INTEGRITY EDUCATION CENTRE

CTDS: 078751000

RENEWAL PERFORMANCE PLAN: READING AND LANGUAGE ARTS NARRATIVE

In the fall of 2006 Integrity began a Needs Assessment study designed to re-culture our school climate around State and Federal accountability. The committee, including administrators, teachers, parents, and a student, was advised that the intent was to focus directly on increasing student achievement. Meeting at least once a month, they reviewed data, textbook and technology resources, and classroom procedures. The study indicated that while Integrity had been meeting AYP requirements and provided a variety of resources for teachers; the resources were not properly used. Teachers had been allowed to develop their own programs, use resources other than those provided by the school, and take coverage of Arizona Standards for granted. Consequently there was not a pronounced continuity of instruction.

As part of the study, since 2007, Integrity has graphed a record of student progress in AIMs reading tests. The elementary scores showed a continual growth in meeting the requirements with the exception of 2009. We attribute that slump to the emphasis we put on certain strands and concepts of the Arizona Standards. While dropping in the meets requirements percentage, there was a significant increase in the percentage that approached the requirements while falls far below continued to drop. In 2011 100% of elementary students, eligible, met the requirements. High school scores show a continual growth with 100% of eligible students meeting the requirements in 2011. **See attachments.**

Recognizing that re-culturing the school climate would require continual study, and several years for implementation, the committee outlined three steps to be initiated.

STEP 1: Provide and implement a curriculum to improve student achievement.
The Language Arts, (phonics, reading, literature, spelling, grammar, writing, penmanship and speaking) curriculum must reflect a common core of knowledge and a common teaching philosophy at every grade level.

- It must be a linear sequential curriculum from grade level to grade level and from year to year.
- It should be initiated by a phonics-based reading program in the early grades.
- Textbook-based information should provide the basics augmented by technology..
- It should be aligned with the Arizona State Standards.

STEP 2: Professional Development for effectively implementing a reading curriculum.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in elementary grades reading.

School Year 2006-2007

STEP 1:

GRADES K – 8: Provide and implement a curriculum to improve student achievement.

'The Spalding Method of Phonics for Teaching Speech, Writing and Reading' was chosen for developing a phonics based program in the early grades. Teachers were provided training in the spring. Cost approximately $1500.00.

- Integrated through the Spalding program are spelling, writing, and lessons in:

Phonemic awareness	Reading comprehension
Systematic phonics	Composition
High-frequency vocabulary	Literary appreciation
Word meanings and usages	Text structure
Word parts	Fluency
Grammar	Listening

- A study of textbooks was initiated including Houghton/Mifflin, Pearson, and others.

HIGH SCHOOL: Provide and implement a curriculum to improve student achievement.

- 'A study of textbooks was initiated including Houghton/Mifflin, Prentice Hall, EdOptions and others.
- Selection was to be based on the textbook alignment to Arizona Standards.

STEP 2:

GRADES K – 8 and HIGH SCHOOL: **Professional Development**

Recognizing that the classroom atmosphere is the key to effectively implementing a curriculum, the committee determined there must be a structured classroom environment in every classroom.

- High standards for student discipline and classroom behavior.
- Teacher-directed instruction be the predominant mode of instruction.
- Technology be integrated effectively into instruction and used as a teacher resource tool for instructional planning, delivery, and assessment and monitoring student progress.
- Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.
- Differentiated Instruction be used to meet the learning needs of all students.
- Elevated grading scale.

School Year 2007-2008

STEP 1: **Provide and implement a curriculum to improve student achievement.**

GRADES K – 8:

- July - The decision was made to use Pearson textbooks (Scott Foresman) as the basil text for Language Arts in early elementary grades. An order was placed with Pearson for approximately $1600.00.
- July - Decision made to continue use of the 'Light Span' software (licensed for $26,000 in 2003) used on Play Stations to augment the Language Arts Curriculum in elementary classrooms.
- August - 'Spalding' implemented in the early elementary grades.
- September – Pearson (Prentice Hall) 'Writing & Grammar' textbooks ordered for upper elementary. Both hardcopies and on-line. Cost $1290.00.

