



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION



RFP APPLICATION

For Central Region Elementary School #21

By

SMaRT Academy

A 21st Century School

Based on Project Based Learning

Through the Integration of

Science, Math, the Arts, and Technology

21st Century Learning Skills and
Universal Themes
Project Based Learning

RTI²

Academics-Attendance-Attitude

- Multi-tiered
- Data-driven
- Differentiated

To meet the needs
of all students

Gradual Release of
Responsibility Model

16 Habits of Mind
Seven Norms of Collaboration

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“The first step in winning the future is encouraging American innovation. None of us can predict with certainty what the next big industry will be or where the new jobs will come from. Thirty years ago, we couldn’t know that something called the Internet would lead to an economic revolution. What we can do—what America does better than anyone else—is spark the creativity and imagination of our people. But if we want to win the future then we also have to win the race to educate our kids... And so the question is whether all of us — as citizens, and as parents—are willing to do what’s necessary to give every child a chance to succeed.”

—President Obama, State of the Union Address, January 25, 2011

A. Summary Analysis

SMArT = Science, Math, Art, & Technology

As we are a newly opening school, our proposed vision and mission will be reviewed and refined once the staff, teachers and students are part of the school. A vision and mission that is shared by all in the school will guide our pathway to success.

Mission and Vision: *Describe the mission, vision, and core beliefs as well as the school’s values about teaching and learning.*

SMArT Academy Vision

At SMArT Academy, through challenging studies and meaningful projects, students will become problem solvers, critical thinkers, and innovators. They will be college and career ready, and be able to contribute to the global community.

SMArT Academy Mission

SMArT Academy is a community of motivated learners who explore, pursue, and develop their identity as successful individuals. Meeting the academic and behavioral needs of all students is at the core of the SMArT Academy Mission. Effectively meeting the academic and behavioral needs of all students is at the core of the SMArT Academy Mission. Integration of Science, Math, Art, and Technology through Project Based Learning will allow students to attain mastery of 21st Century skills and develop as empowered learners and effective communicators. Their future as successful members of an ever-evolving and expanding society begins at SMArT Academy.

SMArT Academy Core Beliefs and Values on Teaching and Learning

The community of SMArT Academy embraces the belief that everyone can learn. We believe that everyone has the right to learn in a safe and supportive environment. We believe that the entire school community must have a strong connection to learning in order to achieve its goals.

We trust that the key to true success in the 21st Century is the education of the whole child. In order to achieve that objective, we strive to meet the academic and behavioral needs of our students. To learn in the 21st Century is to develop a specific set of skills that lead to college and career preparedness. These specific skills are developed and refined through real-world application, such as: Learning and Innovation Skills, through leadership, critical thinking and problem solving; Life and Career Skills through social, ethical, and cross-cultural communication; and Information, Media, and Technology Literacy Skills through creativity and collaborative communication. These skills are key to providing access to a deeper understanding of core subjects across the curriculum. In addition, they can best be developed and nurtured by high quality, efficacious instructors and mentors, who use goal-oriented

planning, differentiated instruction, proper modeling, purposeful and authentic practice, and supported problem solving to achieve the established goals.

At SMARt Academy we believe that all students have the right to see the immediate and long term value of their education through the successful application of their knowledge in developing their understanding of the world around them. We are convinced that our students will become impassioned self-learners through the effective implementation of Project Based Learning throughout the integrated curriculum. The teachers of SMARt Academy will always strive to be positive models of engaged participants and collaborative investigators of questions and problems posed. They will be highly qualified and thoroughly knowledgeable on content, creating a positive room environment based on respect, optimism and empathy. Every member of the school community will reflect positive teamwork in the classroom, in the hallways and on the yard. The staff as a whole will inspire, encourage and facilitate students' exploration and learning in order to attain the core of the SMARt Academy Mission: "Effectively meeting the academic and behavioral needs of all students." Learning for its own sake is no longer sufficient in our ever-changing society. At SMARt Academy, we respect the art of learning and honor every teacher, student and family for undertaking the immense responsibility of utilizing the power of knowledge in order to be a positive change in the world.

School Data Analysis: *Provide an objective, critical analysis of the data by describing the major strengths and opportunities for improvement at the school. Analyze scores across subjects, grade levels, and student subgroups. Where are the gaps in achievement? Briefly outline your top priorities and necessary action steps.*

SMARt Academy, a new LAUSD school, is located at 4601 Central Avenue, 90011, currently in Local District 5. As a new school, SMARt Academy's student body will be comprised from the following adjoining schools: Ascot El., 49th St. El., Harmony El., Hooper El., and Hooper PC. The following information was aggregated in order to provide a clear and objective critical analysis of each school's data so as to develop top priorities and action steps to maximize student achievement, and eliminate achievement gaps. The data was gathered from the LAUSD MyData information system, the School Report Card for 2010-2011, the California Department of Education on-line CST data summary pages, and the Data Summary Sheet from the Points Indicator page from www.LAUSD.net.

School Demographic Data for 2011-2012

Feeder Schools	School Calendar	Population	African American	Latino	ELL	Reclass.	Gifted	SED	SWD
Ascot	Trad.	1,027	5%	95%	62%	16%	2%	95%	6%
Harmony	Trad.	806	5%	94%	61%	15%	3%	100%	9%
49 th Street	Trad.	979	8%	92%	61%	15%	3%	100%	8%
Hooper	4-Track	1,267	7%	93%	54%	18%	1%	100%	12%
Hooper PC	4-Track	265	5%	94%	84%	0	0	100%	3%

Feeder Schools	Current API	Cumulative API Growth (2007-2011)	PI Status	Proficient/Advanced 5 Year Change			% Increased level on 2010		Attendance/Suspension % Rates (2010)	
				ELA %	Math %	Sci.%	Reclass/	CELDT		
Ascot	759	93	5+	20.9	19.3	33.1	16.4	55.2	96.9	0.7
Harmony	720	85	5	11.6	10.6	26.3	15.0	43.9	96.1	0.7
49 th Street	689	85	5+(on hold)	17.3	20.7	20.6	13.3	54.1	96.7	1.3
Hooper	688	79	5+	10.5	12.9	8.3	26.4	55.8	96.2	2.0
HooperPC	695	XX	5	XX	XX	XX	XX	50.0	95.0	0.0

AMAO Overview

2010-2011 % ADVANCED & PROFICIENT by Sub Group										
Feeder Schools	ELA TOTAL	ELA AFRICAN AMERICAN	ELA LATINO	ELA EL	ELA SWD	MATH TOTAL	MATH AFRICAN AMERICAN	MATH LATINO	MATH ELL	MATH SWD
Ascot	43	41	43	21	7	58	36	59	44	20
Harmony	36	26	37	17	2	47	30	47	29	6
49 th Street	31	14	32	14	5	47	18	49	34	21
Hooper	27	18	27	12	3	46	23	47	37	15
Hooper PC	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX

2010-2011 - CST Sub-strand Areas of Strength & Areas for Growth by Grade

Feeder Schools	ELA								MATH							
	2		3		4		5		2		3		4		5	
	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L
Ascot	L.R.-A.	W.S.	L.R.-A.	W.S.	W.A.-V.	W.S.	W.O.L.C.	W.S.	M.G.	A.F.	S.D. . A.P.	+, - x, /	O.F.	M.G.	S.D. . A.P.	O.F. - Dec.
Harmony	W.A.-V.	W.S.	L.R.-A.	W.S.	W.A.-V.	R.C.	W.O.L.C.	R.C.	M.G.	P.V. . +, -	S.D. . A.P.	+, - x, /	O.F.	M.G.	S.D. . A.P.	Est., %, F.
49th Street	W.A.-V.	W.S.	L.R.-A.	W.S.	W.A.-V.	W.S.	W.O.L.C.	L.R.-A.	M.G.	P.V. . +, -	S.D. . A.P.	+, - x, /	O.F.	M.G.	S.D. . A.P.	Est., %, F.
Hooper	W.A.-V.	W.S.	L.R.-A.	W.S.	W.A.-V.	W.S.	W.O.L.C.	W.S.	M.G.	A.F.	S.D. . A.P.	+, - x, /	A.F.	M.G.	S.D. . A.P.	Est., %, F.
looperPC	XX	X X	XX	X X	XX	X X	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX

Sub-strand Names	
ELA	MATH
(L.R.-A.) = Literary Response-Analysis (R.C.) = Reading Comprehension (W.A.-V.) = Word Analysis & Vocabulary (W.O.L.C.) = Writing & Oral Language Conventions; W.S. = Writing Strategies	(A.F.) = Algebra & Functions (Est., %, F.) = Estimation, Percents & Factoring (M.G.) = Measurement & Geometry (O.F.) = Operations & Factoring (O. F. -Dec.) = Operations with Fractions & Decimals (P.V.+, -) = Place Value Addition & Subtraction (S.D.A.P.) = Statistics, Data, Analysis, Probability (+, -, x, /) = Addition, Subtraction, Multiplication, Division

LAUSD - PERFORMANCE METER							
% Proficiency Rate Indicator	School Baseline %				LAUSD Annual % Target		
Goal 1 - GRADUATION RATE	N/A for El schools				N/A for El schools		
Goal 2 Proficiency Rate %	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. ELA					60	67	74
Ascot	25	31	38	43			
Harmony	32	36	37	36			
49 th St.	19	22	25	31			
Hooper EL	17	20	26	27			
Hooper PC	XX	XX	XX	XX			
B. MATH							
Ascot	42	46	50	58	69	75	82
Harmony	48	52	44	47			
49 th St.	36	44	41	47			
Hooper EL	35	36	40	46			
Hooper PC	XX	XX	XX	XX			
C. 3 RD GRADE ELA	2007-08	2008-09	2009-10	2010-11			
Ascot	20	18	33	34	49	55	62
Harmony	20	26	24	19			
49 th St.	10	16	20	16			
Hooper EL	8	12	9	19			
Hooper PC	XX	XX	XX	XX			
D. RECLASSIFICATION							
Ascot	23	17	20	16	21	24	27
Harmony	12	12	17	15			
49 th St.	14	13	12	13			
Hooper EL	9	15	20	26			
Hooper PC	XX	XX	XX	XX			
Goal 3 ATTENDANCE-96% or higher			STUDENTS				
Ascot	76	76	68	74	66	71	76
Harmony	69	70	70	68			
49 th St.	73	72	72	70			
Hooper EL	65	66	62	68			
Hooper PC	52	45	48	59			
Goal 3 ATTENDANCE-96% or higher			STAFF				
Ascot	64	66	73	76	69	74	79
Harmony	78	78	65	71			
49 th St.	73	68	76	78			
Hooper EL	64	68	64	73			
Hooper PC	82	76	85	84			

Goal 4% OF PARENTS WHO TALK TO TEACHER ABOUT CHILD’S SCHOOLWORK							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Ascot Harmony 49 th St. Hooper EL Hooper PC	XX	66	63	70	65	70	75
	XX	73	69	72			
	XX	69	54	66			
	XX	51	59	54			
	XX	XX	56	56			
% OF PARENT PARTICIPATION ON SCHOOL EXPERIENCE SURVEY							
Ascot Harmony 49 th St. Hooper EL Hooper PC	XX	31	40	38	35	40	50
	XX	27	42	50			
	XX	13	42	62			
	XX	24	25	26			
	XX	XX	37	45			
Goal 5	SCHOOL SAFETY						
A. INSTRUCTIONAL DAYS LOST TO SUSPENSION							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Ascot Harmony 49 th St. Hooper EL Hooper PC	13	22	13	11	45,506	41, 006	35,506
	14	7	7	8			
	8	13	36	29			
	64	39	36	50			
	XX	XX	XX	XX			
B. % OF STUDENTS WHO FEEL SAFE ON SCHOOL GROUNDS							
Ascot Harmony 49 th St. Hooper EL Hooper PC	XX	XX	XX	84	86	89	90
	XX	82	87	86			
	XX	79	87	85			
	XX	75	85	86			
	XX	XX	XX	XX			

Based on the data above, we find that all of the feeder schools have the following in common:

Student Demographics-

- Approximately 94% Latino population
- Approximately 6% African American population
- Between 95% and 100% Socio-Economically Disadvantaged
- Between 1%-3% of total population are identified Gifted
- Approximately 64% are English Learners (EL)

School-wide Data-

- All except one school has reached the Attendance School Annual Target of 96%.
- The Suspension rate for all schools is under 2.5% for 2010.
- Between 15% and 20% Reclassification of EL students in 2010-2011.
- All schools are making progress toward meeting Annual Measureable Achievement Objectives (AMAO) I, with an average of 52% increase in the California English Language Development Test (CELDT) scores and 18% increase in Reclassification per LAUSD criteria.
- Although all schools are at (Program Improvement) PI-Year 5, they have all made gains in meeting the overall (Academic Performance Index) API with an average 85 point growth over the past 5 years, as well as making gains in meeting the (Adequate Yearly Progress) AYP goal in English Language Arts (ELA), Math, and Science.

Grade Level Trends-

- Per the CST scores in 2010-2011, the areas of strength in ELA across the grade levels is primarily in Word Analysis & Vocabulary as well as Literary Response and Analysis, and for 5th grade, Writing and Oral Language Conventions.
- Per the CST scores in 2010-2011, the areas of strength in Math across the grade levels is primarily in Measurement and Geometry for 2nd grade Statistics, Data, Analysis, & Probability for 3rd and 5th grades, and Operations with Fractions and Decimals for 4th grade.
- Per the CST scores in 2010-2011, the 5th grade area of strength in Science is Physical Science.

Subgroups-

- CST trends report an upward climb for EL students scoring Advanced and Proficient in ELA and Math although there was a minimal 7.4% growth in ELA and an 8.5% growth in Math from 2006-2011.
- African American students show a fluctuating growth on the CST report from year to year for students achieving Advanced and Proficient in ELA and Math although there was a larger average growth of 11.1% in ELA and a 14.6% in Math from 2006-2011.
- 2010-11 CST scores report an average of 4.5% of Students with Disabilities at Advanced and Proficient in ELA, and 15.5% achieving Advanced and Proficient in Math.

The review of data reveals that, although the students who will attend SMARt Academy have been making consistent progress on the California Standards Test (CST) overall, there are still widening gaps across the levels of achievement attained by the students within their subgroups and across the grade levels. For example, English learners are not meeting the set annual measurable goals of moving systematically from Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced on all four language-domains on the California English Language Test (CELDT). The inability of elementary students to manage academic English language by 5th grade, at a level that will allow them to access grade level curriculum and eventually compete with their peers for college admission and employment is evidenced by their below-Proficient performance on the CELDT and CST. The data also points to a high number of students who are not Proficient or Advanced, and are consequently being left behind; unable to access the core curriculum once they enter middle school and high school, in part due to the fact that less than 49% of ELs are not reclassifying by 5th grade. This is reflected in the high number of

dropouts and the low numbers of students graduating from high school. (Thomas Jefferson Senior High School reported a 4-year average graduation rate of 32% as cited on the Performance Meter-Data Summary for 2010-2011. Only 15% of the students are on target to meet the A-G Requirements over the past two years. On average, 48% of the students are at 96% attendance for 2010-2011.)

Also evident in the review of data, is the low performance of students in Reading Comprehension and Writing Strategies, as well as the basic operations at each of the grade levels in Mathematics; specifically, addition, subtraction, division, and multiplication. Students who are not proficient at using the basic math functions successfully will be at an enormous disadvantage in middle school and high school where these skills are vital for Algebra-readiness courses and when employing problem-solving strategies, which is essential to college and career success. The low English Learner CST scores at Jefferson High School reflect this. Only 2% met Proficient and Advanced in ELA and 0% met those levels in Math. These gaps also affect the students' in other curricular areas wherein language arts and math skills are necessary for self-confidence and competence. For example, the feeder schools' 5th grade CST Science scores reveal an average of 21% at Proficient and Advanced. This can be attributed in part to the students' need to reach grade-level proficiency in reading in all content areas with adequate comprehension, as well as their ability to use math skills appropriate to analyze data properly.

Although there has been an overall growth of African American and English Learner students achieving Advanced and Proficient, the growth is minimal. Approximately 4% of Students with Disabilities achieved Proficient and Advanced on the ELA section of the CST and CMA, and only 15% achieved it on the Math portion as noted in the AMAO table above. These students are also in need of a more focused and individualized instructional program that will allow them to make larger gains on the CST and the CMA.

These findings create a sense of urgency and an ethical need to build a robust, student-centered instructional program that prepares all learners to compete confidently in a global economy. In order to address the anticipated needs of our students and their parents, we must create a list of priorities necessary to developing an efficacious action plan. First and foremost is reviewing the patterns in the data that most accurately reflect students' current needs across the grade levels, language proficiency, and ethnicity.

Basing our first action steps on the data described above, the areas on which we will focus are:

- Effective implementation of Writing Strategies and Reading Comprehension using the students' successful use of word analysis and vocabulary to analyze literature.
- Student's confidence in oral and written conventions to make connections to literature by writing more effectively.
- Vertical team discourse using the Problem Solving Process to analyze and understand the grade-level trends of low Math scores on the CST in the areas listed below:
 - 2nd grade - Place Value and Algebra & Functions
 - 3rd grade - Addition, Subtraction, Multiplication, Division
 - 4th grade - Measurement & Geometry
 - 5th grade – Estimation, Percents, and Factoring
- The possible causes for trends (e.g. late in year instruction, lack of scaffolded and differentiated instruction, need for manipulatives, and longer time for exploration of concepts, etc.), in order to allow grade-level teams to develop focused assessments geared toward evaluating the success of the intervention to those students in need. They will make changes to the curriculum that reflects a more appropriate timeline, instruction, or manipulative connection. These changes are necessary to meeting the needs of the students so that they may be better prepared to use those tested skills to problem solve in a variety of situations, including the CST.

- Stronger, concrete experiences through mathematical and science-related abstract conceptual learning. For example, in the Gradual Release Model, the students will use manipulatives in direct, guided, and independent practice lessons to gain a deeper understanding of the meaning and application of addition, subtraction, multiplication and division in real world scenarios.
- Expanding and deepening of students' vocabulary application through Project Based Learning (PBL) using authentic and precise words that are both exposure and academic. English Learners (ELs) and Standard English Learners (SELs) will have access to learning content in more culturally relevant experiences, thus establishing long-lasting connections to the purpose for needing to know the information.
- Addressing the unique needs of our students with special needs and our gifted population through PBL. These students' abilities can be easily misapplied when differentiating instruction if their talents and goals are not appropriately addressed. Through timely identification and careful goal-oriented planning, these students will be able to receive scaffolded, direct instruction, as well as guided and independent practice opportunities so as to use their strengths to build upon their developing skills. They will be participating on a project developed in a cooperative learning setting where their voice has equal weight as everyone else's in the project. This will create meaning and cultural relevance for them, all the while developing their conceptual understanding and skill-use based on the goals identified in their IEPs and personal growth plans.
- Validation of the data (as stated in Sections B-3) gathered prior to meeting the students, as stated in Section B-3, (CST/CMA scores) by conducting initial, universal diagnostic tests using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Multiple Measures of Reading Assessments (CORE Literacy Library, 2008) organized by Linda Hammond, and the enVision Mathematics Diagnostic Battery.
- Identifying the students' strengths and needs across and within the grade levels by examining data.
- Student and teacher data which will determine yearlong and immediate professional development.

