientifically constructed and provide drill on all the fundamental number combinations. The curriculum provides for diagnostic and remedial work - it contains frequent diagnostic and remedial work with keyed references to remedial work. The curriculum has carefully planned instruction in problem-solving and developing this ability systematically along the skill in computation. The curriculum contains full provision for children with varying levels of ability with accompanying diagnostic tests and references to suitable materials for extra work.

The Gaddie math curriculum is supplemented with Harcourt and Saddlier Oxford Math curriculum materials.

- **McGuffey Readers** –The McGuffey Readers (the first created engaging graded readers, created in 1836 by schoolmaster William McGuffey and attorney Alexander McGuffey), are filled with exotic adventures, exciting stories, beautiful poems, funny fables, and outstanding collections of great literature. The McGuffeys' approach in teaching reading is a phonics method. Children quickly learn to pronounce and read new words and comprehend advanced material. Voice modulation, tone, pitch, and inflection are emphasized in the oral reading of the material.

  Children also learn to evaluate, reason and develop critical thinking skills as they read. Some of the vocabulary is Old English, but the unique expressions and idioms force students and teachers to slow down and focus on the meanings of the words, the details of the unfamiliar settings, as well as the character building situations in which the subjects of the stories find themselves. McGuffey's Primer through sixth grade edition gradually increase in text difficulty as required by the Common Core standards. The McGuffey and Webster's Spelling Book will also be studied.

  The McGuffey Readers contain outstanding collections of great literature - selections from Daniel Webster, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Washington Irving, Louisa May Alcott, Charles Dickens, Elizabeth Browning, Edgar Allen Poe, Henry Wadsworth Longfellow and William Shakespeare. Children are introduced to the timeless stories of King Arthur, Romulus and Remus, and Joan of Arc—masterpieces written by true masters in literature.

  Delite Gaddie, a veteran educator and founder of John Hancock Academy provides a compelling explanation for the reasons to use the McGuffy Readers: "Our reason for using the McGuffey Readers in the Gaddie Educational Model is simple - children, who are taught using the McGuffeys, learn to read! The McGuffey Readers have endured the test of time. They were used successfully in public schools for over 100 years. Today, students finishing the McGuffey texts score significantly higher in reading on

modern achievement tests than their counterparts who have used basal readers exclusively. McGuffey Readers provide a high standard for measuring student progress in reading, and provide a way for us to meet the need to build leadership and good character in our students, as expressed in our mission statement."[9]

- **Evan-Moor® Non-Fiction**[10] series were developed by two 1st grade teachers in a Title I school in California 25 years ago. These series supplement the core reading program in grades 1 through 6. They build and reinforce basic and complex reading skills. Each unit in the series has three articles written on the same topic, but at three different reading levels. Students acquire nonfiction reading skills while accommodating the varied reading levels in the classroom. The non-fiction series provide reading practice in the content areas of: social studies, science, health and safety, mathematics and the arts.

- **Harcourt Publishers for reading, some math, science, health, social studies, and other subjects.**
  StoryTown is the PreK-6 reading /language arts program, which offers a variety of fiction and nonfiction literature. The workbooks include a robust vocabulary and create a rich learning environment through carefully selected words.
  Think Math! is the newest NSF-funded K-5 mathematics program, developed by Educational Development Center Inc (Harcourt's research and development arm). The program combines the best of traditional, research-based and competitive international approaches to learning. Problem solving, skill building, and conceptual development exercises allow students to visualize and establish connections from one lesson to the next and motivate children to learn by bringing out the natural curiosity in every child.
  Harcourt Social Studies is a core comprehensive program, which takes students on a journey to explore the people, places, and events that have impacted history. Each unit is structured with powerful Reading Support tools (Lesson Summary and Unit Review) to help reinforce the main ideas and accurately organize information. Three Leveled Readers for every unit help to further reteach, reinforce, and extend the unit topics.