HIGH SCHOOL:

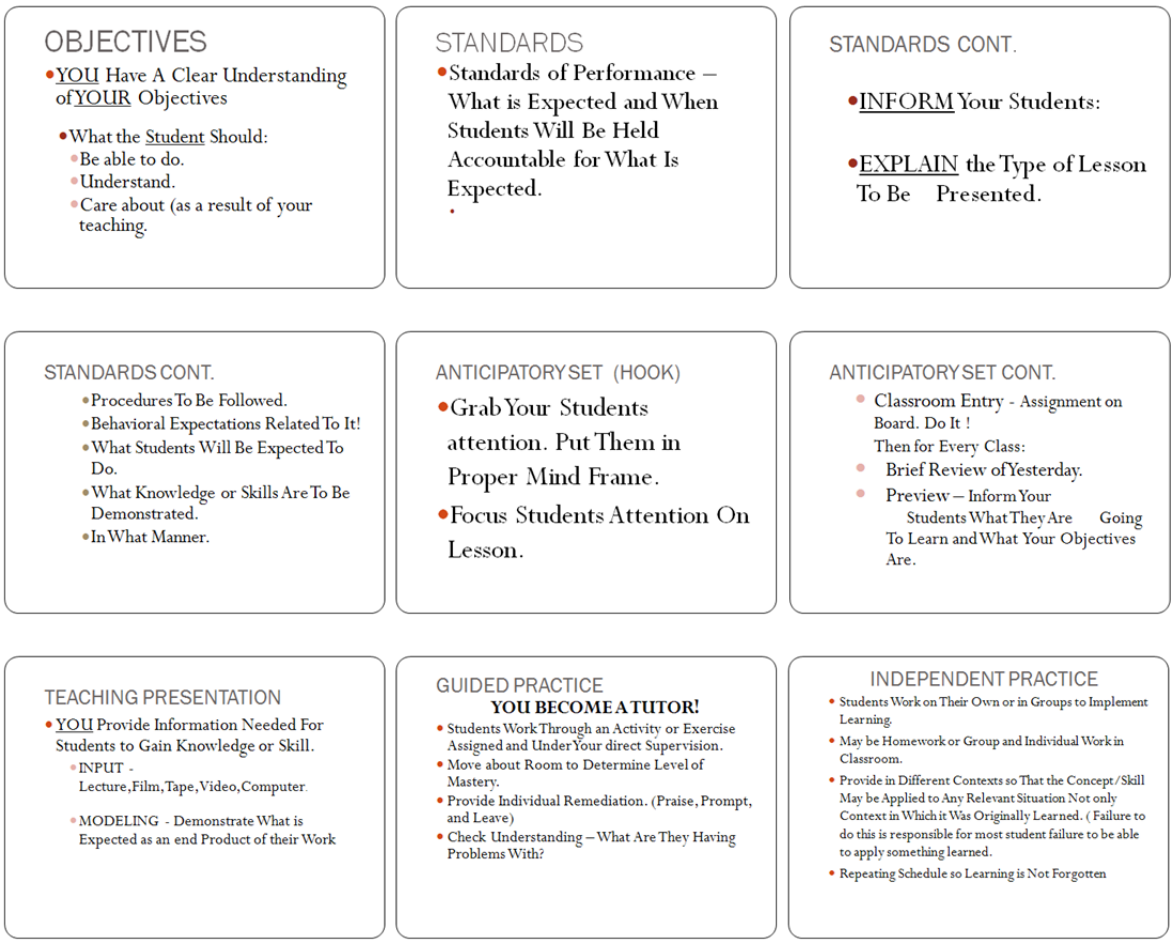
- July - The decision was made to use Prentice Hall textbooks as the basil text for Language Arts in High School. Textbooks would be available in hard copy and on-line. An order was placed with Pearson for Writing & Grammar textbooks and Literary textbooks. Cost approximately $4000.00.
- July - Decision made to continue use of the EdOptions on-line textbooks to augment the Language Arts Curriculum and provide remedial tutorials and advanced work for high school classrooms. Licensed for approximately $15,000.

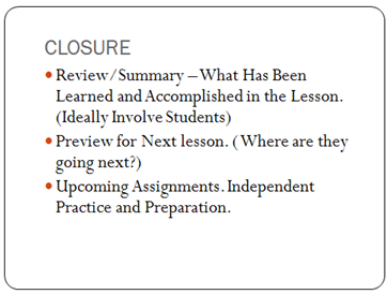
- August – Prentice Hall textbooks implemented in classrooms.
- EdOptions implemented in Classrooms.

STEP 2: Professional Development for effectively implementing a reading curriculum.

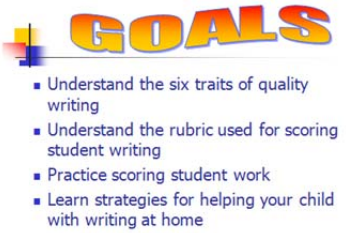
GRADES K-8 and HIGH SCHOOL:

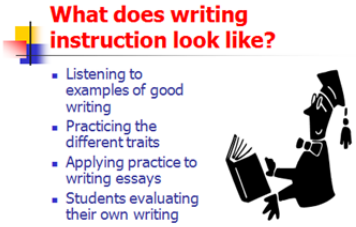
- August 2007 - Structured classroom environment. All teachers introduced to, and begin monthly training in, Madeleine Hunter Elements of Effective Instruction. Instruction by staff members. No cost.