It is important to note that as a school, we need to use our strength in vocabulary to improve our reading comprehension. Yet, without ensuring that students have a strong foundation in phonemic awareness and phonics instruction, we will always reach a wall of frustration by 2nd and 3rd grade where independent reading is imperative to access the higher level thinking skills. This frustration is evidenced in the District's Proficiency Rate Indicator, which highlights the 3rd grade (a grade which historically takes a strong dip on the CST) scores on the CST. None of the feeder schools' 3rd grade scores are above 34%.

It is even more valuable to identify at each grade level and within the classrooms, the overall areas on which to focus to ensure good first instruction in every classroom as emphasized in the RtI² model. Once the areas of focus have been identified, the teachers will drive the professional development calendar by recognizing their own areas of strength and areas to develop in order to meet each and every student's needs according to the data. By conducting purposeful and authentic professional development based on the LAUSD "Teaching & Learning Framework" (TLF) (Enhancing Professional Practice, A Framework for Teaching. Danielson, C.) and teacher identified areas for growth, we will meet the needs of all students and take them beyond a sense of efficacy and success, to proficiency in dealing with a global society in the 21st Century.

(See Performance Plan - APPENDIX P)

Applicant Team Analysis: *Provide evidence of the team's ability to successfully manage the academic operations of a school. Describe how your team is well-suited to meet the academic needs of the student population. All applicant teams, including internal school-wide teams, must provide school-level data by completing the Applicant History Data Sheet (Appendix F). All applicants should also address the following questions: (1) What does it take to be successful in either a turnaround or a new school environment, and (2) why is your team well-positioned to do this work?*

We are a teacher team applying independent of a school and therefore unable to provide relevant school-level data. Below you will find other evidence of individual teacher past performance including information such as specific programs or projects conducted by team members and their impact on student achievement.

As Stephen Sondheim wrote about George Seurat in *"Sunday in the Park with George"*, "White: A blank page of canvas. His favorite. So many possibilities..." These words resound with the optimism of an impassioned teacher and the excited student on their first day of school as they wonder what new learning experiences lay ahead. Anything can be achieved. Every dream can come true. Yet, as the days progress into weeks, and the weeks into semesters, the difference between high hopes and a quality education focused on high expectations, becomes apparent. The success of a school is in its stakeholders' abilities, willingness, and commitment to build upon their strengths through effective communication, respect, and a passion for the success of all students. The members of a successful new school are dedicated to and capable of creating a safe environment that embraces risk-taking and innovation as qualities of great learners. They are highly qualified experts at their craft and understand the needs of all students and how to teach to their unique abilities. The success of the school is carefully facilitated by the leadership team, and is orchestrated by the teachers through thoughtful, goal oriented planning based on accurate, valid data. Through exemplary instruction, actively engaged students explore relevant concepts and skills in an efficacious and confident manner that is manageable, measureable, and always meaningful.

One of the greatest advantages that a new school can offer to its students is the acknowledgement of and appreciation for the rich experiences and strengths that the students and their families bring with them each day. At SMaRT Academy we are aware that our students come with strengths and needs. Our team also has had a wide variety of personal and professional experiences in education, which has prepared us to be effective, successful, and, indeed, inspirational in meeting the unique needs of the students who will attend SMaRT Academy and their families. Between all the members of our team, we have over 55 years of teaching experience, pre-kindergarten through adult school. Within our team of education leaders, we have the following experiences:

- National Board Certified teachers
- Trained Immigrant Education Program Instructor
- BCLAD certificated
- Single subject certification in Social Science and Studio Teaching for minors
- Certified yoga instructor
- Nutrition and health counselor through Yummy For My Tummy nutrition program
- Recipient of the Los Angeles Education Award for Excellence in Education
- Recipient of the Los Angeles Board of Education's STAR Award
- Recipient of the UCLA Teacher Initiated Inquiry Project
- Writing Center Instructor at secondary level
- Math Learning Center Instructor at secondary level
- Foreign language instructor at middle school level
- AEMP trained
- CSET, LOTE Trainer
- Identified as Proficient and Far Above Proficient Educators based on

- Affiliations held:
 - ASCD
 - CABE
 - NEA
 - CTA
- Leadership roles held:
 - GATE (Gifted and Talented Education) Program coordinator
 - Lead science and math teacher
 - School Site Council member
 - School Leadership Council officer
 - UTLA Chapter Chair
 - Grade level chair
- Leadership positions held:
 - Assistant Principal, Elementary Instructional Specialist
 - Title III Coach
 - Bilingual Coordinator
 - Title I Coordinator
 - Intervention Support Coordinator
 - LAUSD District Intern Instructor
 - State Council Representative for the California Teachers Association
 - National Education Association Delegate
 - Member of the UTLA House of Representatives.
- Related experiences:
 - Published author
 - State and national presenter on cultural communication between the school and Latino families, having worked for over 15 years on several research projects named Bridging Cultures in collaboration with UCLA, CSUN, and WestEd.

Our team has a myriad of diverse experiences and has excelled in just as many ways at the school, district, state, and national level. The strong unifying link, which represents our preparedness to be successful at establishing a new school, is our united vision of education. We have the dedication, commitment, knowledge, and expertise necessary to bring to fruition the excellence that is in our students through authentic, standards-based academic and social instruction geared to preparing them for success in the 21st Century. In other words, we believe that we can create the possibility of, "Order, design, tension, composition, balance, light... Harmony." (Stephen Sondheim, *"Sunday in the Park with George"*).

(See Applicant History Data Sheet - APPENDIX F)

B. Instructional Plan

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

- a. Instructional Program: *Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.*

SMArT Academy's Four Instructional Framework Components:

SMArT Academy's instructional framework will be built on the following components:

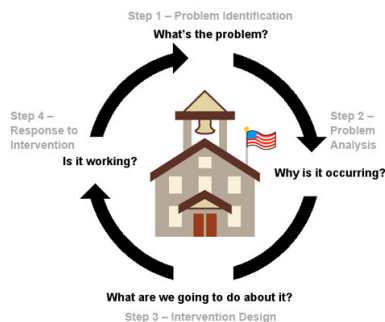
1. The Response to Instruction and Intervention Model (RtI²)
2. 21st Century Skills as defined by the Partnership for 21st Century Skills in its Framework for 21st Century Learning (2009a) and Universal Themes
3. 16 Habits of Mind developed by Arthur Costa and Bena Kallick
4. The Gradual Release of Responsibility Model

The first component, RtI², is a multi-tiered framework and data-driven, problem-solving solution to differentiating and meeting the academic, attendance, and attitudinal needs of all students (those with special needs or disabilities, English Language Learners, Standard English Learners, students of poverty, and gifted students). The second component, 21st Century Skills and Universal Themes, allows for a deeper understanding of content area knowledge and the ability to creatively and collaboratively solve complex problems through real application of cross curricular ideas. The third component, 16 Habits of Mind, addresses a focus on the cognitive science related to the dispositions and habits needed to be intellectually, emotionally, and socially successful. The fourth component, The Gradual Release of Responsibility Model, is a type of instructional delivery, which provides scaffolding and ultimately independence and efficacy for learners. The RtI² multi-tiered framework will serve as our overarching structure with the other three components.

Response to Instruction and Intervention (RtI²)

In order for students and teachers to develop a common course for achieving academic and behavioral confidence and thus success in the 21st Century, there must be a focal point of understanding from which realistic, goal-oriented, and effective strategies can be applied based on students' strengths and needs. In accordance with this basic tenet of instruction, LAUSD has established a framework that teachers can use to design effective instruction, intervention, and assessment directed at each child's unique needs, based on student-centered data. This framework is titled, "Response to Instruction and Intervention" (RtI²). Per LAUSD Bulletin 4827.1, "Multi-Tiered Framework for Instruction, Intervention, and Support", the goal for "...every student..." is that they "...receive quality, standards-based instruction in all content areas to enable (them) to graduate College Prepared and Career Ready." We, at SMARt Academy acknowledge the need for a multi-tiered framework that addresses the specific academic, attendance, and behavioral needs of all students using the Problem-Solving Process:

1. Identify the problem impacting growth.
2. Analyze why it is occurring.
3. Design instruction/intervention based on the findings.
4. Review its effectiveness thus bringing about refinement/alteration to the instruction or intervention for greater effectiveness.



We will ensure that all students—those at benchmark and receiving good, core instruction for the grade level (Tier 1); those needing a supplemental, short-term intervention to develop stronger skills and concepts appropriate for attaining grade level goals (Tier 2); and those few whose area(s) of need require a more intensive and individualized approach (Tier 3)—will receive the appropriate support in attendance, behavior, and academic growth in order to reach their goals.

Academic

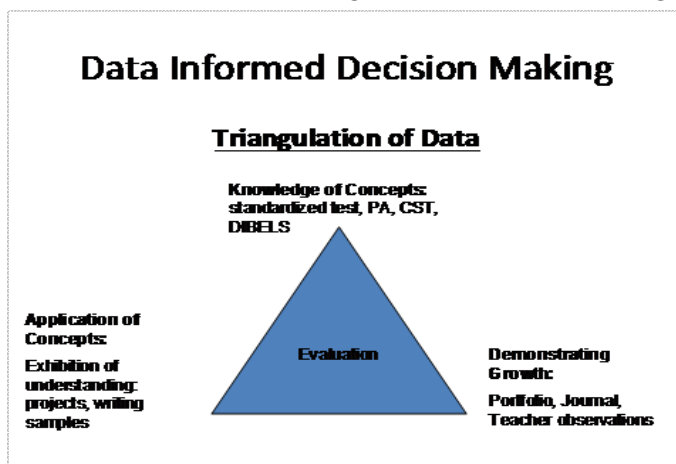
We will use a high quality instructional curriculum based on the current California and Common Core Standards, which guarantees our students universal access to appropriate grade level skills and concepts. We will be using the *California Treasures* reading/language arts program. Our students will be administered assessments (i.e. the *Dynamic Inventory of Basic Early Literacy Skills* (DIBELS), the *enVision* Math Diagnostic exam, and the California English Language Development Test (CELDT)) at the beginning of the school year. This will allow teachers to immediately identify students' strengths, needs, sensibilities, interests, and passions that will be the foundation for efficacious initial instruction. By ensuring 'good first instruction' within the classroom, and using research-based and culturally sensitive strategies, the majority of the students will be able to attain their grade-level goals without need of constant intervention. Throughout the year, they will receive progress-monitoring assessments to identify and gauge consistencies and changes in student progress.

As identified in the feeder school data chart, there are definitive trends in how the students in grades 2-5 are progressing in English Language Arts (ELA), Math, and Science based on the CST. Within the ELA and Math sections, we observed definite patterns in student achievement. For example, all of the feeder schools made gains in meeting the overall Academic Performance Index (API) with an average 85 point growth over the past 5 years, as well as making gains in meeting the Adequate Yearly Progress

(AYP) goal in ELA, Math, and Science. Yet, the schools are all making minimal progress toward meeting the AYP goals established by No Child Left Behind. All of the feeder schools are below 60% Proficient & Advanced in the three areas.

This data is essential as a preliminary step toward identifying focus areas that must be addressed using the Problem Solving Process. A critical grade for study as highlighted in “The Performance Meter” under Goal #2, “Proficiency for All”, is 3rd grade. These students showed the same strengths and weaknesses at all the feeder schools: the students are strongest in Literary Response & Analysis with approximately 63% of the questions on average answered correctly while they are weakest in Writing Strategies with approximately 43% of the questions on average answered correctly.

By using the data with the Problem-Solving Process, we will be able to establish initial grade-level instructional goals. For instance, by using the 3rd grade students’ area of strength, Literary Response & Analysis as the foundation, and the Standards as the guide (*Common Core Standard: Craft & Structure - Assess how point of view or purpose shapes the content and style of a text.*), we could then set measurable goals for the students. For example, ‘Students will use selections from their own work to demonstrate their ability to apply writing strategies effectively (i.e. maintaining correct subject and verb agreement)’. We would then plan lessons and activities that prepare students to meet the goal through exercises that are based on literary analysis (i.e. identifying author’s purpose) in order to demonstrate the needed skills within a reasonable period of time. Throughout, the students would be expected to complete different types of progress-monitoring assessments at specific intervals to maintain a clear picture of each one’s progress. Once the assessments have been reviewed, the data is the foundation for identifying either new areas of need or developing new strategies that will meet the diverse needs of the students more effectively; and thus the cycle continues bringing clearer information to the teachers, the students, and their parents. Making decisions based on a variety of data—such as performance portfolios, standardized tests, and project presentations—will allow for greater accuracy and more informed decision-making. This is known as “Triangulation of Data”.



Using the diagnostic exams listed above, along with standards-based tests, constructed-response tests, teacher anecdotal observations, performance/portfolio assessments, and student interviews, we will be better able to identify those students who are receiving adequate assistance within the classroom at Tier 1, as well as those who need more intensive intervention in Tiers 2 or 3. (i.e. formal intervention classes, including supplemental programs such as MONDO for Tier 2; and for Tier 3, READ 180, a replacement program for students who have consistently demonstrated over a period of time that their needs are more critical than can be properly addressed at Tier 1 or Tier 2). The data will enable us to create more purposeful assessments and differentiated instructional plans to deepen the effectiveness of curricular programs designed to meet each student’s unique needs while empowering them to recognize their strengths and areas for growth, and thus develop the ability to reach their self-made goals.

Attendance

We, at SMaRT Academy believe that 100% attendance can be achieved for all students when they are highly engaged, active participants in their learning. Students feel empowered to learn when they are in good health, feel cared for, and safe. At Tier 1, all students at SMaRT Academy will receive a balanced curriculum that is student-centered, thus maintaining high student interest while encouraging risk-taking in a safe environment. We will establish a school-wide commitment to, “Be the best you can be, and make a contribution to the world.” We will equip the students, staff, and parents with the necessary tools to establish and maintain an environment receptive to learning, risk-taking, and growing. By incorporating the Seven Norms of Collaboration, (*The Adaptive School*, Garmston and Wellman, 2000) as the foundation of our school-wide discipline policy, positive and purposeful communication will be realized. The 16 Habits of Mind, (Arthur L. Costa and Bena Kallick, *Habits of Mind: A Developmental Series*, 2000), will develop and reinforce problem solving and life related skills necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide all stake-holders of SMaRT Academy with skills to work through real life situations that equip them to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. We will gauge the community’s perception of student engagement, sense of safety and support through parent, staff, and student surveys aimed at identifying areas of strength as well as areas for school-wide improvement. Students and their families will know that they are a part of the nurturing school community and therefore will want to be a part of it daily.

For those students and families for whom achieving 96% attendance is a greater hardship, thus placing them at the Tier 2 or Tier 3 levels, we will continue to implement the Problem-Solving Process to identify a better course of action that will meet their specific need. Depending on what that may be, we will implement a variety of positive interventions such as referring the child to the Coordination of Services Team (COST) and Student Success Team (SST). In union with the parents, these teams will conduct a more individualized investigation to find more effective solutions. We will also ensure that we have a nurse on campus that will provide proper, preventative care for students, but also keep the parents, students, and faculty updated on specific health-concerns and good hygienic practices. We will maintain a positive and healthy relationship with the Newton Police Department in order to emphasize them as an ally to the families in crisis. We will make sure to maintain an updated referral list of resources to which parents in need will have access. The Jefferson Pipeline of communication will also be implemented to ensure that the child and his/her family will maintain a strong connection to school throughout their education. Although 68% of the student population at the feeder schools has reached 96% attendance, we will continue to strive for 100%.

Attitude

At SMaRT Academy, we value each child and acknowledge that each has experiences outside of school that will heavily impact their behavior. In order to address each child’s needs equitably, we will incorporate a positive, school-wide behavior plan based on respect, empathy, and purposeful communication. By establishing The Seven Norms of Communication as our foundation for dialogue and discussion with positive intentions, students and their families will be able to develop a stronger sense of trust and unity with the school staff. We will encourage the proper use of The Seven Norms through parent and staff training. We will create posters that will be present in every classroom and in prominent areas to reinforce their application school-wide. Teachers will be trained in *Second Step*, as well as the social tools defined in Michele Borba’s *Building Moral Intelligence*, two social skill development programs. There will be school-wide implementation of *Second Step* to explicitly teach the students how to identify their feelings and intentions and the tools found in *Building Moral Intelligence* to deepen student engagement and provide consistent support throughout the day. Parents will receive training in non-violent communication through *Echo Parenting*, an organization dedicated to teaching parents how to develop positive relationships with their children.

On average, the feeder schools lost approximately 20 days of instruction due to suspensions. At SMARt Academy, all staff will be trained on how to maintain detailed records of our students' behavior throughout the year. By maintaining a consistent and thorough behavioral record system, such as the Online Referral Process, we will carefully gauge the usefulness of our behavioral plan, identify unique student needs, and be proactive in solving problems. Using *Echo Parenting* for family education and Second Step as the instructional connection to forming a strong Tier 1 instruction and Tier 2 intervention, our students will be positively and consistently guided toward becoming independent problem-solvers who carefully weigh their decisions before reacting. Those at Tier 3 will work with a strong team made up of the administrator, teacher, parents, and support staff, (e.g. the Public Social Worker (PSW)) to create a variety of thoughtful yet intensive responses to meet student in crisis needs. We will work as a team to develop effective and focused behavior contracts, conduct a Functional Behavior Assessment if necessary, and address the families' unique needs using the resources available within the community. With a strong staff and parent partnership, SMARt Academy will be the foundation for the formation of true 'peace-makers', preparing students to contribute in a positive manner and compete successfully in the 21st Century.

