Education Plan

A.1 Educational Philosophy

Description of the school's philosophical approach to improving pupil achievement in the target population.

John Hancock Academy is named to honor the legendary Governor John Hancock of Boston Massachusetts and continue his legacy as a Founding Father and American patriot. Delite Gaddie, the founder of the school is a relative of John Hancock[1]. The educational program to be implemented at John Hancock Academy embraces the basic educational traditions and values of the 1800s in a structured educational model - the Gaddie Educational Model.

At the core of The Gaddie Educational Model is a philosophical approach to improving student achievement, which insists that each child master skills before moving on. This simple, back-to-basics time honored and evidence-proven approach, created by veteran educators Delite and Ernest Gaddie[2], ensures that each student performs at his/her highest level. The strength of the vision of the Gaddie Educational Model includes responsibility and accountability for the progress of each and every student.

John Hancock Academy is established with a mission to provide a learning environment that will improve student achievement in the basic skills aligned to state academic standards. John Hancock Academy commitment is to have a teacher in every classroom who cares that every student, every day learns and grows, and experiences success.

The goal of the Gaddie Educational Model, embedded in its philosophy is that the academic program should be of such quality as to enable students to become academic achievers who produce quality work, who are extremely knowledgeable of literature, who compute and solve basic and intermediate math problems, and are equipped with the necessary skills to succeed in their junior high, high school, and college education experiences. The academic program should enable students to become effective communicators, with higher level of speaking, listening, reading, writing skills. The program will teach students how to learn to collaborate, and manage interpersonal relationships with diverse groups. Most of all, they will learn how to express themselves effectively through writing. Students educated with this model will acquire critical thinking skills and will know how to access information and integrate knowledge. The program allows them to demonstrate their newly acquired skills in application, analysis, synthesis, and evaluation. The Gaddie Educational Model finds many ways to making the learning experience exciting and rewarding, so that students stay motivated and excel in their learning experience. The Gaddie Educational Model prepares students to be effective leaders who are founded in high moral principles, and beliefs, no matter what they encounter in the future.

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[1] John Hancock, U.S. Representative, U.S. Governor / 1737-1793. John Hancock was an American Revolutionary leader and the first signer of the U.S. Declaration Of Independence. John Hancock. (2012). *Biography.Com*. Retrieved from ttp://fww.biography.com/People/John-Hancock-9327271.
Delite Hancock Gaddie is a third cousin of John Hancock, as confirmed by the American Historic Society.

[2] Ernest Gaddie is husband to Delite Gaddie. He has over 40 years of educational, school and classroom experience.

The principles or concepts fundamental to the school's proposed program of instruction.

Fundamental Principals of Instruction in the Gaddie Educational Model:

1. "Direct instruction" at the core of the instructional methodology as a research- and evidence proven method for helping students make the most academic progress.
2. Intensive "phonics-fist" reading program beginning in Kindergarten.
3. Ability grouping and mastering the material presented. A low grade is not sufficient, work needs to be redone until the particular concept/standard is mastered.
4. Minimal homework, so that families have more time together and the majority of the school work is done at school under the guidance of the teacher. It is unfair to teach their children at home what teachers have failed to teach at school.
5. All Middle Form students and above should have technology literacy foundation.
6. Time-tested instructional methodology with new methods added as they are proven successful.
7. High educational standards for all students, because high expectations lead to high achievements.
8. Quiet, orderly and pleasant learning environment, with lots of positive reinforcement coming from the teacher. Students experience tremendous success in that learning environment.
9. Strong character, self-discipline, leadership skills and life skills are fully integrated and are indispensable part of the Gaddie Educational Model.
   - The model combines the "***Character First!***[3]**"** program with the core curriculum reading texts, the McGuffey and Harper Readers, from the 1800s to enhance the goals for building character. These texts are filled with uplifting stories and poetry of character, hope, and patriotism. The books were also published during a time in American history when educational expectations were high and laced with moral values and patriotism.
   - The model includes teaching "The Seven Habits of Highly Effective People"[4] to all students, encouraging students to be proactive with their lives and take on leadership roles in their communities.