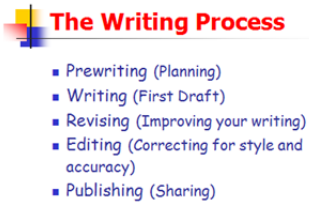


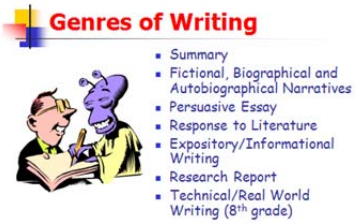


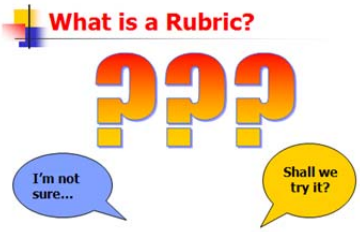
- August 2007– High School teachers receive consultant training from EdOptions. No cost.
- August 2007 – High School teachers receive consultant training from Prentice Hall on use of SuccessNet on-line resources. No cost.
- (Pearson SuccessNet provides teachers with one access point for Pearson's online products for Prentice Hall. It provides a single workplace for teachers and it saves valuable time.)
- September 2007 - Three additional teachers, in the upper elementary grades, began training, for the Spalding method, with outside consultants. Cost approximately $1500.00.
- February 2008 – All teachers re-introduced to Six Trait Writing and begin monthly training with outside consultants. No Cost.











STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in reading.

- Recognizing that the success of students is the key result of any curricular changes and professional development, Integrity began a more in depth analysis of pupil achievement data. While continuing to rely on teacher evaluations, testing, and grading, Integrity noted that AIMs testing has become the most relevant data for the State and Federal evaluations of student achievement. Therefore, it was determined that the Needs Assessment Committee start with concentration on AIMs data.

OCTOBER 2007

INTEGRITY EDUCATION INCORPORATED Met AYP

2007 Summary of Grades 3 through 8 AIMs Test (Performing School)

Reading:

- 39 students in grades 3 through 8 took the reading test in 2007
- 26 were enrolled in Integrity for 2 or more years.
- 12 or 46% of those enrolled for more than 1 year Scored as 'Meets' the requirements.
- 10 or 39% Scored as 'Approach' the requirements.
- 4 or 15% Scored as 'Falls Far Behind' the requirements
- 13 students were 1st year students. No previous scores available.
- All took the reading test at Integrity in 07
- 9 Scored as 'Meets' the requirements.
- 2 Scored as 'Approach' the requirements
- 2 Scored as 'Fall Far Below' the requirements.

Although 'Arizona Learns' scored Integrity as a performing school, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. If there was any pattern or trend, it was little difference, in percent achieving the goals, between genders, race , ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were in need of significant improvement in all strategies and concepts at their grade level. The

percentage of elementary students meeting the reading requirement was approximately equal to Arizona's Annual Measurable Objectives for AYP at the end of 2007..

2007 Summary of High School AIMs Grades 10 – 12: Arizona Learns (Performing School)

Reading:

- 8 students in grades 10 through 12 took the reading test in 2007.
- All were enrolled in Integrity for 2 or more years.
- 4 of them (50%) passed the AIMs test.
- 2 (25%) were scored as approach the requirements.
- 2 (25%) were scored as 'Fall Far Below' the requirements.

Although 'Arizona Learns' scored Integrity as a performing school, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all high school grades together in the analysis. If there was any pattern or trend, it was little difference, in percent achieving the goals, between genders, race , ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were in need of significant improvement in all strategies and concepts at their grade level. The percentage of high school students meeting the reading requirement was slightly higher than Arizona's Annual Measurable Objectives for AYP at the end of 2007.

AUGUST 2008

INTEGRITY EDUCATION INCORPORATED Met AYP

2008 Summary of Elementary AIMs Grades 3 – 8 (Performing School)

Reading:

- 36 students in grades 3 through 8 took the reading test in 2008
- 26 were enrolled in Integrity for 2 or more years.
- 14 or 54% of those enrolled for more than 1 year Scored as 'Meets' the requirements. An increase of 8%.
- 5 or19% Scored as 'Approach' the requirements.
- 7 or 27% Scored as 'Falls Far Behind' the requirements
- 10 students were 1st year students. No previous scores available.