At SMARt Academy, we use a preventative approach to ensuring a positive and safe learning community. Our staff, students, and families will receive consistent workshops and series of trainings on how to effectively meet the needs of students in order to curtail and eliminate the negative factors and situations that can lead to students fall into Tier 2 and Tier 3 levels of intervention. The students, parents, and staff will receive appropriate training in identifying, creating, and maintaining positive relationships based on non-violent communication. We will instill in our students the desire to be recognized and treated with respect and dignity. We will also establish a strong foundation for appreciating and celebrating the positive traits and mores that are embraced by everyone in our community. The Bridging Cultures Paradigm, (collectivism and individualism as descriptors of the home and school cultures) (Greenfield, P., Quiroz, B., Raeff, C. 2000) and the Academic English Mastery Program (AEMP) are two programs that focus on instruction and socio-emotional interactions as well as developing a deeper understanding of the hidden characteristics that are in every culture. The implementation of these programs will allow us to share, discuss and reflect so that effective communication can take place with the "whole child" in mind. Consistent communication is the key. We will ensure that students and families are recognized for their academic achievements, positive behavior, and consistent attendance through assemblies and events such as SMARt Fairs and SMARt Nights, school-wide events that will bring to the forefront accomplishments by all members of our school community.

RtI² will be our road map and process by which students will receive differentiated, yet explicit instruction. It will facilitate their progress, deepen their connection to the content, and motivate them to recognize their own abilities. Implementing a research-based curriculum, frequent monitoring of each student's progress, and data-based decision-making will redirect instruction to focus more clearly on the student (*Beyond the RtI Pyramid*, Bender, W., 2009). The implementation of the RtI² Framework along with the Gradual Release of Responsibility Model will be conducive to impactful cooperative and collaborative learning. It will make "figuring out" the solution to the "problem" or discovering the answer to the "question" personally meaningful to everyone. It will allow our students to demonstrate their learning through a variety of methods and media explored through their interdisciplinary project-based experiences and program-based instruction.



21st Century Skills and Universal Themes

SMArT Academy will implement an instructional framework centered around 21st Century curriculum as espoused by the Partnership for 21st Century Skills (www.P21.org) with a curriculum that integrates thinking and innovation skills in the context of the core academic subjects of English Language Arts, English Language Development, Mathematics, Science, Social Science, Art, Health, and Physical Education and across interdisciplinary themes such as the Universal Themes (S. Kaplan & J. Curry 1985). These 21st Century skills were developed as part of a holistic and systematic framework to re-conceptualize and reinvigorate public education with the ultimate goal of achieving 21st Century student outcomes and successfully implementing 21st Century educational support systems (Kay, 2010). According to Ken Kay, the President for the Partnership for 21st Century Skills, the reasons for the creation of a new education framework focused on student outcomes and education support systems are:

- A rapidly changing world where a college education no longer guarantees a job for life
- The current inability of U.S. schools to prepare students for economic opportunities
- The current inability of U.S. schools to prepare students for the future workforce
- The current inability of U.S. schools to prepare students for citizenship in the 21st Century

This is especially true of minority students and students of poverty, which are becoming a larger share of the US population, and demonstrate the lack of clear direction in the United States for developing our future economic competitiveness (Kay, 2010). The Framework for 21st Century Learning includes several new skills that all students must have in order to succeed. These include creativity and innovation, flexibility and adaptability, leadership and cross-cultural skills.

The 21st Century Skills advocated by the Partnership for 21st Century Skills (Framework for 21st Century) are:

1. Learning and Innovation
 - Critical Thinking
 - Collaboration
 - Communication
 - Creativity
2. Life and Career Skills
 - Flexibility and Adaptability
 - Initiative and Self-Direction
 - Social and Cross-Cultural Skills
 - Productivity and Accountability
 - Leadership and Responsibility
3. Information, Media, and Technology Skills
 - Information Literacy
 - Media Literacy
 - ICT (Information, Communication, and Technology) Literacy

At SMArT Academy, technology literacy skills will be interwoven in teaching and learning throughout the day. They will be an integral part of our curriculum, including Project Based Learning, not an after-thought in planning lessons and units. Students will not just be users of technology such as laptops, *Web 2.0* applications, *iPads*, and interactive learning tools. Rather, they will learn to solve problems, think critically and creatively, and make informed decisions through both analysis and synthesis using technology. It is an essential 21st Century Skill that is integral to all students' educational experiences in order to prepare them for the future. Technology is traditionally defined as anything that facilitates a specific task. At times paper, pencils, and books will be appropriate for a given instructional task; but now, it is the use of advanced technologies such as web-based applications, laptops, and tablet computers that will be the most appropriate to an increasing number of instructional tasks which

provide students with an opportunity to solve problems using novel approaches and tools (*Partnership for 21st Century Schools Curriculum and Instruction*, 2007). The Partnership for 21st Century Skills defines technological literacy in *Framework for 21st Century Learning* as, “Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy; using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.”

The use of educational technology will look different across the grade levels. It will be strategically embedded into the curriculum and instruction in ways that facilitate learning and completing an instructional task. For example, kindergartners may go regularly to the computer lab to learn how to use productivity software such as *Microsoft Word* and *PowerPoint* and also complete interactive learning tasks through online games. This would be refined in first grade. Then, in second grade, students would begin to use laptops or *iPads* on a daily basis with a 2 to 1 laptop or *iPad* cart system. In grades 3-5, students would move to a 1-1 laptop or *iPad* system and use these tools strategically for a variety of instructional tasks in all the content areas and during their Project Based Learning projects. During this time students will become proficient keyboard typists, digital portfolio creators, savvy researchers, ethical online contributors, and creative problem solvers adept at finding the right technological solution for any problem or task.

Douglas Fisher and Nancy Frey also emphasize the importance of providing access to technology during instruction so as to create opportunities to model the use of free Web 2.0 tools at school for learning and developing students’ thinking. In order for technological literacy to be an authentic tool to learning (especially for our students who don’t have access at home), technology must be integrated in purposeful ways. In *21st Century Skills: Rethinking How Students Learn*, Fisher and Frey provide examples of both teachers and students employing 21st Century technology in teaching and in completing learning tasks through the use of the Gradual Release of Responsibility Model of instruction (see below).

Themes increase the complexity of ideas within an area of study by allowing students to identify the interrelationship between disparate facts, details, rules and concepts. Universal Themes allow students to study the inter-relatedness across different disciplines and apply their knowledge to make deeper, more meaningful connections, usually by starting with the more complex and working backwards to identify simple concepts (S. Kaplan and J. Curry, 1985). With Universal Themes, students begin to make generalizations based on connections they make between what appear to be disparate ideas. Universal Themes include but are not limited to:

1. Change
2. Community
3. Conflict
4. Exploration
5. Force
6. Order
7. Patterns
8. Power
9. Structure
10. Systems
11. Relationships
12. Adaptation

The curriculum will be a thinking curriculum which will lead to the following student outcomes: 1) in depth understanding of the subject and 2) the ability to apply that understanding to real world problems that students see in their communities and that they will face as adults in a globalized economy (Partnership for 21st Century Skills). An emphasis will be placed on learning to learn and on inquiry skills, as well as developing the ability to ask relevant questions related to the 'big ideas' of each of the various disciplines so that students can think like disciplinarians and become self-directed learners (Bransford J.D.,2000). The Universal Themes, especially at the elementary level, provide students with the opportunity to connect ideas across disciplines and deepen their thinking and learning. Our teachers will learn the Partnership for 21st Century Skills (www.P21.org) and Sandra Kaplan's Universal Themes so as to provide the hands-on, inquiry-based learning and development of higher level thinking skills that the most effective teachers utilize in their instruction (Darling-Hammond, 2008). For instance, a 2nd or 4th grade teacher may design a thematic Project Based Learning Task using the Universal Theme of 'Community' based on a student question that can fully integrate content areas of English Language Arts and History/Social Science. Imagine watching a video-cast of a group of 2nd graders interviewing local business owners using self-generated questions in order to solve the classroom question, "Why are business owners important to us?" Or, imagine 4th graders creating a mural of local business people from the community while demonstrating the students' understanding of the principles of art. Through their reflective writing, these students will demonstrate and share their understanding of the importance of business in the community.

LIS Waiver #2 Rationale

21st Century Skills and the Universal Themes are an essential part of how curriculum will be organized at each grade level and are vital components of Project Based Learning. It is one of our instructional strategies explored below, and where students will demonstrate their learning through integrated and applied projects. Therefore we seek LIS Waiver #2 as this component of our instructional framework cannot be implemented without it using the vehicle of Project Based Learning.

16 Habits of Mind

In order to prepare students for life and becoming productive citizens, SMARt Academy recognizes its responsibility to extend instruction beyond the core curriculum. We also realize that students are exposed to more information now than at any other time in history. However, one needs more than just gathering information or merely memorizing it to survive in the 21st Century. In order to be successful, our students will need to learn to communicate and collaborate, to be life-long learners who are able to adapt to change easily, to be creative and innovative, and to be self-directed critical thinkers, who are productive, accountable and responsible (Costa & Kallick, p. xxxiii). To help them achieve this goal, we will adopt the 16 Habits of Mind, a series of mental disciplines, or habits, that support students when faced with uncertainty and challenging tasks, and encourage them to problem solve with ease and productivity. We will teach, cultivate, observe, and assess the Habits of Mind in the classroom and throughout the school in general, thus establishing it as intrinsic to the school culture (Costa & Kallick, p. 16). By incorporating the Habits of Mind throughout the academics and the arts, students learn how to use them in all areas of their life. Using this system will help us be a learning community that truly supports and empowers, not only our students, but also our staff, parents and community as a whole.

Listed below are the 16 Habits of Mind and a short summary of each to emphasize their importance in every child's development.

1. ***Persisting***: The idea of sticking to it until a task is completed; not giving up. Many times students give up because 'it doesn't work' the first time around. By showing them the value of putting into habitual practice the art of analyzing a problem, and, although many trials might be needed, strategically attempting different solutions until ultimately arriving at the best answer, students will develop an arsenal of tools necessary to accomplish their goals (Costa & Kallick, p.

- 18). "Persistent students have systematic methods for analyzing a problem." (Costa & Kallick, p. 178)
2. **Managing Impulsivity:** To manage a goal or a problem you must think before you act. Being thoughtful and intentional in establishing a vision or a goal will clarify the direction to take. Students will learn to approach a problem and withhold immediate judgments. Students will be reflective and perform adequate research before acting on their projects. They are mindful and will listen to others' points of view and refrain from blurting out an answer. They are mindful. They develop self-discipline in the classroom and outside of the classroom. (Costa & Kallick, 19)
 3. **Listening with Understanding and Empathy:** Good listeners try to understand what others are saying despite any disagreements. One of the highest forms of intelligent behavior is to empathize with and to understand another person's point of view.
 4. **Thinking Flexibly:** Flexible thinkers consider alternative viewpoints and are open to change, based on new information or contradicting beliefs. They understand immediate reactions and look at the big picture and able to shift through multiple positions and make changes in their plans or goals. They display confidence in their intuition and are willing to let go of problems, trusting that their subconscious and intuition will guide them in finding the best possible outcome. Flexible thinkers are able to change their minds as they receive new data and know when to look at the big picture or be more aware of the small details.
 5. **Thinking About Thinking:** Metacognition, or thinking about thinking, is our ability to know what we know and what we don't know. The major components are problem solving, developing a plan of action, maintaining that plan in mind over a period of time, and then reflecting on and evaluating the plan's success upon its completion.
 6. **Striving for Accuracy:** People, who take pride in their work and take their time to check for precision, usually commit to doing their best. This means that by continually perfecting one's work, or craft, to attain the highest possible standard, one refines the learning while accomplishing the task.
 7. **Questioning and Posing Problems:** To be effective problem solvers students need to be able to ask questions, not just find solutions. "To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination, and marks real advances" (Albert Einstein). Students will be effective problem solvers and pose questions to alternative viewpoints.
 8. **Applying Past Knowledge to New Situations:** We learn a great deal through experience. It is important to learn from our experiences and problems so that we don't make the same mistakes but, rather, continue to grow.
 9. **Thinking and Communicating with Clarity and Precision:** People strive to communicate with accuracy when writing and speaking by supporting their statements with explanations, comparisons, quantifications and evidence. Refining our language plays a critical role in enhancing metacognition.
 10. **Gathering Data Through Our Senses:** We gather information through our senses: taste, smell, touch, feel, hearing, and sight. Most linguistic, cultural, and physical learning comes from the environment through observation, or 'taking it in from the senses'. "The more regions of the brain that store data about a subject, the more interconnection there is." (Acosta, p. 30)
 11. **Creating, Imagining, Innovating:** Successful people are creative. Creative people take risks, and live on the edge of their competence, testing their limits. Students find alternate possibilities, seeing it from different angles. Creative people are intrinsically moved.
 12. **Responding with Wonderment and Awe:** Successful people have not only the 'I Can' attitude, they also have the 'I enjoy life' feeling. They enjoy solving problems and are life-long learners. We want students to feel compelled, enthusiastic, and passionate about learning.
 13. **Taking Responsible Risks:** Many of our students are more concerned with getting the right answers, rather than being challenged by the process and experience of finding the answer and

understanding why it is correct. When someone holds back from taking risks, they are confronted constantly with missed opportunities. Students hold back from playing new games, forming new friendships, and taking challenging courses because of their fear of failure. They have a need for certainty rather than an inclination for doubt. By taking responsible risks, students can make calculated decisions, using prior experiences and knowledge.

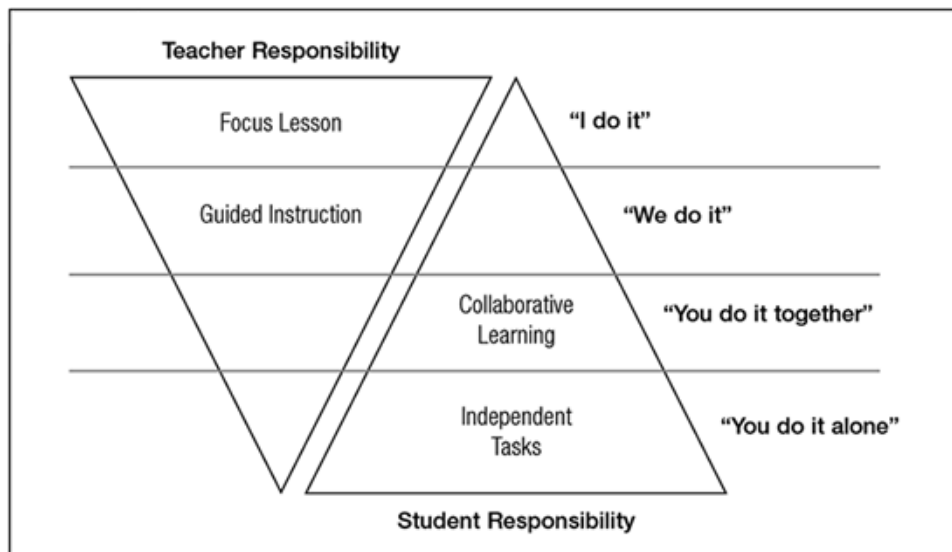
14. ***Finding Humor***: Laughter transcends all human beings. Laughter provokes higher level thinking skills such as anticipation, finding novel relationships, visual imagery, and making analogies.
15. ***Thinking Interdependently***: Working in groups requires the ability to justify ideas and to test the feasibility of solution strategies on others. It requires a willingness and openness to accept feedback from a friend. It is through these interactions that the group and individual grow. Cooperative people realize that working together is more powerful, intellectually and physically, than working in isolation. Listening, consensus seeking, having compassion, demonstrating group leadership, knowing how to support group efforts all are behaviors indicative of cooperative human beings.
16. ***Remaining Open to Continuous Learning***: People are in continuous learning mode. People with the Habits of Mind are constantly searching for new and better ways; always growing, learning, modifying and improving themselves. Traditionally, students have been taught to value certainty rather than doubt, to give answers rather than inquire, to know which choice is correct rather than to explore alternatives. The Habits of Mind includes the humility of knowing that we don't know everything. Our students will see themselves as life-long learners who remain open to new experiences.

LIS #2 Waiver Rationale

The 16 Habits of Mind is a powerful tool for developing positive dispositions. It will be at the forefront of our mission and vision to coalesce the community at SMaRT Academy including; students, staff, administration, support staff, and parents with the mindful habits that will lead to success academically and socially in the 21st Century, with student achievement and confidence increasing year after year before they matriculate. These Habits of Mind will be assessed through school created rubrics and their attainment celebrated as part of the culture of our school. Therefore we seek LIS Waiver #2 as this component of our framework is part of the 21st Century Skills we seek all stakeholders to have at SMaRT Academy.

Gradual Release of Responsibility Model

Research has shown that the direct instruction model is the most effective for all students, but especially for those who are 'at risk' such as English Learners or those from low socio-economic backgrounds. Our student population will be made up of students who receive Free and Reduced lunch, are English Learners and Standard English Learners. Our students will become independent and proficient thinkers, responsible for their own learning and able to perform complex tasks they were not able to do before. One effective approach for good first instruction that includes small group work, differentiation, and response to intervention is the Gradual Release of Responsibility Model (Pearson & Gallagher, 1983). Douglas Fischer and Nancy Frey, in their book, Better Learning through Structured Teaching: A framework for the Gradual Release of Responsibility (2008), discuss the development of students' thinking skills through intentional instruction with the goal of releasing responsibility for learning to students, but also providing the supports they need along the way. In this model, the teacher assumes full responsibility for performing a task while gradually moving students toward taking on full responsibility for performing the task at hand (Duke & Pearson 2002, p. 211). The teacher models the desired learning and, as time passes, students' roles change from being participants in the modeled lesson to apprentices in shared instruction, then collaborators with peers; and finally, to independent learners (Frey, Fisher, & Everlove, 2009 p. 6).



The framework's components are:

1. Focus lesson
2. Guided Instruction
3. Collaborative Thinking or Tasks
4. Independent Tasks

(Fischer & Frey, 2008)

This model has been shown to be an effective instructional approach for improving literacy achievement (Fisher & Frey 2007), reading comprehension (Lloyd, 2004), and fluent literacy for English Learners (Kong & Pearson, 2003). The same model can be used successfully to teach all content areas. It involves cooperative learning in pairs or small groups and works well with Project Based Learning, as the teacher must teach skills such as interviewing, taking notes, summarizing, choosing valid resources from the internet, and using technology tools.

SMaRT Academy's Four Core Instructional Strategies

Our instructional program implements four key strategies which will be explained in detail, below. These strategies are:

1. Project Based Learning
2. Cooperative Learning
3. Essential Strategies from Marzano, Pickering, & Pollack's *Classroom Instruction That Works*
4. Instructional Conversations

Project Based Learning

The main vehicle through which 21st Century Skills and Universal Themes will be learned and applied will be through Project Based Learning. Project Based Learning (PBL) is a research-based instructional strategy wherein "...students investigate rich and challenging issues and topics, often in the context of real world problems." (George Lucas Educational Foundation, 2002) The introduction of Buck Institute for Education's (BIE) *PBL in the Elementary Grades* states, "Project Based Learning is a systematic teaching method that engages students in learning important knowledge and 21st Century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks." (p. 5)

Costa and Kallick's 16 Habits of Mind naturally lend themselves to Project Based Learning because they establish dispositions that will allow students to meet the challenges within PBL and empower them to reach their goals.