Rationale for the selected approach for the target population

Experience

The effectiveness of the selected program of instruction is evident in the performance of students on standardized tests and supported by research. Delite Gaddie, the founder of John Hancock Academy , together with her husband, Earnest Gaddie, have developed, defined and refined their own educational model - the Gaddie Educational Model, which focuses on time-tested core curriculum and instructional methodology that addresses all learning styles, as well as strong. The Gaddie Educational Model evolved over 30 years ago, when Delite and Ernest Gaddie opened their first schools and started educating children. The model includes careful selection of time-honored curriculum materials and research and evidence-proven instructional

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[3] http://www.characterfirst.com/ The ***Character First!*** program teaches *49 specific qualities* that make up an individual's character.

[4] Covey, Stephen R 1990 The seven habits of highly effective people : restoring the character ethic. Melbourne: Business Library, 1990, c1989.

methodology, which have been further refined and defined to meet the challenging requirements of the Arizona State Standards and Common Core Standards. The Gaddie Educational Model builds on the belief that school should be a positive experience for children. Each student should learn and feel success everyday. In addition to academic success, children should be taught to have a great sense of patriotism for their country and learn the good character traits that help them to become positive influences on the community and nation in which they live

Delite Gaddie, the founder of John Hancock Academy has owned and managed private and charter schools for over 30 years. She believes school should be a positive experience for children. Each student should learn and feel success everyday. In addition to academic success, children should be taught to have a great sense of patriotism for their country and learn the good character traits that help them to become positive influences in the community and nation in which they live. Delite is a strong proponent of the belief that it is the school's and its leadership's commitment to have a teacher in every classroom who loves children and helps them do their very best.

John Hancock Academy will apply the Gaddie Educational Model with fidelity, which ensures its success:

- Full-day kindergarten
- Ability grouping
- Intensive phonics-first reading program beginning in kindergarten
- Exclusive proven curriculum
- Comprehension techniques
- Mastery-Based Instruction
- High standards of conduct and character
- Responsibility and accountability for the progress of each child

Those characteristics immediately set the school apart from other schools.

The curriculum in the Gaddie Educational Model the has proven effective with a variety of students. In fact, it is actually the program of instruction, not just the curriculum that is so powerful. The combination of ability grouping, mastery-based instruction, and tutoring ensure that, regardless of what a student brings with him or her, none will be left behind. Students who struggle are given targeted assistance that helps them develop basic skills and then grow. An expectation of excellence is embedded in the school culture, so that students want to progress.

The Gaddie Educational Model is at the core of the educational program at Happy Valley School in Arizona. The school has over a decade of academic excellence achieved and has consistently maintained "Excelling" and according to the just recently enacted A-F rating system for public schools in Arizona - an "A" (highest level) status. Happy Valley students have achieved levels of academic performance on standardized (criterion and norm referenced) tests, which compare to the academic performance levels of the best public schools in Arizona. This a direct evidence that the Gaddie Educational Model works and is effective with all students.

The Gaddie Educational Model curriculum has proven effective through the years with a variety of students - with diverse demographics, income levels, special education and English Language

learner needs. John Hancock Academy will serve target population very similar to the students served by Happy Valley School, where the Gaddie Educational Model has been implemented with great success, and serves as a testimony and validation that the model is successful in fostering academic excellence. The table below represents actual data for the Happy Valley student population compared to estimate averages for the student population, which John Hancock Academy targets to serve:

- The comparison shows that John Hancock Academy will serve a target population very similar in its ethnic composition proportions to the student population, which Happy Valley School currently serves: predominantly White student population, followed by Hispanics and similar ratios of Asian, Black and American Indian student population.