- **Sadlier-Oxford[11] for math, vocabulary and grammar texts** The Gaddie Educational Model uses such proven programs as *Vocabulary Workshop*, *Grammar Workshop*, *Grammar for Writing*, and *Progress in Mathematics*. Saddlier-Oxford programs have consistently earned the Teacher Choice Awards for the Classroom.
  Sadlier-Oxford for Math: *Progress in Mathematics ©, Grades K-6* has a rigorous content, which aligns with the Common Core Standards. These are student-centered textbooks provide for integrated assessments, intervention, and analysis, and ensure success for every student. The program is well supported with methodological resources (Planning and Pacing Guides), which support the interpretation and implementation of the Standards. It has rich instructional resources that build procedural fluency, and assessments to monitor students' progress in meeting the Common Core curriculum. *Critical Thinking for Active Math Minds, Grades 3-6,* prepares students in step-by-step models and abundant practice for Standards-Based Assessments, and equips them with critical thinking strategies to successfully decode multiple-choice tests in math.
  Sadlier-Oxford for Vocabulary (Grades 2-5) provides systematic, multimedia vocabulary, which meets the Common Core State Standards for ELA *Vocabulary Acquisition and Use*. The workbook introduces vocabulary in the context of both nonfiction and fiction reading passages. Students retain learning through multiple exposures to all new words. *Word Study* exercises develop strategies for decoding word

[9] Excerpt from school founder, Delite Gaddie
[10] http://www.evan-moor.com
[11] http://www.sadlier-oxford.com/

meanings. *Shades of Meaning* features idioms, metaphors, proverbs, and word choice so students can demonstrate their understanding of word relationships and nuances in word meanings
Sadlier-Oxford for Grammar Grades 3–5 is a complete course in grammar, usage and mechanics skills with an emphasis on the application of these skills to student writing. Grammar workshops is presented in a three-step lesson plan – *Learn*, *Practice*, *Write*. The *Learn* section provides bite-sized skill instruction; *Practice* is scaffolded, each building on the prior, with increasing difficulty; *Write* provides three types of engaging and meaningful writing activities: *Revising Sentences*, *Combining Sentences*, and *Write Your Own*. Lessons are followed by a Unit Review to reinforce learning, and a Unit Test for practice in standardized test format and for monitoring progress. A Test Booklet provides more options for assessment.

- **A variety of enrichment materials and resources** - In order to meet the Common Core standards requirement for research from original text, the Gaddie curriculum was recently updated and refined to emphasize the study of original writings such as the Constitution of the United States, The Bill of Rights, Federalist Papers, original writings of General George Washington, Thomas Jefferson, and most of all, the writings of John Hancock, especially his address to the British authority in response to the Boston Massacre. The instructional methodology was also refined and introduces the Socratic method of instruction when students will study the writings of Greek and Latin scholars and original literary writings. The curriculum also aligns with the strong character foundation of the Gaddie Educational Model to simultaneously allow students will learn valuable knowledge of some of the valuable moral character building text when they read from the original McGuffey Readers.

Methods of instruction

John Hancock Academy's approach to learning embraces the time-honored back to basics mastery methodology, researched, defined and refined in the Gaddie Educational Model that includes all modalities of learning styles. The Gaddie philosophy of education is deeply rooted in the Gaddie Educational Model. The foundational curriculum in the model is best delivered with direct instruction at its core and has a flexibility built into it to adapt instruction to meet the needs of the individual learner. The model includes:

- **Ability Grouping Form System**: Unlike other mainstream public schools that use numerical grade levels, the Gaddie Educational Model incorporates ability grouping. Based on the ability grouping , the Gaddie Educational Model establishes a form system, which allows students to progress more rapidly and are not held back academically. John Hancock Academy will apply the following that form system:
    - Kindergarten Form: (Equivalent to Kindergarten);
    - Lower Form: (Equivalent to First and Second grades);
    - Middle Form: (Equivalent to Third and Fourth grades);
    - Upper Form: (Equivalent to Fifth and Sixth grades).
- **Intensive "Phonics-First" Instruction**: With the Gaddie Educational Model, children learn to read in KG. Phonics starts in a full-day KG class setting. The simple, fun approach has children sounding out difficult words with ease. Children learn to connect vocabulary and the printed text and become fluent, independent readers.
- **Direct Instruction** [12]: John Hancock Academy agrees with the research done by the U.S. Department of Education that direct instruction is the best method for helping all students (both advantaged and

[12] http://psych.athabascau.ca/html/387/OpenModules/Engelmann/Engelmannbio.html, accessed on June 18, 2012:
Direct Instruction (DI) teaching methodology is developed by Siegfried Engelmann and Wesley Becker of the University of Oregon. Engelmann's philosophical works and research on the effects of intensive instruction on the acceleration of cognitive performance demonstrated that well crafted instruction could boost cognitive skills - in esence Engelmann demostrates that intelligence could be taught, in contrast to Jean Piaget's view that children's intellectual development was a function of stages of development and time. The results from this type of empirical research - working with disadvantaged children and pre-schoolres with Down Syndrome formalized the logic and methods of DI.As a methodology, DI is scripted and specifies precisely what the teacher says and what the students'

disadvantaged students and those with wide ranges of experience and abilities) make the most progress with the least amount of time and effort and is superior to other curricular programs (Project Follow Through)[13],[14]. Direct Instruction includes features which support the other instructional elements:

- Explicit, systematic instruction based on scripted lesson plans.
- Ability grouping - students are grouped and re-grouped based on their rate of progress through the program.
- Emphasis on pace and efficiency of instruction. Direct Instruction programs are meant to accelerate student progress; therefore, lessons are designed to bring students to mastery as quickly as possible.
- Frequent assessment. Curriculum-based assessments help place students in ability groups and identify students who require additional intervention.

- **Mastery-Based Instruction**: Mastery-Based Instruction is a pivotal instructional methodology, which has proven through research and evidence in helping every student to master core academic content. The Gaddie Educational Model, which the founder of John Hancock Academy perfected while providing K-12 academic instruction for approximately 20,000 students of the course of the last 30 years incorporates that instructional methodology. The Gaddie Educational Model defines mastery as a student's measurable understanding and command of subject matter in a tested format. Information must be mastered before students move on to new material. Mastery is considered achieved when students are tested on material taught, and are able to obtain a minimum score of 80%.
- **Socratic Method**: John Hancock Academy will also adopt the Socratic method (guided questioning), proven effective as instructional methodology, into the educational model, as students will be studying the original writings of Greek philosophers, Latin language, Old English and especially original writings of the American forefathers, as they are already part of the program. This will allow students to further develop their debating and critical thinking skills and have the competitive edge to make a difference in their world, community, families, and found good living principles as well.
- **The Arizona State Standards**: John Hancock Academy will follow the Arizona State Standards as defined and updated in educating the students and will integrate the Common Core Standards, as adopted by Arizona, into the curriculum planning in preparation for the assessment of those standards. All curriculum materials incorporated in the Gaddie Educational Model align well with the Common Core Standards
- **Special Education** at John Hancock Academy: The Gaddie Educational Model also addresses the educational environment for students with special needs, by providing special education services aligned to each student's IEP through an inclusion program or resource model, as it meets the needs of the students in the least restrictive environment. John Hancock Academy will provide special education services that meet the needs of its population. It will employ a Special Education teacher

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responses should be. Moreover, with DI methodology, instruction is carefully sequenced so that students do not progress to higher-order skills unless they have mastered prerequisite basic skills. There is a high degree of interaction between teachers and students, which allows the teacher to receive continuous feedback about how well the students are progressing, and to adjust instruction accordingly. The DI methodology makes a specific distinction between on-task and off-task behavior: instruction is arranged so that students are fully engaged in learning (via frequent checking for understanding and praises by the teacher to motivate student learning) the majority of the time. DI methodology pre-supposes that anything presumed to be learned by students must first be taught by the teacher.

[13] Ibid: Project "Follow Through", funded by the U.S. Department of Education, and led by Siegfried Engelmann, was a long-running study of instructional methods that basically showed that direct instruction demonstrated positive academic results for students (students met and exceeded the national norms), especially when compared to other instructional models (including affective, "whole child" approaches), such as discovery learning, language experience and open education methods of instruction.

[14] Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

for its first year of operation. The Special Education teacher will be responsible for ensuring that the proper procedures uniform with state and federal law for identifying and providing services to Special Education students are followed, including: 45-day Child Find Screening; Child Study Team meetings; Assessment referrals; Assessment by a psychologist or speech therapist; Conducting a MET with parents in their primary language; Ensure the development of an IEP that provides a Free Appropriate Public Education to meet the needs of each child in the least restricted environment; Providing Special Education services aligned to each student's IEP through an inclusion program or resource model, as it meets the needs of the students in the least restrictive environment; Offer support to regular education teachers to help them effectively provide accommodations to Special Education students in the regular education classroom; Reevaluations.

John Hancock Academy will contract a school psychologist, speech and occupational therapist, or other therapy as needed, to provide services on site to students who qualify. The special education teacher, therapists and other services providers will be required to be properly certified and licensed to provide special education services in the state of Arizona.