PBL involves the challenge to create and design something. It provides a rigorous, rich learning experience and is made up of eight essential components including:

1. Significant content
2. 21st Century skills
3. In-depth Inquiry
4. Driving questions
5. Need to Know
6. Voice and Choice
7. Revision and Reflection
8. Public Audience



(http://www.bie.org/about/what_is_pbl/).

PBL contains 21st Century instruction through the use of interdisciplinary themes, cooperative learning, and student reflection. This instructional approach promotes learning and is supported by research, which shows that when students work with problems they must generate ideas and provide explanations (Knowlton, D). Project Based Learning has been shown to increase students' active engagement with content, as well as their capacity for self-directed learning, collaboration, and social interaction. These are all necessary skills in the 21st Century where the ability to work on teams, think innovatively, and be self-starters are keys to being successful in an increasingly competitive and information-rich, global community (Knowlton, 2003). With PBL, students at SMARt Academy will also be able to build capacity in critical thinking, global awareness and universal themes. They will apply these skills to solve real world problems with novel solutions, and connect with other students, experts, and resources through the use of technology. This will give the students exposure to different careers related to the problems on which they are working. The PBL approach provides opportunities for authentic assessment that go beyond the traditional 'paper and pencil' formative and summative assessments. Students will be able to apply and synthesize information across a variety of disciplines. Project Based Learning is an ideal way to develop 21st Century skills because it allows teachers to shift their standards-based curriculum from the traditional instruction of passive students to the active

engagement of questioners and problem-solvers. Project Based Learning can be easily adapted for all students according to their interest and need (Bellanca & Brandt Eds.,2010).

Project Based Learning is appropriate for all students from pre-school through graduate school and can be adapted to meet the needs of any student by scaffolding or moving faster through the Gradual Release of Responsibility Model. PBL is inquiry-based and naturally occurs because of elementary students' innate sense of wonder. For English Language Learners, reading and writing are purpose-driven and connect directly with personally meaningful experiences (BIE, 2003). To address the needs of students with disabilities or special needs, the supports of modeling, differentiation, more time, and scaffolding, which are provided in the Gradual Release of Responsibility Model will be used to attain Universal Access. Use of the "Depth and Complexity" icons (e.g. relationships over time, patterns, trends, and big ideas, etc.) developed by Sandra Kaplan, Clinical Professor of Education at USC, can be used to meet the needs of gifted students. By creating diverse student classrooms, all types of learners will have equal access to instruction and individualized goals. This model benefits all ability levels. One study showed that students performing below grade level increased their use of critical thinking skills by 446%. High achieving students increased by 76% (Horan, et al., 1996). PBL has been shown to increase student engagement for all students (Bellard, et al., 2006; Beringer, 2007; Brush & Saye, 2008). It is important to note that PBL by definition involves small group collaborative work, which allows the individual needs of all students to be met through greater use of the five principles of successful group work discussed below.

At SMaRT Academy, one might find a fourth grade class working on the question of why there are earthquakes in Southern California and how we can design an essential earthquake kit for a family of six. Students will incorporate their learning of earthquakes from science, as well as through their study of the historical record of earthquakes in Southern California. They will learn technical vocabulary as they investigate location, fault, and impact on property and humans. They will compare earthquakes in Southern California using division to distinguish between the energy of different earthquakes. Literature circles will be formed to analyze books related to earthquakes. Throughout the process, students will be applying reading, writing, listening, and speaking in order to achieve the desired products of the project. Two more examples of PBL as described in the Introduction of *PBL in the Elementary Grades* are the following: "Second graders reflect on why we remember certain events as they prepare to record podcasts of themselves telling a story about an experience, with descriptive details, a logical sequence, and a conclusion," and "Kindergarteners learn about food groups and assemble pictures for menus they create to explain a healthy Thanksgiving meal, which they present to parents and other students." (BIE, p. 3)

In his book, *A Whole New Mind: Why Right-Brainers Will Rule the Future*, Daniel H. Pink points out that those who can synthesize disparate pieces of information into a novel invention or solution, have emotional intelligence in addition to cognitive intelligence. They will become proficient in creating, pattern recognizing, empathizing, and meaning making in the new Conceptual Age, and will be ready for the jobs of the 21st Century. These are all skills students must practice and use in the process of Project Based Learning.

LIS Waiver #2 Rationale

As the primary instructional strategy for deepening content knowledge and application through the integration of the content areas, SMaRT Academy must have the autonomy to include Project Based Learning in its own instructional block. This will necessitate the use of LIS Waiver #2 as this 45-60 minute block is the cornerstone of our mission and vision at SMaRT Academy. Furthermore, it will greatly impact student growth and achievement through the enrichment of the entire curriculum. This will have a positive effect on attendance because students at SMaRT Academy will want to come to school daily to work on their projects.

Cooperative Learning

The five principles that students at SMaRT Academy will be expected to use and become proficient in so as to be successful are:

1. Positive interdependence
2. Face-to-face interaction
3. Individual and group accountability
4. Interpersonal and small-group skills
5. Group processing

These are the principles set forth by David Johnson and Roger Johnson (1975) in their time-honored work *Learning Together and Alone*. They defined cooperative learning as an instructional arrangement, which permits two to six students the chance to work together on a shared task thereby co-constructing their knowledge and understanding of the content (Frey, Fisher, & Everlove, 2009, p. 14).

SMaRT Academy's primary text for developing teacher understanding of cooperative learning is *Productive Group Work* (2009) by Nancy Frey, Douglas Fisher, and Sandi Everlove. In this book each of Johnson and Johnson's principles are examined in detail with a rationale given for each along with routines for incorporating them in the classroom, and classroom examples of how teachers can use best practices to support students in groups.

Cooperative learning meets the needs of all students, no matter what their need is because it is a strong scaffold when successfully implemented (Marzano, Pickering, & Pollack, 2001). English Learners, Standard English Learners, and students with disabilities in mixed-ability small groups benefit immensely through purposeful listening, speaking, reading, and writing opportunities. These are afforded them by collaborative work through scaffolds like think-pair-share, sentence and paragraph frames used in conjunction with graphic organizers, numbered heads, and jigsaw arrangements. Gifted students, who may not need scaffolding, can benefit mostly through developing proficiency in interpersonal skills and individual and group accountability. They also can be placed in same ability groups at times to elevate each other's processing to higher levels. Similarly, students performing below grade level and students with special needs would also benefit from the opportunities to listen and speak in structured, routine-based small groups as called for by Johnson and Johnson.

David Johnson and Roger Johnson point out that cooperative learning can also be viewed as the instructional utilization of small groups with the goal of maximizing their own and each other's learning (Johnson, Johnson, & Holubec, 2008). The benefits backed by research (Johnson & Johnson, 1989, 2005) include:

- 1) Greater exertion towards achievement
- 2) Higher-quality relationship among group members
- 3) Greater psychological adjustment

The Seven Norms of Collaboration, which will be the foundation of SMaRT Academy's school-wide discipline will teach and model how to work cooperatively and productively within this process. (See 'School Culture and Climate' section for a complete description of the Seven Norms of Collaboration)

Classroom Instruction that Works (Research Based Strategies)

Use of strategies for its own sake is not the reason teachers will use strategies. The use of strategies will be planned around what the intended learning is, and tailored to students' needs. In addition to cooperative learning, the strategies listed below are chosen because of their effectiveness based on the analysis and synthesis of a large number of studies by Marzon, Pickering, and Pollack,

found in the book, *Classroom Instruction that Works*, will also be used as appropriate throughout the day:

1. **Identify Similarities and Differences** - Students will be guided toward finding similarities and differences as they study specific content and integrate their learning across the disciplines. This strategy can be most impactful when students are relating to their culture and language. Students will employ this strategy especially in comparing literature and characters in literature, solutions to math problems, difficult concepts, and events in historic and current events. Students will be able to use Web 2.0 tools such as *Prezi*, *Voicethread*, and *Wikispaces* to present their work visually for an authentic audience - in person or on the web.
2. **Summarizing and Note Taking** – This strategy will allow students the opportunity to paraphrase and write what they have learned and how they understand what they have learned. Students will learn to delete, substitute, and keep notes as well as use rule-based summarizing. In order to do this, students will need to understand what they have learned on a deeper level (Van Dijk, 1980). Students will be able to use *EtherPad*, *PrimaryPad*, or *Google Docs* to create summaries collaboratively using their laptops. Because reading comprehension proficiency rates for our students at the five feeder schools was the lowest among the reading content strands as measured by the CST, this strategy will be especially important in allowing our students to retain the main idea and details of what they read and be able to make inferences and draw conclusions based on text clues. Summarizing will allow students to exercise, Thinking and Communicating with Clarity and Precision (Habit of Mind).
3. **Reinforcing Effort and Recognition** – Teachers at SMARt Academy will reinforce the effort students put forth and recognize their achievement, which will motivate them to continue to succeed. This is crucial as teachers interact with students and build trust. Students will also acknowledge their own efforts and recognize their achievements. This strategy, along with Persisting (Habits of Mind), will build the intrinsic desire to do their best and persevere.
4. **Homework and Practice** - At SMARt Academy, teachers will provide students with meaningful homework that will promote good study habits; including, a sense of responsibility for their own learning. Practice will enable students to build automaticity with skills, so they can apply them in novel situations and become proficient in what they do. Using student accounts created by the teacher, students can get additional practice in English Language Arts using MacMillan-McGraw Hill's website and Pearson Education's *enVision* website. Practicing skills will motivate students to Strive for Accuracy (Habits of Mind).
5. **Nonlinguistic Representation** - This includes kinesthetic activities; for example, using arms to show an acute angle or acting out a concept. Students would encounter this strategy as they engage in drama, music, and dance. One product of this activity can be a student-produced *iMovie* of their acting out a concept. English Learners benefit from this strategy as it provides access to content area concepts in a more comprehensible format. Engaging in kinesthetic activities will allow students to access Gathering Data Through their Senses (Habits of Mind).
6. **Setting Objectives and Providing Feedback** - Teachers and students will set goals for learning that are flexible enough to provide interventions and scaffolds. Students will set Specific, Measurable, Attainable, Realistic, Timely (S.M.A.R.T.) Goals in the areas of academic and character development on the 16 Habits of Mind and will include what they need to do on a daily basis to reach these goals. This will benefit all students as they are provided corrective feedback, but it is especially important for students of poverty, English Learners, Standard English Learners, and students with needs or disabilities. Goals will be reflected upon and revised at regular intervals during the year using the Problem-Solving Process. Students will be encouraged to Persist (Habit of Mind) in the face of obstacles and still achieve their goals.

7. **Generating and Testing Hypothesis** – This allows students to express their understanding and deepen their thinking as they encounter new knowledge by testing a hypothesis. This can be seen in students exploring different interpretations of stories they analyze in Language Arts, or conducting investigations based on questions they develop related to the content they are learning in science.
8. **Cues, Questions, and Use of Advanced Organizers** – Questioning is at the heart of classroom practice (Davis, O.L. & Tinsley, 1967; Fillipone, 1998). Asking questions to deepen and facilitate students' understanding will increase their interest in what is being learned (Alexander, et al., 1994). Higher-level education and thinking tools such as the Depth and Complexity Icons as well as Wait Time (Swift, & Gooding, 1983), allow for more student discourse. The use of advanced organizers can help clarify ideas, thoughts, or new information and is an effective scaffold for English Learners, Standard English Learners, students of poverty, and students with special needs or disabilities. For instance, creating a booklet before going on a field trip regarding the subject at hand, could increase the knowledge and understanding of what new learning will occur. Students will become effective problem solvers through the use of questioning and posing problems (Habit of Mind).

Instructional Conversations

Because of the importance of developing oral language for all students, especially for English Learners and Standard English Learners, teachers at SMARt Academy will employ one of the most effective instructional strategies for building oral English proficiency: Instructional Conversations.

Instructional conversations are defined as "...talk in which ideas are explored rather than answers to teachers' test questions provided and evaluated" (Cazden, 1988). It is an instructional strategy recommended for use with culturally and linguistically diverse learners, such as English Learners and Standard English Learners (Tharp, 1987; Tharp & Gallimore, 1991). Instructional conversations are part of a more "constructivist" curriculum based on the expectation that students will actively construct their own knowledge and understanding through making connections, building mental schema, and creating new ideas from prior knowledge (Eric Digest, August 1992). The teacher's role is as facilitator. He/she is not looking for "right answers", but rather, to guide the student to a deeper level of understanding (Eric Digest, et. al). The elements of instructional conversations are based on the 'Instructional Conversation Model' (Goldenberg & Gallimore, 1991), and Gallimore's earlier work in Hawaii (Tharp & Gallimore, 1988) They are divided into two groups and shown below.

Instructional -

1. Thematic focus
2. Activation and use of background and relevant schemata
3. Direct Teaching
4. Promotion of more complex language and expression
5. Promotion of bases for statement or positions

Conversational -

1. Fewer "known-answer" questions
2. Responsiveness to student contributions
3. Connected discourse
4. Challenging, but non-threatening, atmosphere
5. General participation, including self-selected turns

Instructional conversations work particularly well in literary analysis or historical themes, learning and understanding complex concepts, mathematical reasoning, applying quantitative understandings, considering various perspectives, and oral or written composition.

As data about student growth and achievement becomes available, teachers may use other research strategies that are not listed here. The listed strategies will allow teachers to begin with a common understanding of the language that is expected when school starts, but it will not, by any means, limit the strategies that teachers use at SMaRT Academy.

B-1. Curriculum and Instruction (cont.)

- b. **Core Academic Curriculum:** *Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards. Discuss how the school will weave community, work-based, and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

At SMaRT Academy the core subjects of English Language Arts, English Language Development, Mathematics, Science, and Social Studies will be taught every day and then integrated during a specific 45-60 minute block time for Project Based Learning through the use of district adopted and state approved commercial curriculum programs.

LIS Waiver #3 Rationale

We will use district curriculum programs for the core curriculum as well as for Tier 2 and Tier 3 intervention. We will also supplement this curriculum with additional programs and resources in order to 1) address student needs, 2) align our curriculum fully with our mission, vision, and core beliefs with an emphasis on acquiring 21st Century Skills through Project Based Learning and Habits of Mind, and 3) improve student achievement. Teachers will have in their tool belt the best research-based curriculum tools in the country. In order to accomplish this, we will apply for LIS Waiver #3 because this gives SMaRT Academy the best chance of achieving the goals we've set and will allow us to be a model for all other schools in South Los Angeles.

(For a complete list of LAUSD approved texts, see Appendix)

English Language Arts

The goals for SMaRT Academy's English Language Arts curriculum fully align with the California Language Arts Standards and provide sequential, explicit instruction, guided and independent practice, and ongoing formative assessment in the following areas:

- Phonemic Awareness
- Phonics and decoding
- Spelling – linked to decoding and reciprocal skills
- Vocabulary - key vocabulary, especially academic vocabulary (Beck, McKeown, & Kucan, 2002)
- Comprehension

We will use Macmillan-McGraw Hill's California Treasures for grades K-5 to address the English Language Arts domains of 1) Listening, 2) Speaking, 3) Reading, and 4) Writing. This program has a fully integrated English Language Development program that ties in with the thematic units in the Core English Language Arts program for each grade and can be implemented in a flexible manner depending on how English Learners are grouped. In addition, California Treasures offers a good balance of fictional literature and expository text. This curriculum is state adopted, 100% aligned with California State Standards, and was selected by LAUSD's Board of Education in the spring of 2011. Furthermore, when the Common Core English Language Arts Standards are adopted Macmillan-McGraw Hill will provide supplemental teaching and learning materials to meet the more rigorous standards coming in the 2013-2014 school year. This program matches our instructional strategies of the Gradual Release of Responsibility Model. It incorporates direct instruction leading to guided small group lessons and

preparing students for independent work, as well as cooperative learning through homogenous and heterogeneous groups. It supports our instructional framework, which is based on data-informed planning, as well as Project Based Learning, Universal Themes, and 21st Century Skills. This program provides several types of assessments aligned to the state standards including progress monitoring, such as weekly and unit tests that gauge achievement of the reading, writing, listening, and speaking content strands, and informal observations of key strategies and skills. It also provides authentic assessments through Theme Projects and selected student writing. The program also includes two full length California Standards Practice Tests and short 10-15 question assessments that evaluate the attainment of one specific standard in the areas of reading and writing. The publisher provides an internet-site, which teachers can introduce to and share with their students. Students and teachers can obtain standards-based resources for each lesson, audio summaries in multiple languages for each reading selection, research and inquiry links that connect to the Theme Project of each unit, and interactive, self-scoring versions of key spelling and vocabulary exercises tied to the focus for a specific lesson.

This program is also culturally relevant and responsive in that the selections consist of topics that are of interest to the students at each grade level and include selections that respectfully address women, Latinos, African Americans, and people with physical disabilities, among other groups. The themes easily lead to connections which students at all grade levels can make to their own experiences such as 'Growing Up' and topics that are developmentally interesting and accessible.

California Treasures includes components, i.e. Universal Access and Universal Access Time, which are addressed in each of the three tiers of the RtI² Pyramid. The Core ELA program and ELD program address Tier 1 using both whole group and strategically formed small groups, while Tier 2 is addressed through small group instruction using lessons in Fluency, Spelling/Phonics, Vocabulary, Writing/Grammar, and Comprehension, which are still tied to the Core Program. Tier 3 is addressed in small groups or individually through the READ 180 Intervention Program, which is not tied to the Core Program. Teachers will be able to address the needs of high performing and gifted students through the use of the California Treasures ELA program which provides above grade level practice exercises and reading resources.

Based on the 2010-2011 CST ELA substrand data from the feeder schools, our students' particular weaknesses are in the areas of Reading Comprehension and Writing Strategies. These areas will be the focus for good first instruction using many of the strategies mentioned in Section B1a and Tier 2 small group interventions. SMARt Academy will also help struggling readers and writers at the Tier 2 level using the MONDO Oral Language Development Program and the Triumphs program. MONDO addresses oral language development for students in the primary grades and includes a scaffolded comprehension curriculum, using the strategies emphasized in Guided Reading. Triumphs is a reading and writing program that presents concepts and skills in smaller, simplified components.