- In terms of the income levels of the students as eligible for the Free and reduced Price Lunch, Happy valley Schools serves 14%, compared to a range of 10%-40% estimated averages as projected at John Hancock Academy. This percentages is in the middle of the projected range at John Hancock Academy.

- The Gaddie Educational Model has successfully addressed the needs of special education and English Language Learners at Happy Valley School. John Hancock academy is also projecting to serve those student groups, based on the student demographic averages.

- John Hancock Academy will apply the Gaddie Education Model with fidelity - the same grade-specific class size and student/teacher ratios as successfully implemented at Happy Valley School, which ensures its success.

Ethnicity	**Happy Valley School (actual data)**	**John Hancock Academy (Estimate Averages)**
White	55%	65%
Hispanic	31%	23%
Asian	1%	6%
Black	1%	6%
American Indian or Alaska Native	1%	<1%
Income		
Students eligible for free or reduced-price lunch program	14%	10%-40%
Language Attainment		
English language learners	1%	6%
Special Education	5%	12%
School Size	761	570 (at full growth)
Class Size	30 (KG & 1st)	30 (KG & 1st)
	25 (2nd-6th)	25 (2nd-6th)
Teacher/Student Ratio	1:15 (KG &1st)	1:15 (KG &1st)
	1:15 to 1:20 (2nd-6th)	1:15 to 1:20 (2nd-6th)

Research

The Gaddie Educational Model developed by Delite and Ernest Gaddie has many components, which make a powerful impact on the students' ability to learn how to read, including:

- Intensive phonics-first instruction
- Comprehension techniques
- Mastery-based instruction

Intensive phonics-first instruction

According to the National Reading Panel (2000)[5], "In the largest, most comprehensive evidenced-based review ever conducted of research on how children learn reading," a Congressionally mandated independent panel has concluded that the most effective way to teach children to read is through instruction that includes a combination of methods. The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension." Phonemic awareness instruction helped various types of children: normally developing readers as well as at-risk and disabled readers; preschoolers, kindergartners, and first graders; low socioeconomic status children as well as mid-high SES.[6]

Other studies have supported the superiority of phonics-based instruction. In Becoming a Nation of Readers (Anderson, R., Hiebert, E., Scott, J., Wilkinson, I. 1985)[7], the national Commission on Education reviewed the research on reading and concluded that adopting a phonic (code emphasis) approach to reading instruction in America would greatly improve literacy, saying, "Classroom research shows that, on the average, children who are taught phonics get off to a better start in learning to read than children who are not taught phonics. The advantage is most apparent on tests of word identification, though children in programs in which phonics gets a heavy stress also do better on tests of sentence and story comprehension, particularly in the early grades".

Comprehension techniques

The Gaddie Educational Model uses the McGuffey Readers supplemented by Harcourt for its Reading and Language textbooks. The McGuffey Readers have endured the test of time. They were used successfully in public schools for over 100 years. Today, students finishing the

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[5] 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*.

[6] Linnea C. Ehri Simone R. Nunes, Dale M. Willows, Barbara Valeska Schuster, Zohreh Yaghoub-Zadeh, Timothy Shanahan, *Phonemic Awareness Instruction Helps Children Learn to Read: Evidence From the National Reading Panel's Meta-Analysis*, Reading Research Quarterly , Volume 36, Issue 3, pages 250–287, July/August/September 2001

[7] Anderson, Richard C., Elfreda H. Hiebert, Judith A. Scott, and Ian A. G. Wilkinson. 1985.*Becoming a nation of readers.* Washington, DC: US Department of Education, The National Institute of Education. 148 p.

McGuffey texts score significantly higher in reading on modern achievement tests than their counterparts who have used basal readers exclusively. A study conducted by Indiana University, Bloomington in 1999[8], found that Harcourt Reading is "instructionally effective" across all grade levels, increasing student understanding of key reading skills, concepts and strategies, as well as their performance on criterion-referenced measures and standardized achievement tests.