- All took the reading test at Integrity in 08
- 8 Scored as 'Meets' the requirements.
- 2 Scored as 'Fall Far Below' the requirements.

Again, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. There was little difference, in percent achieving the goals, between genders, race , ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were still in need of significant improvement in all strategies and concepts at their grade level. The average growth was only 6 points however the percentage of elementary students meeting the reading requirement reached Arizona's Annual Measurable Objectives for AYP at the end of 2010.

2008 Summary of High School AIMs Grades 10 – 12 (Performing School)

Reading:

- 6 students in grades 10 through 12 took the reading test in 2008.
- All were enrolled in Integrity for 2 or more years.
- 3 of them (50%) passed the AIMs reading test.
- 1 (13%) was scored as 'Approach' the requirements.
- 2 (37%) were scored as 'FFB' the requirements

Again, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all high school grades together in the analysis. There was little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were still in need of significant improvement in all strategies and concepts at their grade level. The percentage of high school students meeting the reading requirement was approximately equal to Arizona's Annual Measurable Objectives for AYP at the end of 2010.

School Year 2008-2009

STEP 1: Provide and implement a curriculum to improve student achievement.

GRADES K – 8 and HIGH SCHOOL:

- July 2008**-** Pearson's on-line 'WriteToLearn' program was selected to become part of the reading curriculum for grades 3 through 8 and high school.

'WriteToLearn' is a web-based literacy tool to improve reading comprehension & writing skills. An order was placed with Pearson for approximately $1500.00.

- August 2008 – All parents introduced to WriteToLearn as a tool to implement the curriculum in the classroom and at home.
- August 2008 – Parents of students in grades 5 through 8, and high school were introduced to Prentice Halls' on-line textbooks and EdOptions on-line to implement the curriculum in the classroom and at home.
- August 2008- 'Spalding' implemented in the upper elementary grades.

STEP 2: Professional Development.

- August 2008 – All teachers re-introduced to 'Madeleine Hunter Elements of Effective Instruction' and 'Six Trait Writing'. Ongoing monthly instruction scheduled. No cost.
- August 2008 – Teachers receive training in use of curriculum resources.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in reading.

JULY 2009

INTEGRITY EDUCATION INCORPORATED Met AYP

Summary of 2009 Elementary AIMs Tests Grades 3 – 8 (Non-Performing School)

Reading:

- 24 students in grades 3 through 8 took the reading test in 2009.
- 16 were enrolled in Integrity for 2 or more years.
- Of those 16, 3 of them (19%) passed the AIMs test.
- 10 of the 16 (62%), were scored as 'Approach'.
- 3 of the 16 (19%) were scored as ' Falls Far Behind'.
- **Average growth score was 18 points**
- 8 students were 1st year students. No Previous scores available.
- 5 Scored as 'Meets' the requirements.
- 2 Scored as 'Approach' the requirements.
- 1 scored as 'Falls Far Behind' the requirements.

Although Integrity met AYP, 'Arizona Learns' scored Integrity as a non-performing school. The small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. If there was any

pattern or trend, it was little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were in need of significant improvement in all strategies and concepts at their grade level. The school was very disappointed as the percentage of elementary students meeting the reading requirement was a significant drop far below Arizona's Annual Measurable Objectives for AYP at the end of 2007. However, there was a bright side as students average growth score was 18 points.

2009 Summary of High School AIMs Grades 10 – 12 <u>(Non-Performing School)</u>

Reading:

- 19 students in grades 10 through 12 were eligible for the reading test in 2009.
- 14 were enrolled in Integrity for 2 or more years.
- Of those 14, 12 of them **(86%) had passed the AIMs test in or before 2009**.
- 2 were scored as approach the requirements.
- Average growth score is difficult to compute because 6 had passed before 2009 and did not retake the test. (2 in 2007 and 4 in 2008). 3 others were sophomores who took the Terra Nova test the previous year. This creates a problem for a small school like Integrity as a 0 growth rate is shown in the AZ Learns compilations for students who passed in previous years and did not retake the test. Growth rate for those who re-took the test was 19 points. 5 students were 1st year students. No Previous scores available.
- 1 Scored as 'Meets' the requirements. 1 Scored as 'Approach' the requirements.
- 1 was absent from the Reading test.
- 2 scored as 'Falls Far Behind'.

Despite the fact that 86% of Integrity's high school students had passed the AIMs Reading Test, (almost 40 percentage points above Arizona's AMOs for adequate yearly progress) Integrity received <u>no</u> points, for high school reading, in the Arizona Learns computations. The result was that Integrity was classified as a non-performing school. When this was called to the attention of the Arizona Learns staff, the answer was to "have all students retake the test each year". This is extremely difficult in view of the state wide understanding that once a high school student passes the AIMs test, they are not required to retake it.