For those students at Tier 3, we will use READ 180 a replacement language arts program for students who are in need of intensive intervention because are unable to access grade-level skills. The READ 180 curriculum addresses the following research-based strategies necessary to bring students up to grade level in reading, including:

1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Finally students receiving special education services will receive ELA instruction through the California Treasures, Triumphs Intervention, and the Voyager programs. Voyager develops student reading and comprehension skills through simplified texts and exercises.

SMaRT Academy will supplement *California Treasures'* writing component with the Units of Study for Teaching Writing for Grades K-2 and Units of Study for Teaching Writing for Grades 3-5 a Writer's Workshop curriculum. This curriculum was developed by Lucy Calkins and colleagues through the Teacher's College Reading and Writing Project at Columbia University, which for over a decade, conducted in-school research on practice in New York City Schools. These schools have similar student populations to those found in LAUSD. In addition, this writing curriculum is already aligned with the Common Core English Language Arts Standards. The research principles, which came out of the Teacher's College Reading and Writing Project, "Units of Study Research Base" are as follows:

1. There are fundamental traits of all good writing, and students write well when they learn to use these traits
2. Using a writing process to teach the complex task of writing increases student achievement
3. Students benefit from teaching that offers direct instruction, guided practice, and independent practice
4. To write well, writers need ample time to write every day
5. A well-rounded curriculum provides support for struggling writers and English Learners
6. Writing and reading are joined processes, and students learn best when writing and reading instruction are coordinated (Lopez, 2009)

All students including high achieving and gifted students need rich experiences in reading, discussing, and responding through literary essays to classic literature forms such as fables, fairy tales, and folktales from a variety of cultures around the world. Therefore, we will use the *Junior Great Books* program to supplement the English language arts program during school and in afterschool enrichment for this particular student population. GATE students will have their assignments modified to include the thinking tools of "Depth and Complexity" by S. Kaplan, using differentiated tasks, frames, and independent research projects. Book clubs and literature circles will also be used to enrich gifted and high achieving students' reading experiences and as a tool to integrate literature into Project Based Learning tasks.

SMaRT Academy's balanced literacy program will address the different modalities and students' interests by providing them with rigorous anthology reading, entertaining expository literature, leveled readers, independent reading of picture books and fictional novels, and the *Junior Great Books* program. This balanced literacy approach will also ensure that students are provided an opportunity to choose books that are at their instructional reading levels so that they can experience success in applying the reading skills and strategies received through direct instruction as provided by California Treasures. One way to provide students with opportunities to read for interest is through the creation of reading centers, literature circles, book clubs, and Sustained Silent Reading. Sustained Silent Reading is especially important for building background knowledge. It provides students with choices and opportunities to find books that they can read at their instructional level, as opposed to only reading the commercial basal which for struggling readers is often at their frustration level. SMaRT Academy will also institute a Book of the Month program to expose students to quality literature in the form of memorable picture books that teach life lessons connected to the Habits of Mind; and ultimately lead to student literary response and analysis in the form of written paragraphs and essays.

At SMaRT Academy, literacy will be the vehicle through which effective teaching and successful learning within the core content areas (i.e. mathematics, science, social science, art, and physical education) can be achieved. Throughout the learning process and in completing the final products associated with their Interdisciplinary Project Based Learning projects, students will be challenged to apply their skills in reading, writing, listening, and speaking in all the core content areas.

English Language Development

At SMARt Academy, English Learners (ELs) will receive instruction in order to gain English proficiency in the areas of Reading, Writing, Speaking, and Listening. Based on the data from our feeder schools, over 60% of our incoming students will be English Learners. ELs, who have not reclassified and thus are identified as 'not proficient' in English will struggle on the CST, which is written for students for whom English is their first language. The data presented supports this fact. The proficiency rates of the EL sub group for the CST ranges from 12% to 21% in English Language Arts and 29% to 44% in Math. The District benchmark is 67.5% for ELA and 68.5% in Math.

English Learners will receive engaging instruction using a research based program based on the Sheltered Instruction Observation Protocol (SIOP) model developed by Dr. Jana Echeverria, an author of the *California Treasures* ELA and ELD programs, and the road map outlined by WestEd, a nonprofit organization based in Northern California in their publication, *"The Map of Standards for English Learners (Grades K-5) 5th Ed."* (Carr & Lagunoff, 2006). Instruction for English Learners will also use Communicative Language Teaching (Hymes, 1972), and Task-Based Language Learning (Willis, 1996; Skehan, 1998; Feez, 1998). The goals of the standards-based ELD instructional program will be to ensure that ELs, at all five levels of English proficiency, acquire academic English as quickly as possible using grade level content instruction; and, that 100% of ELs matriculate from SMARt Academy having reclassified successfully. The use of English Learner Portfolios as well as an emphasis on SDAIE Access to Core Strategies in the content areas will be required of all teachers in accordance with District Bulletins and Reference Guides. Moreover, when LAUSD adopts a new Master Plan for ELs we will move quickly to adopt the tenants of the plan in order to make sure that our ELs achieve academically and have all their language needs met.

In order to achieve access to core content curriculum, specific ELD strategies such as: Backwards Buildup, Corrective Recasting, Repeat by All, by Some, and by one Person (RASP), Think-Pair-Share, Pull Out and Talk/Write, and Vocalized Reading will be used in addition to the four elements of effective ELD instruction listed below:

Content:

- Use state approved ELD curriculum for a minimum of 45-60 minutes daily
- Plan differentiated ELD lessons based on ELD standards
- Saturate students with language by using songs, chants, raps, and poems to introduce language forms and functions as well as to introduce academic vocabulary

Connections:

- Make appropriate instructional accommodations to student's linguistic background
- Incorporate themes and grade level content to build student's understanding of academic vocabulary and linguistic functions
- Integrate listening, speaking, reading, and writing activities to accelerate language acquisition

Comprehensibility:

- Make oral and written language as comprehensible as possible
- Provide visual supports e.g. pictures, charts, advanced graphic organizers, manipulatives and realia
- Focus on communication and teach language functions, patterns and structures, critical thinking, and academic vocabulary skills in context

Interaction:

- Provide abundant opportunities for students to engage in collaborative and communal learning in order for them to practice and apply academic vocabulary forms and functions by incorporating specific strategies, e.g. Think-Pair-Share, Pull Out and Talk, and Instructional Conversations.

Interdisciplinary Project Based Learning projects that focus on 21st Century Skills will also provide ELs with authentic, engaging, and rich learning experiences that are driven by their interests and incorporate many opportunities for reading, writing, speaking, and listening during the course of completing the process and products that assess their learning.

Mathematics

The goals for SMARt Academy's mathematics program fully align with California's Mathematics Content Standards including:

1. Proficiency in computational and procedural skills.
2. Development of conceptual understanding in the content strands of number sense, measurement and geometry, algebra and functions, statistics, data analysis, probability, and mathematical reasoning.
3. Solving routine problems and using methods for reaching a solution where no routine path is seen.
4. Implementation of Common Core Standards for Mathematics by 2013-2014.

Pearson's *enVision* Mathematics program will be used as the primary source for delivering math instruction. It is based on the California Mathematics Standards for grades K-6. The program follows the research-based Conceptual, Representational, and Abstract model of teaching math concepts which has been shown by research to give a vast majority of students the opportunity to access and understand mathematical concepts at an abstract level, and helps students build meaningful connections between concrete materials, representational drawings, and abstract numbers and symbols. {Allsopp (1999); Baroody (1987); Butler, Miller, Crehan, Babbitt, & Pierce (2003); Harris, Miller, & Mercer (1993); Kennedy and Tips (1998); Mercer, Jordan, & Miller (1996); Mercer and Mercer (2005); Miller, Butler, & Lee (1998); Miller and Mercer, 1995; Miller, Mercer, & Dillon (1992); Peterson, Mercer, & O'Shea; (1988); Van De Walle (2005); Witzel, Mercer, & Miller (2003)}.

The program explicitly teaches the use of bar diagrams based on Singapore Mathematics, which differentiates between word problems, and solves them using the operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. *enVision* includes student textbooks, class sets of manipulatives for concept building and math games, interactive homework books, tiered small group practice lessons, daily-spiraled practice lessons, word problems to extend each lesson, and problems connected to Algebra in each topic or unit. The *enVision* website provides student access to additional interactive self-scoring practice sets, quizzes, and games. The teacher can employ the website as part of the direct instruction portion of the lesson through an animated version of the visual learning bridge and create assessments to be assigned electronically or in PDF format. The program includes a variety of assessments such as two versions of the topic assessment: a free response topic assessment and a performance task based on the major concepts in that topic. In addition to basic skill tests and benchmark tests, two full-length California Mathematics Standards Tests are included in the program. This program follows the Gradual Release of Responsibility Model and can be implemented using small collaborative learning groups of 2 to 3 students in a flexible manner.

To connect with real life problems, Pearson's *enVision* Mathematics Program also includes read-aloud books connected to topics that help students make a connection to the use of math to solve real life problems. More importantly math will be integrated when appropriate in projects using PBL, especially in science and social studies-based projects.

The program as a whole addresses the needs of all three tiers in the RtI² model. Tier 1 and Tier 2 are addressed through the core *enVision* Mathematics Program via direct instruction and the Gradual Release of Responsibility Model within whole group and small group format. Tier 2 is addressed through the Math Diagnosis and Intervention System provided by Pearson that is aligned fully with the standards based *enVision* and comes in two kits for grades K-3 and 4-6. Based on the item analysis of topic

assessments provided by the program, teachers can identify a specific lesson that needs to be retaught in the Math Diagnosis and Intervention System by lesson and provide that instruction in a small group format.

Because the program does not explicitly address the language needs of English Language Learners, teachers at SMaRT Academy will use Specifically Designed Academic Instruction in English (SDAIE) and Access to Core Curriculum strategies, such as sentence frames for rich mathematics discussion, preteaching vocabulary, using manipulatives, peer tutors, as well as instructional conversations, such as number talks, reflective writing and advanced graphic organizers to organize content and allow connections to be made.

As a result of an emphasis on all students completing Algebra I in order to graduate from high school in California and because mathematics is a gatekeeper for advanced science in high school, SMaRT Academy will establish an emphasis on Algebraic Thinking from Kindergarten through fifth grade and explicitly make connections to Algebra when teachers plan their lessons using Understanding By Design (UbD) and SDAIE Access to Core strategies. Moreover, students will use mathematics explicitly during inquiry-based investigations in science and Project Based Learning projects. We will implement Hands-On Equations in all upper grade classrooms, a concrete tool of manipulatives for teaching students the difficult algebraic concepts of variables, expressions, and balancing equations and one that is based on the concrete-representational-abstract model of teaching mathematical concepts.

Mathematics as another science will be grounded in inquiry and problem-solving so as to allow students to draw their own conclusions and make generalizations about math concepts based on recognizing patterns and observational evidence. This will ensure that students have a deep understanding of math concepts and become able to apply this understanding in novel situations. Upper grade teachers at SMaRT Academy will therefore structure their 1-hour math block using the Mathematics Workshop format of:

1. Focus question
2. Mini-lesson
3. Guided practice
4. Independent practice/teacher led small group
5. Discussion based on problems worked out on the whiteboard or document camera in front of the class by students identified by the teacher who either exhibit a common misconception about a concept or had a novel approach to solving a problem.

Math notebooks, Instructional Conversations, and Think Pair Share will also be used in solving problems with words, pictures, and numbers. This will deepen reflecting on learning, presenting solutions to a partner or the whole class, and whole class discussion focused on problem-solving and number talks, which are quick talks focused on building students mental math capacities in a short 5-15 minute timeframe.

Science

An important stage of inquiry and of student science learning is the oral and written discourse that focuses the attention of students on how they know what they know and how their knowledge connects to larger ideas, other domains, and the world beyond the classroom.

-National Research Council, National Science Education Standards

At SMaRT Academy, our goals for science follow the California Science Content Standards but more importantly the National Research Council's *A Framework for K-12 Science Education*, published in July of 2011 by the National Academies Press, which lead to *The Next Generation Science Standards*, developed by 20 states including California, who call themselves The Lead State Partners. This framework has identified the core ideas and practices in the natural sciences and engineering with which all students should be familiar by the time they graduate if they want to be successful in the 21st

Century. According to the US Department of Commerce, STEM (Science, Technology, Engineering, & Math) jobs are being created at 3 times those of non-STEM jobs. The standards are due to be completed by the end of 2012. The Lead State Partners will review them for serious consideration to be adopted as their new science content standards. With these two documents as the foundation of SMaRT Academy's science curriculum and instruction, all students will be provided not just the opportunity to be scientifically literate, but also, more significantly, the opportunity to apply this knowledge in designing technological solutions using the engineering design process. SMaRT Academy will cover the following strands of the current California Science Content Standards until the Next Generation Science Standards are adopted. They are:

- Physical Science
- Life Science
- Earth and Space Science
- Investigation and Experimentation

SMaRT Academy will anchor all of the science content strands around the Universal, or Cross Cutting, Concepts defined in detail in A Framework for K-12 Science Education, which cut across the science content strands as well as mathematics, technology, and other content areas, and are continually re-encountered (NRC 2011). These Universal Concepts, which contain some of Sandra Kaplan's Universal Themes, are:

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

SMaRT Academy will employ the state adopted Full Option Science System (FOSS) Kits for grades K-5, which are already used in LAUSD schools. FOSS' signature strength is the high quality, inquiry-based, hands-on investigations it provides. There are three kits per grade level. Each leads to a culminating task where upon students must design their own investigation and apply the science concepts they learned previously. FOSS uses collaborative learning groups of four as an instructional strategy. This provides all students opportunities to cooperatively engage with science content and engage in rich discussions where they make predictions based on observational evidence, make claims and justify them with observational and quantifiable evidence, and then draw conclusions to demonstrate their understanding of the key science concepts learned.

Because of the critical importance of exposing children to science from an early age so that they don't lose interest by the time they reach middle school, it is important that all teachers teach science. According to the National Science Education Standards (NSES), if students have an opportunity to participate in science, positive attitudes toward science will be fostered. With this ongoing exposure to science through hands-on investigations, all students will acquire the science vocabulary and background needed to apply their learning of science concepts to their Project Based Learning projects and to the engineering design process. Teachers will use Understanding by Design (UbD) templates, developed by Jay McTighe and Grant Wiggins, to plan their science units. Understanding by Design is a three-stage process consisting of: desired results, assessment evidence, and learning plans, whereby teachers develop curricular units based on desired learning. Student outcome will consist of a deep understanding of big concepts and the ability to transfer knowledge through application to different contexts (McTighe, 2010). Within the Understanding by Design model of curriculum planning, teachers planning their science units, can use the BSCS's (Biological Science Curriculum Study) 5E Instructional

Model, which includes the following phases of instruction: engage, explore, explain, elaborate/extend, and evaluate (BSCS 2006).

Literacy and science will intersect with the use of authentic science notebooks. Science notebooks provide students with an effective tool to record their focus questions, thoughts, procedures, predictions, data, diagrams, claims, conclusions, wonderings, vocabulary, and learned concepts. Science notebooks are a natural component of the FOSS kits. They facilitate hands-on inquiry-based investigations, and small and whole group discussions. The FOSS expository textbooks focus learning during the investigations. Students will use this essential tool to justify their predictions and conclusions during discussions and as a record of learning and reflection. The use of science notebooks is especially relevant for English Learners, in order to scaffold their learning and encourage their participation in discussions related to ongoing investigations and science concepts. Through the use of sentence frames, graphic organizers, science talks, and word walls, English Learners and Standard English Learners can record their predictions, thoughts, data, and observations in their science notebook and use this tool to actively engage in instructional conversations about ideas in pairs, small groups, or as a whole class (Klentschy, 2008). The use of science notebooks provides authentic opportunities for students to engage in instructional conversations, written communication, reading, and vocabulary development before, during, and after a science investigation (Fulton & Campbell, 2003).

GATE students will be provided opportunities to pursue their own questions and enrich their learning through differentiated tasks, tiered assignments, science learning stations, and independent research on a famous scientist in that science strand. After school, GATE students will be provided an enrichment opportunity in learning about technology and the engineering design process by working in collaborative teams to solve problems posed by the Engineering Is Elementary curriculum developed by the Museum of Science in Boston, a pioneer in developing and delivering a quality engineering curriculum for elementary students.

Worth mentioning is how science will be connected to real world problems or wonderings generated or identified by students. Project Based Learning science-based projects will focus on application and design of solutions to problems that require science and math integration; these projects will mainly focus on exposing students to the different fields of engineering and the kinds of work involved with these particular careers including: mechanical engineering, chemical engineering, civil engineering, electrical engineering, and computer science. This might involve using the Engineering Is Elementary curriculum (<http://www.mos.org/eie/>).

Field trips conducted during the school day, after school, and on weekends provide extended learning opportunities connected to science. The trips will be to places such as the California Science Museum, Jet Propulsion Laboratory, Natural History Museum, the Long Beach Aquarium, and the Los Angeles Zoo.

History/Social Science

SMArT Academy will base its History/Social Science curriculum on the *History/Social Science Content Standards for California Public Schools*. The textbook, *Reflections* (Harcourt/Brace) is aligned with the Content Standards for California. The following themes will be covered at the identified grades:

- Kindergarten - Living and Working Now and Long Ago
- 1st - A Child's Place in Time and Space
- 2nd - People Who Make a Difference
- 3rd - Continuity and Change
- 4th - California: A Changing State
- 5th - United States History and Geography: Making a New Nation

The students will be able to bring the skills and knowledge learned in English Language Arts and Visual and Performing Arts into the History/Social Science units. For example, students in grade 4 who

write an essay to depict life in the early California Missions, can expand their imagination and write and perform a play about the early days in the missions. These types of assignments allow students to use strategies such as:

- Cooperative Learning
- Summarizing and Note Taking
- Identify similarities and differences of historic to present-day conditions
- Using nonlinguistic representations as they act out the various scenes

Students will be able to connect their learning to the real world by taking field trips to a variety of locations, such as local missions to see firsthand the remnants of past California history and perhaps even a trip to Washington, D.C to learn more about our nation's history through museums and tours of our great monuments. Students will be able to learn about their local neighborhood along the Central Avenue Jazz Corridor and its historic impact on music and art that made this neighborhood the West Coast's version of the Harlem Renaissance.

Finally, it is worth noting that students will apply their knowledge in History/Social Science instruction in completing tasks assigned in Project Based Learning with more meaningful connections. For instance, fifth graders might research the formation of the Constitution with the debate over Federalism and have a mock debate. Second graders may, in the course of studying about people who serve the community, invite local professionals such as police officers, firemen, nurses, doctors, or social workers to the school or might create a pamphlet or brochure with community resources available to their parents in their own community.