Mastery-based instruction

Mastery learning has received formal emphasis only in the past thirty years, but students and teachers have known about this principle for a long time. It is based on the concept that all students can learn when provided with conditions appropriate to their situation. The student must reach a predetermined level of mastery on one unit before they are allowed to progress to the next. In a mastery learning setting, students are given specific feedback about their learning progress at regular intervals throughout the instructional period. This feedback, helps students identify what they have learned well and what they have not learned well. Areas that were not learned well are allotted more time to achieve mastery. Mastery learning focuses on the process of mastering content based on Benjamin Bloom's Learning Mastery Model[9],[10]. Unlike traditional instruction, which holds time constant and allows achievement to vary within a group of students, mastery learning holds achievement constant and lets the time students spend in pursuit of the objectives vary (Robinsons, 1992)[11]. Mastery learning has received formal emphasis only in the past thirty years, but students and teachers have known about this principle for a long time.

With mastery learning, about 95% of the learners in any group can gain complete mastery of the designated instructional objectives. Mastery learning is not synonymous with pass/fail grading, nor does it imply that standards should be lowered. When mastery learning is successful, high standards are articulated and students receive ample time and help to meet these standards.

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[8] A Study of the Instructional Effectiveness of the Harcourt Reading Program. Harcourt Reading Technical Report #2. Indiana Univ., Bloomington. Center for Innovation in Assessment.; American Conference of Academic Deans, Washington, DC, retrieved May 14, 2012 from ERIC Education Resources Information Center at http://eric.ed.gov/ERICWebPortal.

[9] Bloom, B.S., Englehart, M.B., Furst, E.J., Hill, W.H., and Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: The Cognitive Domain.* New York: Longman.

[10] Bloom's Taxonomy Levels: **Knowledge** (recalling information) represents the lowest level in Bloom's taxonomy. It is "low" only in the sense that it comes first - it provides the basis for all "higher" cognitive activity. Only after a learner is able to recall information is it possible to move on to **comprehension** (giving meaning to information). The third level is **application**, which refers to using knowledge or principles in new or real-life situations. The learner at this level solves practical problems by applying information comprehended at the previous level. The fourth level is **analysis** - breaking down complex information into simpler parts. The simpler parts, of course, were learned at earlier levels of the taxonomy. The fifth level, **synthesis**, consists of creating something that did not exist before by integrating information that had been learned at lower levels of the hierarchy. **Evaluation** is the highest level of Bloom's hierarchy. It consists of making judgments based on previous levels of learning to compare a product of some kind against a designated standard.

[11] Robinson, M. (1992). Mastery learning in public schools: Some areas of restructuring. *Education*, *113*(1), 121-126.

Noted researcher Benjamin Bloom and others have conducted significant research on mastery learning. Davis and Sorrell (1995)[12] revealed that students with minimal prior knowledge of material have higher achievement through mastery learning and experience enhanced learning outcomes in most subject areas with greater gains in Math and Science.

Guskey and Gates (1986)[13] found mastery learning produces increased achievement gains over traditional learning. Mastery-learning has been demonstrated to increase student performance, particularly for low-achieving students, and to increase retention over time of materials taught. Students also exhibited more positive attitudes toward learning and their ability to learn in mastery-based classrooms (Guskey and Gates,1986)[14]. Kulik (1990)[15] concluded the benefits of mastery learning were enduring, not short term.

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[12] Davis, D., & Sorrell, J. (1995, December). Mastery learning in public schools. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 16, 2012, from http://teach.valdosta.edu/whuitt/files/mastlear.html.

[13] Guskey, T., & Gates, S. (1986). Synthesis of research on the effects of mastery learning in elementary and secondary classrooms. *Educational Leadership*, *43*(8), 73-80.

[14] Ibid.

[15] Kulik, C., Kulik, J., & Bangert-Drowns, R. (1990). Effectiveness of mastery learning programs: A meta-analysis. *Review of Educational Research*, *60*(2), 265-306.