School Year 2009-2010

Classified as a non-performing school, Integrity met extensively over the first ninety days of the 2009-2010 school year working on their ASIP plan development.

STEP 1: Provide and implement a curriculum to improve student achievement.

- August 2009 – Study begun to ensure that Pearson textbooks were aligned with AZ Standards.
- February 2010 – Orchard software purchased to augment textbooks and Spalding. Cost - $6000.00

STEP 2: Professional Development.

- August – Teachers re-introduced to 'Madeleine Hunter Elements of Effective Instruction' and 'Six Trait Writing'. Ongoing monthly instruction scheduled.
- Elementary teachers receive three day training by Orchard staff.
- September – Teachers meet with the Arizona Improvement Plan Coach.
- September – November. The Needs Assessment team began weekly meetings with teachers to 1. Learn to study and assess student data. 2' Utilize data driven decision making to make informed strategic decisions based on the results. 3. Develop plans for improvement and ready themselves for the visit by the Arizona Department of Education Solutions team.
- December 9-10. Teachers met with the Solutions Team.
- Review the Team's Presentation of Findings.
- February – Elementary teachers receive three day training by Orchard staff.

April – Practice runs made with Orchard for teacher training:

- Learn to individualize instruction by creating personalized learning paths for each student, and track progress with detailed state-specific reports.
- Use of reports to link instruction and student progress to **state standards**.
- Use of reports at school, class, and student levels to measure progress towards AYP.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in elementary grades reading.

JULY 2010

INTEGRITY EDUCATION INCORPORATED Met AYP

Summary of 2010 Elementary AIMs Tests Grades 3 – 8 (Performing Plus School)

Reading:

- 25 students in grades 3 through 8 took the reading test in 2010.
- 17 were enrolled in Integrity for 2 or more years.
- Of those 17, 12 of them (71%) passed the AIMs test. 52% Improvement.
- 4 of the 17 (24%), were scored as 'Approach'.
- 1 of the 17 was scored as ' Falls Far Behind'.
- **Average growth score was 48 points**
- 8 students were 1st year students. No Previous scores available.
- 5 Scored as 'Meets' the requirements.
- 3 Scored as 'Approach' the requirements.

Integrity continued to meet AYP. We climbed significantly in 'Arizona Learns' moving from a non-performing school to a Performing Plus school. Again the small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. However, special needs students were emerging as those most apt to remain behind. Individual performance increased significantly by an average 48 points. The school was very pleased with this large gain. This moved Integrity above Arizona's Annual Measurable Objectives for AYP at the end of 2010. However, teachers must continue to focus on reading improvement to maintain this success.

2010 Summary of High School AIMs Grades 10 - 12 (Performing Plus School)

Reading:

- 20 students in grades 10 through 12 were eligible for the reading test in 2010.
- 14 were enrolled in Integrity for 2 or more years.
- Of those 14, 12 of them (86%) had passed the AIMs test in or before 2010.
- 2 were scored as approach the requirements.
- Average growth score is difficult to compute because 7 had passed before 2010 and did not retake the test. (2 in 2008 and 5 in 2009). 6 others were sophomores who took the

Terra Nova test the previous year. This creates a problem for a small school like Integrity as a 0 growth rate is shown in the AZ Learns compilations for students who passed in previous years and did not retake the test..

- 6 students were 1st year students. No Previous scores available.
- 4 Scored as 'Meets' the requirements. (3 at their previous school)
- 1 Scored as 'Approach' the requirements.
- 1 was absent from the English teat.

Integrity continued to meet AYP. We climbed significantly in 'Arizona Learns' moving from a non-performing school to a Performing Plus school. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. However, special needs students were emerging as those most apt to remain behind. The school was very pleased with this large gain. This moved Integrity above Arizona's Annual Measurable Objectives for AYP at the end of 2010. However, teachers must continue to focus on reading improvement to maintain this success..

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School Year 2010-2011

GRADES K – 8:

STEP 1: Provide and implement a curriculum to improve student achievement.

- Integrity remains focused on curriculum and resources already in place.
- August 2010 - Orchard introduced in classrooms .
- August 2010 – Monthly study begins ensure that classroom lesson concepts and objectives are directly related to those of AZ Standards.
- August 2010 - Monthly study begins to ensure that Pearson textbooks chapter concepts and objectives are directly related to those of AZ Standards.

STEP 2: Professional Development.

- August 2010 – April 2011 Bi-monthly in-service workshops held to review use of classroom management.