Visual and Performing Arts (VAPA)

SMArT Academy will ensure a strong visual and performing arts curriculum for each and every student. Visual and performing arts will be the backbone of the Project Based Learning program. The school will be a thriving center for dramatic and musical learning, performances, exhibits and enjoyment. Because of its emphasis on visual and performing arts as a natural and essential expression of knowledge, growth, as well as self and group identity, it will enhance students' creativity and influence in their world.

There are essential guiding principles for arts education programs that are contained in the *Visual and Performing Arts Framework for California Public Schools*, 2004, and are reflected throughout the content standards. Most important is that the arts, i.e. Dance, Music, Theatre, and Visual Arts are core subjects, each containing its own unique body of knowledge and skills. As stated in the *VAPA Framework*:

"Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following,

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria."

As we identify the teachers that have an interest in teaching at SMArT Academy, it will be clear that those who join this environment of learning will have the knowledge, expertise, and passion to teach the various disciplines to our students.

An important goal of SMArT Academy is to use arts instruction to help students make connections between concepts in all of the arts and across the different subject areas. "The fifth strand in these standards requires the student to connect and apply what is learned in the arts to other art

forms and subject areas and to careers.” (*Visual and Performing Arts for California Public Schools—Prekindergarten Through Grade Twelve (Dance, Music, Theatre, Visual Arts, p. X)*)

At SMaRT Academy, the arts standards respect the representation of cultures. They allow students to experience the art from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups. It will benefit the students to establish authentic empathy and acceptance of the differences as well as the similarities within the school, the community, and the world cultures as a global society.

Across all the arts, technology is recognized as an essential tool that enhances learning and expression in all the arts disciplines and provides for expanded forms of expression in electronic and digital media. “New technologies for the arts, arts-related computer applications, and emerging arts-related careers are especially vital in California, where the demand for individuals with artistic skills and career orientations has been steadily growing in the vast arts and entertainment industry.” (*Visual and Performing Arts for California Public Schools – Prekindergarten Through Grade Twelve (Dance, Music, Theatre, Visual Arts, p.XI)*) At SMaRT Academy, the arts and technology will be the foundation for creating innovative yet research-based curriculum for students to explore the world around them and express their understanding of it.

Collaborative learning will be emphasized as students learn to “play” together through theatrical or musical skill development, for example, with the goal of demonstrating creativity in their acquisition of knowledge. Joining us as partners in student growth and exploration as artists is the Music Center Education Department, MOCA, and Inner City Arts. They have committed to offering our students instruction in the arts, fieldtrips, and series of professional development specifically geared to the theme or “big idea” being explored as well as the different art forms used to demonstrate learning. With such a wealth of support, the students of SMaRT Academy will be able to use their learning in authentic yet supported ways to go more deeply into their development as a whole child. For example, they will be able to listen and become accountable for the success of a performance as they learn to play music, perform a dance, or set up an art exhibit. Students will use all of the skills learned in the other curricular areas including Reading, Writing, Listening and Speaking. For example, students will develop and understand when to use specific writing skills to give directions, read, and speak their parts as they prepare for a play, or listen for their part in a musical performance. Math concepts will be explored as students learn about patterns, such as the notes in music, and what their value mean when playing a song, i.e. using note values as an alternate strategy for reaching the solution to a problem involving fractions. In Social Science, they will be able to use visual art forms to represent the media of the period, the people and their culture, and the message being sent.

Parents will be an integral part of the vision as they bring their aesthetic perspectives from their countries of origin to the parent meetings, rehearsals, performances, and conversations with their children and teachers. Music, dance, theatre, and art create a new language that can connect teachers with their students and parents through their experiences.

Parents and community members will be invited to enjoy performances put on by students. Theatrical, musical, dance, and visual arts events will be the essence and fruitful culmination of a more closely connected school, home, and professional community that will bring everyone together for memorable, joyful, and always enlightening events.

Physical Education

Physical education is an important subject at SMaRT Academy because it is a fact that the childhood obesity rate is increasing each year. Among low-income Latino boys it is the highest at up to 23%, compared to 15% of children across the state (Center for Disease Control and Prevention, CDC). Being that a greater portion of our population is made up of Latino children, this obesity statistic is alarming to our community. “Obesity is one of the biggest public health challenges the country has ever

faced, and troubling disparities exist based on race, ethnicity, region, and income," said Jeffrey Levi, PhD, executive director of Trust for America's Health (TFAH). A report published in June 2010 found that California is the 41st most obese state in the nation. Therefore, Physical Education is as important as the core subjects of Reading, Writing, and Math.

SMaRT Academy's PE program will include activities to support and promote the physical, mental, emotional, and social well-being of the child.

The program goals are:

1. To ensure that all pupils receive high quality, comprehensive, and developmentally appropriate physical education instruction of at least one hundred minutes a week.
2. Students will learn the skills, physical activities and health related activities, to be inspired for the rest of their lives to maintain a healthy lifestyle.
3. Students will learn that the activities and skills learned are life-long activities needed to establish healthy habits and lifestyles. Students will learn to create their own health and physical goals and persist, as discussed in Habits of Mind, until they accomplish their healthy goal.
4. Students will master movement skills that are appropriate for their age and grade level, and participate confidently in various physical activities and understand how these skills are related to physical health and well-being.

The *Physical Education Content Standards of California Public Schools* will assist in establishing specific learning goals and objectives for physical education. There are five overall model content standards for elementary children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Health

SMaRT Academy will adopt the State curriculum for Health devised by the State Board of Education, (*Health Education Content Standards for CA Public Schools, K-12, 2009.*) The LAUSD adopted program, *Health and Wellness* (Linda Meeks and Philip Heit, 2006), is aligned to the California State Standards. Its goals complement our vision and mission. The primary goal of the program is to improve academic achievement and health literacy for all students in California. If students are healthy they can be at school each day, ready to learn.

"The four characteristics that our health literate students will attain are:

1. To be critical thinkers and problem solvers when confronting health problems and issues.
2. To be self-directed learners who have the competence to use basic health information and services in health enhancing ways.
3. To be effective communicators who organize and convey beliefs, ideas and information about health issues.
4. To be responsible and productive citizens who help ensure that their community is kept healthy, safe and secure." (CA, HE Content Standards, 2009)

These characteristics, i.e. critical thinking and problem solving, are integrated in Project Based Learning (PBL) and are part of 21st Century Skills used throughout the curriculum. "PBL requires critical thinking, problem solving, collaboration, and various forms of communication." Students also have to

make choices and will have to present their knowledge publicly. This also contributes to increased English language development as well as oral language proficiency for all students.

We will help our students meet The Overarching Health and Education Content Standards set forth by the CDE. Our students will be able to demonstrate and comprehend the following health standards: (CA Health Content Standards, 2009):

1. Essential Health Concepts
2. Analyzing Internal and External Health Influences
3. Accessing Valid Health Information, Products, and Services
4. Interpersonal Communication skills to enhance health
5. Decision making skills to enhance health
6. Goal setting skills to enhance health
7. Practice health enhancing behaviors to promote health and reduce risk factors
8. Health Promotion so all students will promote and support personal, family, and community health

The content areas that will be covered are:

1. Nutrition and Physical Activity
2. Growth and Development
3. Sexual Health
4. Injury Prevention and Safety
5. Alcohol, Tobacco, and Other drugs
6. Mental, Emotional, and Social Health
7. Personal and Community Health

We will use standards-based and research-based approaches to health instruction. We will identify and collaborate with appropriate community and health agencies. We will cultivate meaningful parent involvement in health education, as well. The Habits of Mind will help students understand and make healthy choices that lead to social and emotional well-being. Instruction will be focused on essential knowledge and skills that foster health risk reduction among students. An overview of the Standards and the rationale behind them can be found in the *Health Content Standards for California Public Schools, K-12*, 2009 edition.

Community, work-based, and service learning opportunities at SMaRT Academy will in large part come naturally through the use of Project Based Learning. These experiences will be driven by students' questions related to real world problems and Universal Themes. Some examples might include earthquake safety, the engineering design process, a study of available services in the community, recycling, awareness of pollution, nutrition and exercise, medical conditions, awareness of littering, local heroes, and demographic changes in their neighborhood. More of these opportunities will be provided to students through our partnerships with the Jet Propulsion Laboratory and Community Engineers, Iridescent Learning, the Museum of Contemporary Art (MOCA), the Music Center, A Place Called Home, and Beat the Odds.

- i. Management of Multiple Schools: *For network partners and charter schools*
(NOT APPLICABLE)

- c. WASC Accreditation: *High schools only.*
(NOT APPLICABLE)

- d. Addressing the Needs of All Students: *Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of all students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5*

SMArT Academy is committed to meeting the needs of all students. We recognize that each child has specific talents and unique needs that must be addressed in order for each and every student to achieve his/her goals of academic and social success. For those students whose needs require additional, modified, or challenging academic instruction and engagement time, SMArT Academy will implement a standards-based curriculum and research-based strategies proven to assist students in gaining access to core content and thus make adequate yearly progress. Based on the LAUSD Data Summary report, we predict that our students will include students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), and Standard English Learners (SEL).

Students needing supplemental short-term intervention (Tier 2 students) will receive additional small-group instruction focused on specific skills differentiated by proficiency level etc., and delivered using the Gradual Release of Responsibility Model, MONDO, enVision Math Diagnostic and Intervention System, Lucy Calkins Units of Writing K-2 or 3-5, and standards-based teacher created lessons. Student response to the intervention will be monitored more frequently, using teacher-created pre and post assessments and CORE K-12 ready-made standard-specific assessments in the areas of English Language Arts, Mathematics, and Science. Students at Tier 3 will be provided intensive one-on-one and small group instruction using READ 180, a replacement program, and teacher-created, standards-based lessons. Their response to the intervention will be progress monitored through weekly and bi-weekly assessments using tests that are tied to these programs, teacher-created pre and post assessments, CORE K-12 ready-made standard-specific assessments, and other research and standards-based progress monitoring assessments as necessary. As students gain proficiency they will move to Tier 2 and finally return to Tier 1 where the intensity and academic engagement-time lessen as instruction moves from being primarily teacher-directed to student-centered.

English Learners and Standard English Learners

Everyone at SMArT Academy will be treated with respect and dignity. We recognize and embrace our responsibility to ensure that Culturally Relevant and Responsive Pedagogy (CREE) is a part of the SMArT school culture.

Based on our five feeder schools' data, SMArT Academy anticipates having a high proportion (60%) of English Learners and is dedicated to serving their needs. SMArT Academy will also diligently serve the needs of Standard English Learners through the use of the strategies learned from the Academic English Mastery Program (AEMP), called Mainstream English Language Development strategies (MELD) on which all teachers will be trained. SMArT Academy will train its staff to meet successfully the needs of both its English Learner and Standard English Learner students using the most current, research-based practices. More specifically, English Learners and Standard English Learners will be supported through a combination of enhanced instruction using SDAIE Access Strategies including Content, Comprehensibility, Connections and Interactions; as well as developing a supportive school culture based on the Seven Norms Of Collaboration, the 16 Habits of Mind and Second Step; and additional academic and behavior support based on action plans created using the RtI² model.

The instructional strategies of Cooperative Learning, Instructional Conversations, and Project Based Learning were specifically chosen with English Language Learners and Standard English Learners in mind. Their flexible grouping and student-centered instruction formats allow for individualization of instruction and assignments.

SMArT Academy will administer a home language survey to identify incoming students who are English Learners. We will use the California English Language Development Test (CELDT) in accordance with SB 638 to identify English Learners, to monitor their progress in learning English, and as one criterion needed to reclassify when they become proficient in English. First time enrollees and newly enrolled students from out of state will be assessed within thirty (30) days of enrollment.

SMArT Academy will utilize the English Language Development component of California Treasures provided by MacMillan-McGraw Hill consistently on a daily basis. Teachers will receive professional development to be familiar with appropriate methods for teaching English Learners, such as providing sheltered instruction using Specifically Designed Academic Instruction in English (SDAIE) strategies, and will efficiently monitor these students using the English Language Portfolios at all proficiency levels throughout the year. As mentioned earlier SMArT Academy will use state-adopted, California Treasures ELD and MONDO to help its English Learner students acquire proficient English language skills.

Teacher-created lessons based on Mainstream English Language Development strategies (MELD) and SDAIE will be provided for our students, with an emphasis on the unique needs of Standard English Learners. The Units of Writing K-2 and Units of Writing 3-5 provide more coherent, 'writer's workshop' instruction focused on guiding students in creating compositions in a variety of genres and develop academic oral and written language. It also provides tailored instruction and homework for students at all levels.

SMArT Academy will also use the Wonders Content Readers that are a part of California Treasures (in both the ELA and ELD format where appropriate) to provide support for the Science and Social Studies standards taught through the reading of non-fiction science and social studies articles and expository text element frames, which also provide support for oral and written language development focused on form and function. Other supports may include offering after school intervention programs, Saturday school, and/or summer school. Many activities will be hands-on, emphasize oral participation, and include pre-teaching of academic language, thereby diminishing the reliance on reading and listening as the only learning modalities.

Within specific content areas, such as science; SMArT Academy will prepare teachers to emphasize hands-on investigations from FOSS in grades K-5 and at least two Project Based Learning opportunities, which will be provided during the school year in relation to student questions or Universal Themes that will incorporate Universal Access to Core Content strategies.

Students of Poverty

At SMArT Academy our mission is to provide opportunities for student of poverty to become contributing members of their local and global communities through attaining mastery of 21st Century Skills. Our instructional framework was meticulously developed with that goal in mind. Moreover, SMArT Academy designed its framework so that all students can have access to the standards based grade-level curriculum. There will also be opportunities for students to obtain either intervention for 'at-risk' learners, or an accelerated curriculum for students who are ready for more challenging work during the regular school day. Furthermore, after school intervention, Saturday school, and/or summer school will be provided for students who are academically behind. SMArT Academy has also formed partnerships with The Music Center and MOCA to provide rich learning experiences through the arts and with Jet Propulsion Laboratory (JPL) and Iridescent to provide hands-on science, math, and engineering learning experiences for all of our students. Field trips (both virtual and actual), will be a part of the curriculum for every grade level. Our students of poverty will benefit greatly from these experiences especially because they offer exposure to people and places that these children, in many instances, have not been able to have. These experiences will build their background knowledge, allow them to make

interdisciplinary connections, and provide exposure to real applications of what they learn in the classroom.

Gifted Students

Teachers at SMaRT Academy will provide instruction that supports their gifted students through differentiation, novelty, Sandra Kaplan's Depth and Complexity icons, accelerated learning opportunities during the day, and after school enrichment opportunities. For instance, a cluster of gifted students may be working on an independent research project, engaged in literature circles using the Depth and Complexity Icons, or designing an investigation to answer a question they generated in science during the day. These same gifted students could participate in after school enrichment opportunities to engage with above grade level literature through the Junior Great Books program, applying their science and mathematical learning to engineering design through the Engineering Is Elementary program, and developing their artistic abilities at Conservatory of Fine Arts program at Cal State Los Angeles.

Students Achieving Below Grade Level

SMaRT Academy will provide ongoing assessments such as DIBELS, Diagnostic assessments from our core curriculum programs, and pre-made assessments using the Core K-12 website to help identify students who are performing below grade level. The Response to Instruction and Intervention Problem Solving Process will assist teachers in developing a comprehensive plan of pre-referral intervention strategies for students who are 'at-risk' of not meeting grade-level standards due to behavior, attendance, or lack of academic progress. Students simply needing additional assistance in particular subjects or skill areas will be able to receive guidance from peer-assistance teams with fellow students, staff, and/or tutors from organizations such as City Year. Based on the progress made by the student after receiving Tiers 1 and 2 guidance, a child may be referred to our Student Success Team. This team will be composed of teachers, an administrator and the child's parent. Meetings will be called if a student is not achieving grade-level standards in spite of interventions carried out. When additional interventions are needed, the staff is proactive in coordinating appropriate support services such as after school or in-school intervention programs, peer tutoring programs, Saturday school, and/or summer school, as well as assistance for the parent in learning about community resources available to the family when they are in need.

Students With Special Needs and Students With Disabilities

SMaRT Academy will ensure that all students receive fair and equitable access to the curriculum, including students with special needs and students with disabilities. Support will be provided to students in accordance to their Individualized Education Programs (IEPs). Furthermore, an organized, timely process will ensure that students with IEPs are monitored and provided the appropriate services based on their current level of need. Additional evidence-based strategies, including cooperative learning, instructional conversations, and the strategies from *Classroom Instruction that Works*, will also be employed.

Meeting the Needs of Other Special Populations

SMaRT Academy is located in one of the most eclectic cities in the world, Los Angeles, with a diverse student population that has a variety of needs. As a result, SMaRT Academy will train its staff to be responsive to students' diverse needs and differences, and to use appropriate teaching strategies to meet every student's needs successfully. In addition to the different strategies described above regarding meeting the needs of specific student populations such as English Learners, Standard English Learners, Socioeconomically Disadvantaged Students, Gifted Students, and Students Achieving Below Grade Level, the school also plans to promote culturally responsive teaching and a culturally relevant

and responsive school environment by utilizing a variety of instructional materials from diverse backgrounds such as African American, Latino, and Native American authors to develop cultural awareness. At SMARt Academy, all staff and students will also be trained to be sensitive to gender, ability, and socioeconomic differences. The school fully intends to create a safe and supportive school environment by having clear expectations of students' behavior and by teaching students empathy, impulse control, and other interpersonal skills through the use of the Habits of Mind and Second Step.

- e. Vertical Articulation: *Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.*

SMARt Academy will participate in the Jefferson Pipeline that involves Jefferson Adult School, Jefferson High School, Carver Middle School, Los Angeles Academy, Central Region Middle School #7, the feeder elementary schools, and Early Education Centers within the Jefferson Complex. The Pipeline was created and is still evolving in its quest to ensure that students are followed throughout their pre-school, elementary, and secondary careers through personalized activities, effective and timely communication as students matriculate from one level to another. The goal is to prevent students from dropping out because their needs have not been met. The Jefferson Family principals meet monthly to identify ways to better articulate and service all students who attend school in the Jefferson area. The Jefferson Family of schools has identified individuals who will be part of a Jefferson Pipeline Student Success Team. The team will identify families that have students at every school level who are in need of support (academically, social, emotional, and physical), and will ensure that assistance and guidance that is personalized and unique to the needs of the family are identified and implemented. 'One Los Angeles' is an organization that has met with the Jefferson Family principals to familiarize them with the services and support that they offer in order to meet the needs of our south Los Angeles families.