All teachers and aides will receive annual training on teaching strategies, how to provide services to special needs students, and laws and regulations related to special education services. Topics selected each year will always include child find procedures, pre-referral process, confidentiality, the MET and IEP process, behavioral management, and legal requirements. Other topics will be determined by changes to federal or state policies, and current student population needs.

- **English Language Learners**: John Hancock Academy shall follow Arizona Department of Education policy for the identification and assessment of students identified as English Language Learners (ELL) with Arizona's English proficiency assessment – Arizona English Language Arizona English Language Learner Assessments (AZELLA).

Formative assessment strategies:

With the Gaddie Educational Model formative assessment is imbedded in instruction and is used as an opportunity to monitor student progression/mastery and allow teachers to make immediate changes regarding the management of the classroom and instructional approach and pace. (For example, a teacher might decide to reteach a concept if he/she observes that students do not understand it well.) Formative assessments also allows students to communicate their questions and ideas to teachers. Formative assessments provide a fluid, immediate means of tracking real-time mastery of the content and adjusting accordingly. Teachers at John Hancock Academy will use at least one formative assessment daily, which will enable them to evaluate and assess the quality of the learning that is taking place in the classroom and use that information to adjust instruction.

Formative assessment strategies include:

- Teacher observations of student performance;
- Questioning strategies: daily oral and written questions and answers of the students. This is the most commonly used method in the Gaddie Educational Model for formative assessment. This can be made into a game or have students come to the board and do a math problem. Calling on students to answer orally is also a useful strategy within the model.
- Short tests and quizzes: daily written textbook or teacher generated tests and quizzes
- Self and peer group assessments: the classroom is divided into groups and formative assessments are done to each student by their group leader, and other classmates. The teacher does a formative assessment also of the group as a whole.;

- Student read-alouds;
- Descriptive feedback (such as telling students what they are doing well and why).
- Assignments, which involve library or internet research.

Summative Assessment Plan

The Gaddie Educational Model incorporates a School Assessment Program that includes a variety of relevant, authentic and criterion-based assessments that most effectively measure the school's actual classroom effectiveness. The assessment program includes full participation and planning for student success in Arizona's mandated testing plan – AIMS and Stanford 10. Parents receive written report cards four (4) times a year, as well as mid-quarter reports four (4) times a year.

- Initial assessment with the Wide Range Achievement Test (WRAT): This test is utilized for every student, each year as a pre-test, and post-test in reading, spelling and mathematics. The results of the pre-test are used for student diagnostics – students are placed in forms (consistent with the Gaddie Educational Model) according to their academic performance.
- The DIBELS®[15] measures of reading skills will be used for instructional decision-making (i.e., to identify students who need additional instructional support and monitoring response to intervention).
- Galileo K-12 Online[16], a research-based online standards-based instructional improvement system, will be used to monitor the 2nd through 6th grade students' mastery of the Arizona State Standards. Teachers will use the assessment results to identify specific performance objectives that each student struggles with in order to tailor remediation to individual student need. When assessment results indicate a need for remediation, a diagnosis will be made of the knowledge and the skills that the child lacks.
- The Gaddie Educational Model also incorporates Response to Intervention to identify a student's frustration level and assign tutoring. The teacher will communicate with the parents regarding the academic status of their child.
- Teacher generated assessments: Monthly grade level meetings will be held by the Curriculum Coordinator to instruct and ensure that teachers are covering instructional material that meets the Arizona Standards the assessments align with the standards.
- Curriculum publisher generated assessments
- Arizona required criterion based testing – AIMS
- National norm referenced testing – Stanford 10

Monitoring of Student Progress:

- DIBELS® measures of reading skills (three times a year) will be used for instructional decision-making (i.e., to identify students who need additional instructional support and monitoring response to intervention).
- The on-line assessment system, Galileo, gives teachers a real-time view of student progress. They review the assessment results as students complete them and analyze the results weekly and adjust instruction in an on-going basis.
- Monthly, teachers will be required to turn in tests and completed student projects to the Curriculum Coordinator of the school for review. The Curriculum Coordinator will meet with each teacher to provide feedback, and offer suggestions for improvement and targeted strategies. This process also ensures that alignment to State standards, curriculum goals and objectives are being met.
- The school administration will review student data at least quarterly to monitor for progress and to address areas of weakness.

[15] DIBELS®: Good, R. H., & Kaminski, R. A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: http://dibels.uoregon.edu/
[16] Galileo K-12 Online from Assessment Technology Incorporated. Available: http://ati-online.com/