- August 2010 – April 2011 Bi monthly workshops held to review curriculum and resources. August 2010 – Monthly study begins ensure that classroom concepts and objectives are directly related to those of AZ Standards.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in reading.

INTEGRITY EDUCATION INCORPORATED Met AYP

2011 Summary of Elementary AIMs Grades 3 – 8 (Rated "B" School)

Reading:

1. 27 students in grades 3 through 8 took the reading test in 2011.
   - 17 were enrolled in Integrity for 2 or more years.
   - **100%** of them passed the AIMs test.
   - Average growth score was 24.13 points
2. 7 students were 1st year students. No Previous scores available.
   - 1 Scored as 'Meets' the requirements.
   - 6 Scored as 'Approach' the requirements.
   - 1 Scored as 'Falls Far Behind' the requirements.

Integrity continued to meet AYP. 'Arizona Learns' scored us as a 'B' school in the new school ranking process. Again Integrity has grouped all elementary grades together in the analysis. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Individual performance increased by an average 24.13 points. Most important, 100% of our elementary students met the AIMs requirements. Integrity had achieved Arizona's Annual Measurable Objectives for AYP due at the end of 2014. Again, teachers must continue to focus on reading improvement to maintain this success.

2011 Summary of High School AIMs Grades 10 – 12 (Rated "B" School)

Reading:

- 13 students in grades 10 through 12 were eligible for the reading test in 2011.
- 11 were enrolled in Integrity for 2 or more years.
- **100%** of them had passed the AIMs test in or before 2011.
- Average growth score is difficult to compute because 8 had passed before 2011 and did not retake the test. (4 in 2009 and 4 in 2010) This creates a problem for a small school like Integrity as a 0 growth rate is shown for those students in the AZ Learns compilations.
- 2 students were 1st year students. No Previous scores available.

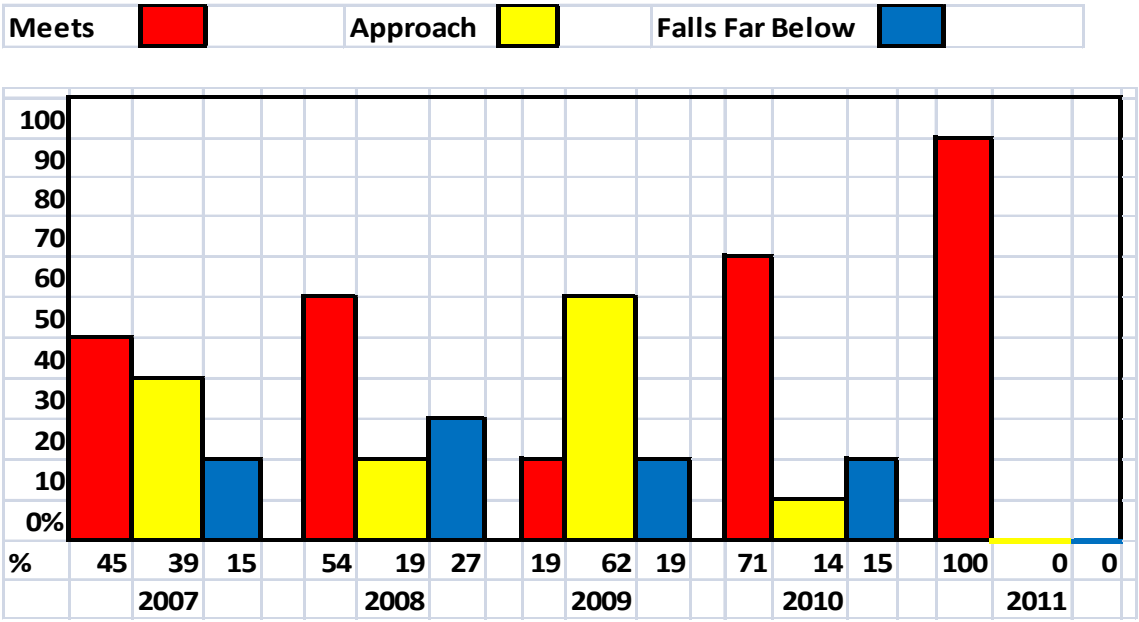
- 1 Scored as ‘Meets’ the requirements.
- 1 Scored as ‘Falls Far Behind’ the requirements.