This school year, the Jefferson Family principals have been meeting monthly to discuss supervision of instruction, and instructional rounds as a follow-up to last year's successful teacher visitations from all levels to the high school, the middle schools and the elementary schools. The teachers expressed a desire to continue the work beyond classroom visitations and face-to-face conversations with other teachers, and to work side by side with teachers at all levels in order to identify successful instructional strategies that will increase student achievement and can be implemented throughout all levels.

The principal and staff of SMARt Academy would be a welcome addition to the Jefferson Pipeline as systems to create a seamless transition from one level to another are addressed at our monthly Jefferson Family meetings.

- f. Early Care and Education: *Providing services for teen parents and/or early care and education.*

(NOT APPLICABLE)

- g. Service Plan for Special Education: *Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's), and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree*

(SEE APPENDIX E)

B-2. Professional Development (PD)

- a. Professional Culture: *Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.*

Collaboration

The professional culture of SMARt Academy will be aligned towards serving the needs of our students and the community in which we provide our services. Teachers will seek out opportunities to grow as effective educators, who are able to address the needs of the whole child in collaboration with other teachers, administrators, the school staff, parents, and the local community. Instead working in isolation, they will endeavor to work collaboratively on a regular basis within and across grade-levels. Through the proper and consistent implementation of the 7 Norms of Collaboration and the 16 Habits of Mind, teachers will be able to develop positive communication and establish productive and trusting relationships within the school.

Reflective Practice

The mission and vision of SMARt Academy will be reflected in the professional attitudes and interactions that all adults in the school community will model. It is the teachers' life-long love of learning that will motivate them to keep abreast of the latest developments in education, and through their own continued professional growth, refine their personal connection to their craft. Professional advancements and successes will be celebrated so that everyone can know that he/she is valued for his/her contributions that is safe, secure, and promotes growth and achievement.

Inquiry-Centered & Data-informed

Teachers at SMARt Academy will be proud to be a part of the cutting edge of educational reform at a school where preparing students for college and career, through the teaching and learning of 21st Century Skills, is valued. On a daily basis, we all will embody our core mission and vision and seek to become proficient in the core components of our instructional program. We will base our professional development calendar on the student data as presented in assessments. The data will also serve to create opportunities for inquiry-centered discussions; wherein students' strengths and needs determine the areas of teacher investigation.

- b. Professional Development: *Describe what effective PD will look like at your school. Identify the school's goals and strategy for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of the student population? In the appendix, attach a tentative PD schedule. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with the PD schedule.*

In order to implement effective instruction and assessments that will bring our mission and vision to life, teachers need the necessary knowledge and skills to be able to do so. This occurs through their participation in professional development.

The change from informational learning, where increasing the skills or knowledge that a person has, is no longer enough. Transformational learning, with a focus on "cognitive, emotional, interpersonal, and intrapersonal capabilities that enable a person to manage the complexities of work and life." (Drago-Severson, 2009), is necessary in the 21st. Century. This learning takes place when educators are engaged with their peers in effective professional learning, which allows their practice to improve (Hays Mizell 2007). Cultivating a professional environment that nurtures and celebrates learning is very important. This means having teams engage in dialogue to come to an understanding and discussion to reach decisions (Costa and Garmston) and come to consensus as to norms of behavior that will be accepted. Use of the Seven Norms of Collaboration will allow for respectful and fully engaged behavior. Time will be set aside for teachers to engage in preparation and planning of

standards-based lessons using the Understanding by Design Model (UbD) which starts with the 'end in mind' and data review, which is aligned to Project -Based Learning.

High quality professional development involves creating collective efficacy (Bandura 1993) for staff members. Collective efficacy is seen as a group's ability to control what it does, set goals and meet its desired outcome. We will strive to create collective efficacy because, it has been proven to make a difference in student achievement irrespective of the students' socio-economic status. Indeed, the highest level of collective efficacy is fostered through mastery experiences. These are experiences that enable the learner to interpret the results of his/her actions and thus experience success at a given task that he/she engages in first hand. Ways that mastery experiences will be targeted and nurtured are by using the model posed by Drago-Severson in her book, Leading Adult Learning. Drago-Severson notes that "...the new demands of the 21st Century are adaptive challenges, and they will require new approaches."

The professional development model suggested here adapts Drago -Severson's "Four Pillar Practices for Growth" to the needs of SMARt Academy:

- Teaming/partnering with colleagues in and outside of the school
- Providing teachers with leadership roles
- Engaging in collegial inquiry
- Mentoring

Teaming

According to DuFour (2007) "teaming designed to improve student achievement is at the center of professional learning." Teaming allows teachers to work together and learn from one another. Analyzing student data together, sharing of ideas and practices, and engaging in decision-making, encourages teachers to grow and learn in a safe environment. Teaming decreases "teacher isolation", encourages pedagogical innovations, builds leadership, and promotes growth in the learning organization.

Leadership Roles

Providing teachers with leadership roles allows them to learn and grow from the experience. The Organization for Economic Cooperation and Development did a study of 22 nations, excluding the United States, and found that "learning is enhanced when "teachers and others take on formal and informal leadership responsibilities." (Olson, p.8) The beneficiary of the teacher's knowledge and expertise is the school when teachers are allowed to share power and decision-making ability. Teachers are challenged to learn and by so doing they develop skills in data collection, decision making and problem solving.

Collegial Inquiry

Collegial inquiry or "reflective practice", involves learning and listening to one another and allows teachers to reflect on values, assumptions and connections through a dialogue process. Engaging in reflective practice is needed to improve instruction and learning and growth (Brookfield, 1995). Collegial inquiry allows teachers to engage in the following: public discussions, private reflections, collaborative goal setting, evaluation, and conflict resolution.

Mentoring

Mentoring allows for self-development by partnering with another professional to learn from his/her experience, expertise and thinking. According to Drago-Severson, "the explicit intention in this relationship is for the mentor to offer guidance to the mentee in developing his/her career" (Kram, 1983, 1985, Levison, 1978).

As the aforementioned leadership practices are put in place, teachers will engage in data review that is part of the RtI² framework Problem Solving Process. Teachers will review and analyze a variety of assessment data and create S.M.A.R.T. goals that are aligned to the needs of our students (e.g., comprehension and writing strategies). They will determine an appropriate intervention using evidence-based strategies and reflect upon their own instructional practice to engage in collaborative interactions. Our students come from low-socio economic backgrounds with a high percentage performing at Basic, Below Basic and Far Below Basic. There is an achievement gap between African American students and English Learners that must be closed. We will tap into the expertise of professional development providers including the Local District experts, publisher experts, and the knowledgeable teachers at our site. Part of our focus is to bring experts to guide the teachers in developing effective strategies that will address the unique needs of our English Learners and African American students.

The traditional calendar will allow us to schedule 10 days of professional development so that teachers can come together to learn about the following: Habits of Mind, Adaptive Schools strategies and norms, Project-based Learning, Understanding by Design, and the integration of science, mathematics, and the arts throughout the curriculum. The daily schedule will reflect the core instructional areas for which teachers will plan and prepare. It will determine how data analysis and professional development meetings will be set. We will be strategic in bringing only the best teachers who have the skills needed to teach a robust academic program and who may be knowledgeable about the Adaptive School strategies, RtI², UbD, and Habits of Mind so that they may have leadership roles in presenting PD to their peers.

LIS Waiver #7 Rationale

Because SMARt Academy has included vital additional curricula pieces aligned to our instructional plan and used to supplement District adopted programs for the core curriculum, we seek LIS Waiver #7 in order gain PD Autonomy and provide teachers with the training they need to successfully implement all the curricula, district adopted and supplemental, to be used at SMARt Academy and in accordance with our mission, vision, and core beliefs.

i. Management of Multiple Schools: Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.

Local District 5 has been offering an array of professional development sessions geared toward meeting the needs of our teacher group in order to meet the needs of our diverse student population. For schools that have experienced high academic success, such as Solano ES (API of 922), Garfield High School which has had an academic growth of 75 points, to Hooper ES which is PI 5 with an API of 689, schools can find supportive personnel who are ready to deliver PD in the following areas: ELA, Understanding by Design (UbD), mathematics, science, social studies, RtI², data analysis, discipline policies, special education, writing, SST and COST, Adaptive Schools strategies, and Cognitive Coaching. Last year LD 5 offered 180 sessions through The Learning Zone so teachers could have direct access to sign up for what they want to attend.

c. Teacher Orientation: Describe the orientation program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies, and differentiate instruction.

Before school opens, all teachers at SMART Academy will attend a teacher training for 10 days to review existing student data, learn about the school plan and understand the school's mission and vision.

As teachers review our current student data and curriculum, the importance of engaging in a cycle of inquiry and teacher practice throughout the year, will allow them to effectively deliver the proposed curriculum. Differentiated professional development for teachers new to our school will include: California Standards for the Teaching Profession, standards-based lessons, classroom management, differentiation of instruction, and effective instructional strategies. Teachers will be encouraged to participate in the various professional development opportunities offered by our Local District, such as Writing like a Reader, Data Chats, Adaptive Schools, etc., to enhance their skills.

New teacher meetings, at least once a month, will include pairing teachers with experienced and successful teachers to coincide with our mentoring and teaming professional development sessions. Through collegial inquiry and reflection, our new teachers will be able to learn to reach out to others for assistance and support. Since the professional development plan considers the "different ways that adults make meaning of what they learn," new teachers would receive appropriate and meaningful sessions to grow professionally. Central to the professional growth of new teachers will be the development of collaborative groups around The Adaptive School work of Robert Garmston and Bruce Wellman.

As teachers are assigned to SMART Academy, we will review their experiences to see if they would qualify to be a support provider for BTSA (Beginning Teacher Support and Assessment) program through the current central office selection process. This will enable the school administrator to know who is available to work with new teachers. The principal will contact the BTSA office to confirm the eligibility of support providers and to confirm that teachers hold a preliminary teaching credential and are enrolled in the LAUSD BTSA program in order to clear their credential. Site selected support providers cleared through the central office and selected per the UTLA contract will work with the school to ensure new teachers are supported. It is our hope to become a part of the expanded NTC BTSA model currently being used in LD 7 that provides full time released BTSA support providers to assist all teachers eligible for the BTSA program for the 2012-13 school year and beyond.

- d. PD Program Evaluation: *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program may be modified to address areas of need that are identified.*

Professional development will provide the teachers with the necessary collaborative skills that will empower them to "adapt" the instructional setting to the needs of the students. As stated in the book, The Adaptive School by Garmston and Wellman, "The Adaptive School is about developing strong schools in which collaborative faculties are capable of meeting the certain challenges of today and the uncertain challenges of tomorrow." (xi)

The outcome of staff development is ultimately reflected in student achievement (Bruce Joyce and Beverly Showers (2002), authors of Student Achievement Through Staff Development). During evaluative sessions and planning sessions (using Understanding by Design), the kinds of questions that will be posed, will focus on student achievement results, such as, "Did reading comprehension increase as a result of using specific comprehension strategies learned as part of the professional development?" will be asked as teachers review S.M.A.R.T. goals and their practice. These types of questions will trigger the type of data to be looked at in order to assess the value of the professional development over time. Moreover, an ultimate goal of this type of data review is to enable teachers to eventually design their own professional development. Secondly, teachers will be asked to keep journals. In the Professional Development Journal, teachers will record their data, reflections, successes, challenges, and needs for

future professional development. Journal entries will include the strategies used with students and an analysis of how successful the strategies were based on data. These journals will also provide evidence of teachers' reflective practice and will provide us with data to use in planning future funding for professional training.

Since teachers will be teaming, engaging in leadership roles, collegial inquiry, and mentoring, they will have an opportunity to design questions by which they can evaluate the success of the professional development and its effect on student achievement, for it will eventually be designed for and by them as their capabilities are enhanced and nurtured.

B-3. Assessments and School-wide Data

- a. Student Assessment Plan: *Describe the school-wide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school.*

SMArT Academy is dedicated to meeting the social, emotional, and academic needs of each of our students in a balanced yet ever-evolving environment where risk-taking is supported and exploration is encouraged. Within this carefully crafted, cultural domain, there is a researched-based understanding that students receive greater opportunities to grow as self-empowered learners, when the instruction is geared toward developing a student centered curriculum based on a thorough and authentic data-driven platform. As Nancy Sindelar states in Assessment Powered Teaching, "By using test results as an integral part of the planning and teaching process, our teaching improves because we take into account what our students know, believe, and bring into the classrooms, as well as what our students still need to learn. Understanding the needs of our students also guides our broader decisions about curriculum and program design and systematic changes needed for meaningful intervention." (Sindelar, N. Assessment Powered Teaching, Thousand Oaks, Corwin, 2011). Because we are focused on Project-Based Learning based on the CA State-Standards (although methodically moving into effective use of the CORE Standards by 2014), it is imperative that we establish an array of assessments as diverse as our students strengths and needs to systematically measure the success of our instruction and identify their areas of growth using diagnostic, authentic, performance-based, portfolio, norm-referenced, individualized formative and summative measurements in order to prepare them to be successful members of the 21st Century Society.

LIS Waiver #4 Rationale

With additional curricula used to supplement the District adopted core curriculum SMArT Academy will develop additional assessments including Project Based Learning Tasks, monthly rubric based self-evaluations of the Habits of Mind for students, portfolios for writing, and teacher created benchmark tests. These will be in addition to the District requirements and will allow us to measure the effectiveness of our unique instructional plan and develop interventions appropriate for the needs of all students at SMArT Academy. These assessments will be developed by grade level in our first year of operation and will be reviewed annually for reliability, equity, accessibility, and validity in measuring what we want them to measure. Project Based Learning Tasks will be completed on a trimester basis and Habits of Mind self-evaluations will be completed monthly by students and created by each grade level. Writing portfolios will be maintained after each genre unit of study in each grade level. Teacher-created benchmark tests will be provided through CORE K-12, the District's Periodic Assessment provider, or created through this same source by grade levels to measure progress for each student on key standards through the year. Without the autonomy to design, and schedule these additional

assessments, the supplemental curricula we have at SMArT Academy cannot be measured for its effectiveness in raising student achievement and we cannot fulfill our mission nor realize our vision for each student to be college and career ready in the 21st Century. Therefore we seek LIS Waiver #4 in order to ensure assessment at SMArT Academy is aligned tightly with our instructional plan.

SMaRT Academy

SCHOOL-WIDE ASSESSMENT PLAN

<u>ASSESSMENT</u>	<u>TYPE</u>	<u>GRADE LEVELS</u>	<u>FREQUENCY</u>	<u>RATIONALE FOR USE</u>
CST/CMA/CAPA	SUMMATIVE	2-5	ANNUALLY	State-mandated, student achievement indicator.
DIAGNOSTIC ASSESSMENTS	FORMATIVE	K-5	ONGOING	Measures used to regularly monitor the accomplishments and to target appropriate intervention and instruction for specific students.
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)	FORMATIVE	K-5	ONCE per TRIMESTER, and ONGOING	Measures used to regularly monitor the development of early literacy and reading skills. Assists in determining student foundational literacy skills and concepts about print.
LAUSD PERIODIC ASSESSMENT (ELA & MATH)	FORMATIVE & SUMMATIVE	K - 5	ONCE per TRIMESTER	Standards-based, aligned to instructional guide. Assists in determining student mastery of standards taught and in planning future instruction. Familiarizes students with CST format & rigor.
LAUSD PERIODIC ASSESSMENT (SCIENCE)	FORMATIVE & SUMMATIVE	4-5	ONCE per TRIMESTER	Standards-based, aligned to instructional guide. Assists in determining future instruction. Familiarizes students with CST format & rigor.
ENGLISH LANGUAGE DEVELOPMENT (ELD) PORTFOLIO	FORMATIVE & SUMMATIVE	K-5	ONGOING	Authentic Assessment assigned to ELD Standards and ELD instructional guides. Organizes multiple measures used to determine progress of English Learners.
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)	SUMMATIVE	K-5	ANNUALLY	State-mandated accountability to measure progress of English Learners.
CURRICULUM-BASED INFORMAL & FORMAL ASSESSMENTS	FORMATIVE & SUMMATIVE	K-5	ONGOING	Standards-based, aligned to instructional guide. Assists in determining planning future instruction.
CALIFORNIA PHYSICAL FITNESS TEST	SUMMATIVE	5	ONCE - SPRING SEMSTER	Standards-based, authentic evaluation of students' physical fitness. Assists in determining planning for following year with new students
TEACHER-CREATED BENCHMARK TESTS	SUMMATIVE	K-5	ONGOING	Authentic standards-based measures to evaluate

				instruction and student learning. Used to provide student-specific feedback.
PERFORMANCE ASSESSMENT	SUMMATIVE	K-5	ONGOING	Authentic/performance and standards-based measures to evaluate instruction and student learning. Used to provide student-specific feedback.
WRITING PORTFOLIOS	SUMMATIVE	K-5	ONGOING	Authentic/performance and standards-based measures to evaluate instruction and student learning. Used to provide student-specific feedback.
PROJECT BASED LEARNING PROJECTS	SUMMATIVE	K-5	ONCE per Trimester	Authentic group projects based on standards that will access proficiency with 21 st Century Skills and Universal Themes, and Habits of Mind.
HABITS OF MIND	SUMMATIVE	K-5	ONGOING	Rubric/Criteria chart on the students' understanding of individual dispositions that lead to academic and social success.

b. Graduation Requirements: *High schools only*
(NOT APPLICABLE)

- c. Data Collection and Monitoring: *Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform programmatic and instructional decisions and address specific student needs, improve instruction, make adjustments to curricula and other school components, and inform professional development.*

We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. Welligent will be used to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set, monitored, and a Free and Appropriate Public Education (FAPE) is received. We will utilize the LAUSD School Report Card to help families understand how SMARt Academy is performing in a number of key areas like student performance on standardized tests, English learner progress, and how well connected students, parents, and teachers are with the school. The primary purpose will be to help families become true partners with the school to help our students succeed.

The school will use LAUSD metrics to measure operational success. These include NCLB accountabilities to measure progress and use of the LAUSD Modified Consent Decree indicators to measure the progress of students with disabilities. MyData will be used to access California Standards Test results, CELDT, DIBELS, course marks, behavior, attendance, and suspension data. Periodic Learning Assessments will be reviewed after the assessments are completed.

The following table lists the type of data that will be used to inform instructional decisions and address student needs, make adjustments to the curricula and other school components, and inform professional development.