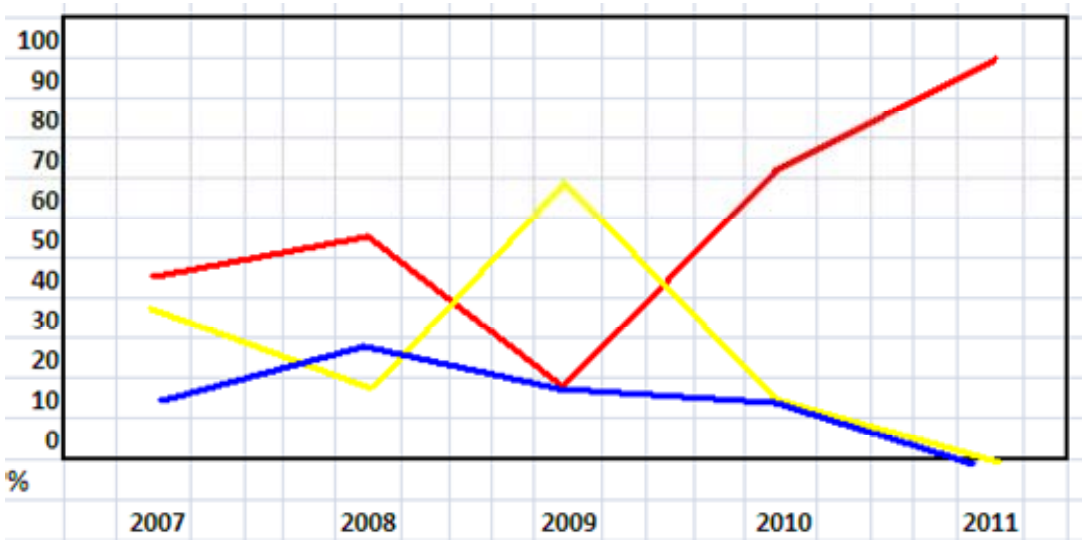
Integrity continued to meet AYP. ‘Arizona Learns’ scored us as a ‘B’ school in the new school ranking process. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Most important, 100% of our high school students met the AIMs requirements. Integrity had achieved Arizona’s Annual Measurable Objectives for AYP due at the end of 2014. Again, teachers must continue to focus on reading improvement to maintain this success..

INTEGRITY EDUCATION INCORPORATED

Elementary AIMs Progression 2007 – 2011

Elementary Reading

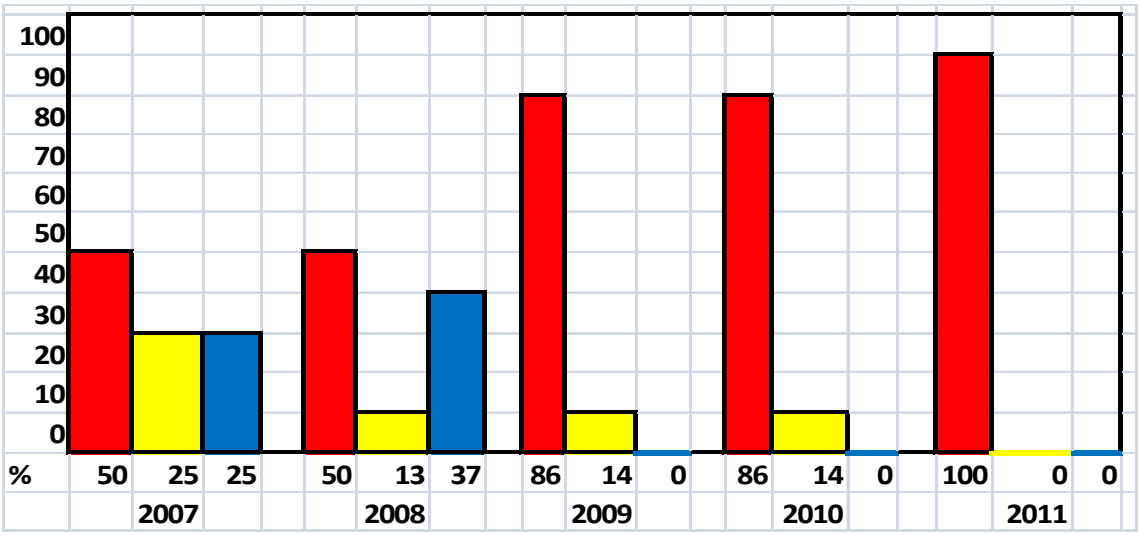


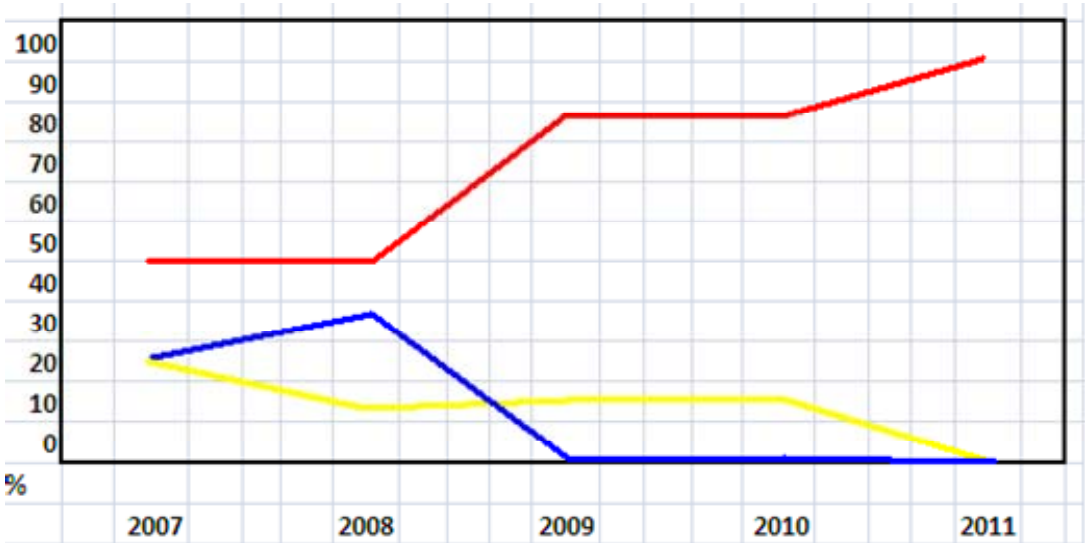


INTEGRITY EDUCATION INCORPORATED

High School AIMs Progression 2007 – 2011

High School Reading



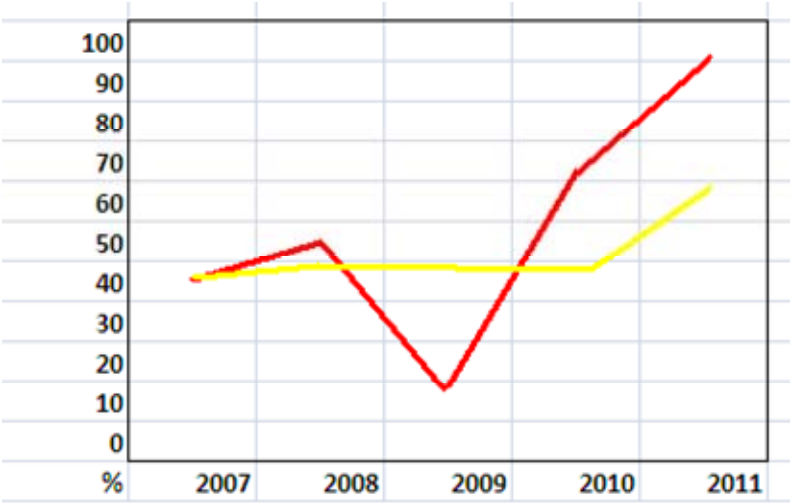


Comparison: Arizona and Integrity Education Centre

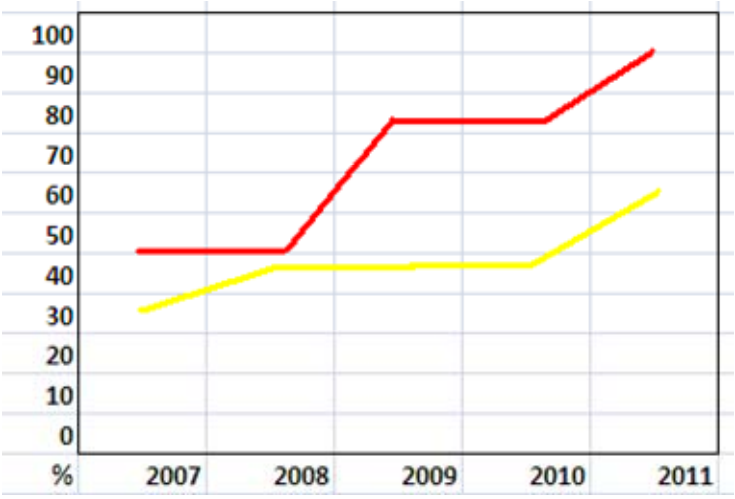
Annual measurable objectives percentage

Arizona State % _____ **Integrity %** _____

Elementary Reading



High School Reading



INTEGRITY ACHIEVEMENT PROFILE

	AZ Learns		Met AYP
2007	Performing		Yes
2008	Performing		Yes
2009	Non-Performing		Yes
2010	Performing Plus		Yes
2011	Rated “B”		Yes