SMaRT Academy
My DATA COLLECTION & MONITORING PLAN

<u>Type of Data</u>	<u>How it will inform programmatic & instructional decisions</u>	<u>Address specific student needs</u>	<u>Improve instruction/make adjustments to curricula & other school components</u>	<u>Inform Professional Development</u>
CST/ CMA	Student level of mastery at prior grade level CA Standards in Reading, Writing, Math, Science (5 th)	Preliminary measure to determine student instructional areas of strengths & needs	Used to determine initial: grouping for differentiated instruction, areas on which to focus for specific student access to core curriculum, criteria used to place students in intervention.	Used to identify specific areas in which teachers need to review content, effective strategies, and curriculum to address student instruction.
CELDT	Identifies English Learners' level of proficiency in 4 domains: Reading, Writing, Listening, and Speaking based on the CA English Language Development (ELD) Standards	Initial and annual measure used to determine: 1. student level of ability in each of the domains and 2. preliminary appropriate student grouping and instructional placement to have access to core curriculum.	Used to identify level of English language competency and annual progress thus is one criteria for demonstrating: 1. AMAOs I & II as required by Title III, 2. students who are low/non-verbal, along with students who need special accommodations during instruction and on tests, such as the CST. 3. EL level of proficiency.	Used to highlight specific areas for teacher PD related to strategies, e.g. SDAIE, and the development of content and curriculum to address student instruction necessary to meet the needs of ELs and Standard English Learners, SELs using CREE and AEMP to achieve universal access.
ELA/ELD/ Math Course Marks	The standardized scoring rubric is used to define expectations and provide a shared language for discussing student learning.	Marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards in all curricular areas as	Indicators of curricular areas that are not sufficiently addressed. One criteria to identify an ELL's preparedness to reclassify.	Identifies areas, such as the development of a behavioral plan or writing skills, etc. wherein teachers can express their ideas for ensuring that their students' grades reflect efficacious

		well as social habits and attitude towards learning, and attendance.		instruction.
<u>Type of Data</u>	<u>How it will inform programmatic & instructional decisions</u>	<u>Address specific student needs</u>	<u>Improve instruction/make adjustments to curricula & other school components</u>	<u>Inform Professional Development</u>
DIBELS	Comprised of seven measures. Indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.	Designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills to provide support early and prevent the occurrence of later reading difficulties.	Validates CST data and defines specific student instructional needs to address in instruction. Informs instructional planning, student grouping for differentiated instruction and appropriate intervention.	Used to identify specific areas in which teachers need to review content, effective strategies, and curriculum to address student instruction in the areas of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary
ELA/Math/ Science Periodic Assessments	Assesses student attainment of the essential standards identified for each grade level (Grade 2-5) which are tested on the CST/CMA.	Assists in determining the areas of focus wherein students need additional teaching and support.	Identifies the standards that need to be reviewed & retaught incorporating different strategies. Identifies the specific students who will benefit from more challenging goals, and those who are in need of intervention or accommodations in order to attain access to the curriculum.	Identifies the specific standards on which teachers can focus to develop a variety of strategies, grouping alternatives, and content investigation. Such focus will explicitly and effectively expose, review, guide, and assess the students through professional development.
Behavior	The On-line Referral System reveals students-at-risk and school-wide needs for character development	One way of collecting data to develop effective intervention plans for Students in Tier	Allows for additional variables to be acknowledged for creating engaging and differentiated	Identifies problem areas and proper implementation of the school-wide behavior plan.

	and implementation of the behavioral plan.	1, Tier2, or Tier3, used to focus discussion in COST and IEP meetings.	instruction to meet all students' needs and abilities. Focuses the created, refinement, and effective implementation of a school-wide behavior plan.	
<u>Type of Data</u>	<u>How it will inform programmatic & instructional decisions</u>	<u>Address specific student needs</u>	<u>Improve instruction/make adjustments to curricula & other school components</u>	<u>Inform Professional Development</u>
Attendance	Additional criteria used to determine effective school programmatic decisions – identifies effectiveness of parent communication, student safety, and student engagement	One way of collecting data to develop effective intervention plans for Students in Tier 1, Tier2, or Tier3, used to focus discussion in COST and IEP meetings.	Indicator of need to review patterns of absences to refine proper strategies for meeting student instructional and health needs. Focuses on areas to reinforce communication with parents.	Calls attention to investigating, perhaps using the ISIS, to identify trends in absences, thus highlighting areas for further training.
Suspension	Reveals students-at-risk and school-wide needs for character development and more effective implementation of school-wide behavioral plan	Used to develop effective intervention plans for Students in Tier2, or Tier3, used to focus discussion in COST and IEP meetings, and seeking outside services in a timely fashion.	Allows for additional variables to be acknowledged for creating engaging and differentiated instruction to meet all students' needs and abilities. Focuses the creation, refinement, and effective implementation of a school-wide behavior plan and purposeful parent communication. Focuses creation of an effective behavioral contract .	Identifies problem areas and proper implementation of the school-wide behavior plan. Also defines specific topics for review and reflection of specific student needs.
EL Monitoring Roster	Identifies the specific areas on which teachers and students need to focus in order to meet criteria for Reclassification.	Identifies the specific criteria that Ell students need to continue to improve in order to Reclassify.	Establishes focus for more effective teacher planning and use of the curriculum to ensure student success. Also gives data to refine	Allows for clarification and proper understanding of the different criteria for

			classroom organization.	Reclassification as well as identifying teacher needs for effective planning and use of SDAIE strategies.
Alert Reports	Establishes specific points on which to focus based on areas in which students have demonstrated below appropriate levels in marks, attendance, test scores, and duration of suspension	Gives an immediate and pointed alert to a students' need for additional assistance.	Through analysis of the information in the tables, areas in need of review for effectiveness in organization and implementation will be identified.	Review of teacher and school trends to deepen teacher understanding of content, effective school-wide implementation of programs, and instructional strategies.

- i. Management of Multiple Schools: *For network partners and local district teams. Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, district-, or network-levels.*

The data analysis that takes place at the school level will be reviewed by the Local District and will be the topic of conversation with school leadership teams. Jointly, decisions will be made on the type of support to be provided to the school. Local District personnel will be members of the review teams for schools and will be able to collaborate with school personnel and parents.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

- a. Description of School Culture: *Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.*

Prior to the start of the school year, we will initiate and develop a culture of high expectations for academic achievement and the social-emotional well-being of all our students. As this becomes established, students will be able to learn in a safe environment and get along with their peers and teachers. By implementing the 16 Habits of Mind in the daily school operations, teachers will be able to systematically reinforce the school's vision and set high expectations for academic achievement.

Second Step and Building Moral Intelligence

Second Step is the program that will be implemented to teach students the developmental skills of empathy, self-control, conscience, problem-solving as well as positive social skills. These skills are appropriate for all students at Tiers 1, 2 and 3. Instruction and communication with students will include motivation incentives. Positive motivation provides encouragement and respectful guidance to keep students focused.

Our teachers will use Michele Borba's, Ed.D., Building Moral Intelligence to help our students develop fundamental life skills that will guide them in becoming true problem-solvers and learn behavioral skills to be successful in life.

"Moral intelligence consists of seven virtues- empathy, conscience, self control, respect, kindness, tolerance, and fairness- that help your child navigate through the ethical challenges and pressures she will inevitably face throughout life. These core virtues are what give her the moral bearings to stay on the path of goodness and to help her behave morally."(p.6)

These tools will help students be empathetic, act with honesty and integrity, think before acting, treat others with consideration, show concern for one another, and play by the rules.

Echo Parenting

Additionally, parents will support their children in being empathetic and communicating their feelings as a result of parent training from Echo Parenting. Echo Parenting will teach parents the ways to communicate effectively and empathetically with their children and family members. The four components of Nonviolent Communication (NVC) are:

1. Observation
2. Feeling
3. Needs
4. Request

First, the observer states what is actually happening in the situation, without judgment or evaluation. He then states how it made him feel, e.g., hurt, scared, joyful, amused, irritated, etc. He then states the needs connected to the feelings. Lastly, he requests what action he wants from the other person that would enrich their lives.

The two parts to NVC are 'expressing honesty' and 'receiving empathetically' through the four components. This process teaches students and family members how to communicate one's feelings

and how to listen with empathy. This home support is fundamental in having children adopt Second Step and Habits of Mind into their daily lives and routines. With the support of their parents and through the training provided by Echo Parenting, children and their families are sure to make nonviolent communication a habit, thus creating a safe environment at school. This is important at our campus because promotes positive behavior in the classroom and alleviates negative behavior.

Habits of Mind

“Habit is a cable; we weave a thread of it each day, and at last we cannot break it.” Horace Mann

We have adopted the 16 Habits of Mind to support academic achievement. Teachers will teach, cultivate, observe, and assess how students use the Habits of Mind in the classroom and on campus. The goal is for the students to internalize these habits so that they can succeed in the 21st Century. When students learn the tools, or habits, to behave intelligently, they become empowered to reach their full academic potential. By incorporating the 16 Habits of Mind, as behavioral expectations that contribute to social and emotional well-being, students will have the necessary tools to navigate the world. Our students will learn how to think and communicate with clarity and precision.

The Seven Norms of Collaboration

According to Cognitive Coaching (Arthur L. Costa and Robert J. Garmston) one of the goals of effective cognitive coaching is trust. Staff and teachers understand the importance of establishing an environment that includes trust, comfort, and safety. Our staff will work well together because our collegial relationships will be built on trust and care. This trust, founded on respect for professional acumen will lead to success. Part of this success is teachers working together to help all students to succeed; not just those in their own classes. Therefore, our teachers will collaborate. To help achieve student success, teachers will share lessons and resources with peers. Our goal is that all teachers rise to the level of leadership and collaboration to help one another. For example, teachers may participate in team teaching. They might work together on planning a lesson, and then use the same lesson in each of their classes. The students are then able to receive the best in-depth and comprehensive lesson. The ability to communicate and trust one another will contribute to our success.

The Seven Norms of Collaboration will support teachers and students in meaningful communication. This purposeful form of communication is used for responding to and asking questions. It allows teachers and students to be able to support each other respectfully. The Seven Norms will be used flexibly in classroom routines. It can be used in whole group, small group and cooperative group instruction. Our school’s mission includes the development of interpersonal skills (i.e, respect and empathy), which is incorporated into the Seven Norms. Teachers and staff will foster a safe environment by using the Seven Norms of Collaboration in their daily routines. For example, students will interact with one another by paying attention to others, presuming positive intentions, and pausing before responding. This all creates a safe and nurturing environment.

The Seven Norms of Collaboration are:

Pausing: Pausing before asking a question or responding, will allow more time for thinking, discussion, making decisions, and will help to enhance a dialogue.

Paraphrasing: Members of a group will be able to hear and understand each other as they make decisions, by using paraphrased starters that are comfortable to incorporate. Examples: “As you are...” or “You’re thinking...”

Putting inquiry at the center: Students and teachers will inquire into the ideas of others’ before advocating their own ideas. They will explore the response of others by inquiring about their perceptions, interpretations, and assumptions.

Probing: Students and teachers will increase and enhance group thinking, by using clarity and precise

words when inquiring more information. Examples include “Please say more...” or “I’d like to hear more about...” or “I’m curious about...” or “Then, are you saying...?”

Placing ideas on the table: Ideas will be the central part of a meaningful dialogue. An example of how to label intentions are, “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...”

Paying attention to self and others: Students will be aware of self and of others when having a dialogue with group members. Paying attention to what someone is saying, how it is said, and how others respond will be essential.

Presuming positive intentions: Students and teachers will assume the best intentions about each other. This will promote and facilitate meaningful dialogue and eliminate put-downs.

School-wide Communication

As explained by Garmston & Wellman, in Adaptive Schools, communication involves two ways of talking, ‘Dialogue’ and ‘Discussion’. It honors everyone’s opinions and creates respectful listening. When staff and students communicate they will develop a shared understanding in order to take action and make decisions.

Dialogue leads to a shared understanding, sense of connection, belonging, safety, and meaning making. This forms community and the foundation for a decision that will be made. When communicating through Dialogue, group members want to understand each another’s viewpoints. In Discussion, “It requires critical thinking, care consideration of options, and respect for conflicting points of views.” (Garmston & Wellman, p. 33) Discussion leads to final decisions. It focuses on the cause and effect of the proposed action or solution and on the details. The Seven Norms of Collaboration will provide the tools necessary for a professional community and for students to engage in thoughtful, meaningful, respectful conversations.

According to Gary Chapman of Five Languages of Love for Children, students excel when they are valued at school by their peers and teachers. Child psychologists affirm that children’s basic emotional needs must be met to be emotionally stable. Dr. Ross Campbell states, “Inside every child is an ‘emotional tank’ waiting to be filled with love. When a child really feels loved, he will develop normally, but when the love tank is empty, the child will misbehave. Much of the misbehavior of children is motivated by the craving of an empty ‘love tank.’” (Chapman, 20) Teachers need to make their students feel loved because a child doesn’t care how much a teacher knows until a child sees and feels how much a teacher cares. Addressing their emotional needs is crucial, and in so doing allows students and adults to communicate their needs, feelings, and opinions. Teachers can also use this time to motivate students to write about their feelings and make a video, power point presentation, or performance about what they learned when going through the process. This makes them better prepared emotionally for learning and interacting with their peers and their teachers.

Another example of cultivating student motivation is giving strategic verbal praise. This tool can turn a child, who has historically received attention (or sought attention) with negative behavior and consequently feels like a failure, into a child who is “caught doing something good.” Energy given to bad behavior actually reinforces the very thing we are trying to avoid. By using a structured approach to verbal praising such as that based on Howard Glasser’s Nurtured Heart Approach, which is appropriate for students at Tiers 1, 2, and 3, parents and staff will have a supplemental system for positive verbal praise that can transform a student into a noticed, responsible child with high self esteem. (Glasser, 24) Using Glasser’s tools for verbal praise and recognition, along the Habits of Mind and Seven Norms of Collaboration, can motivate students to “do the right thing”, and help students feel good about themselves.

The following is a summary of our system for recognition and praise:

- Active Recognition: Describing a Video moment
This strategy involves describing to the child the observation of his/her behavior. It's described as a video moment because it is a rewind or playback of what the child just did. (Glasser, 46) For example, "I noticed you are working hard on your math. I can tell you are concentrating on each problem." This demonstrates to the child that he/she is noticed and is cared about. This does not involve any evaluation. It is a statement of an observation.
- Experiential Recognition
In order to reinforce positive behavior, we will give praise to a child who makes the right choices instead of causing an upset. In experiential recognition, one captures the moment of what in the past would have gone unnoticed. The teacher's excitement and enthusiasm emphasizes the positive behavior. For example, "I like the self control you just used. You stayed calm and walked away. I value that." The child is now receiving attention for the positive behavior that he/she has not had in the past, and thus would have gone unrecognized.
- Proactive Recognition: A New Spin on Rules
"This involves specifically verbalizing recognition when the child has not broken a rule." (Glasser, 79). For example, "Jimmy, I noticed you have been very respectful to me all morning by not shouting out the answer and by raising your hand. I really appreciate that and I have been able to teach the whole lesson without disruptions. Keep up the good listening." In this instance, the rule was stated and the example of how the child did not break the rule was shared. It is important to exercise restraint when reacting to negative behavior and to give positive attention when the child is not breaking the rules.
- Creative Recognition, Creating Successes That Would Not Otherwise Exist
Creative recognition is about strategically acknowledging the child's efforts at following the rules. For example, "I see you are following directions and have taken out your assignment. Thank you for making an effort even though you don't want to do it at this moment." You are simply appreciating any positive effort the child is doing in a clear and specific way.

Becoming Peace Makers

Johnson and Johnson's *Teaching Students to be Peacemakers*, discusses the following steps toward conflict resolution: Negotiation and Conflict Mediation. In order to teach students self-responsibility and self-regulation, it is imperative that they take on the task of mediating or seeking council regarding conflicts among themselves. Negotiation and mediation are self-empowering. Students will learn to make thoughtful, positive decisions about issues and conflicts that affect their own lives, rather than having an administrator or teacher impose a decision.

School Safety

SMArT Academy will implement school-wide physical safety. Our school will be a "closed campus". Students, parents and teachers will be informed of entrance and dismissal gates. Teachers will review with students how to cross streets, use of crossing guard, and safe ways to go to and from school. Parents will inform teachers regarding who will be picking up their child or, how the child will be returning home after school.

All district safety measures will be in place: evacuation route map, monthly fire drills, and campus protection drills. In case of emergencies, there will be an Emergency Committee who will further develop the Emergency School Safety Plan of action. This committee will also be responsible for training the staff on earthquake drills, fire drills, and lock downs. Any emergencies that occur will be under the supervision and direction of the administrator.

We will have monthly safety assemblies explaining to the children what is expected of them. The assembly at the beginning of the school year will explain our mission and organizational foundation

of the school. By explicitly teaching the rules, procedures and daily routines, we create a safe environment. We are devoting time and energy into the climate and culture, a foundation of the school, in order to enhance valuable academic time.

Parents will be invited to attend assemblies on safety, parent pick up, fire prevention, CPR, and first aid training information. Newsletters will be sent home explaining procedures, rules, school safety, and meeting reminders in the languages of our student population.

Personalized Learning Environment - Academic

We will personalize lessons to meet each child's needs and talents so that they are challenged in a way that is engaging. Teachers will plan their lessons according to each child's strengths in order to meet their needs. Teachers will also participate in 'Data Chat', analyzing data and discussing it with peers. They will look for trends school-wide, at each grade level, and in each classroom. Teachers will individualize instruction based on the data and needs of students. Teachers will also plan according to the three tiers of RtI². They will identify students performing at Tiers 1, 2, and 3. Teachers will use their two-hour professional development time to plan effectively for their students thus supporting the school's vision for personalized assessments, lessons and intervention. Everybody takes a role in the implementation of the school's vision.

Staff members will be expected to volunteer for school committees. Our SMaRT Committees will utilize the teacher's strengths in order to support each child's interest through before and after school clubs that will challenge and stimulate the students through active participation in a variety of projects. For example there might be drumming class to learn the multiplications tables, or finger painting to bring stories to life, or play-acting based on lessons learned in social science classes.

Personalized Learning Environment- Activities and Traditions

Monthly assemblies will be held to recognize students who have achieved their monthly academic goals and targets, demonstrated positive behavior, maintained perfect attendance, and mastered the Habits of Mind dispositions taught. These assemblies will also remind students of the practices and routines of the school. Parents will also receive recognition for their child's successes. Acknowledging the students' and parents' successes supports their positive identity in school, their community, and the world.

Another assembly will introduce two Habits of Mind a month. These assemblies will promote academic achievement and motivation. As they are introduced to the school, teachers will remind students throughout the month to apply the habit in their academics and behavior; thereby making it a 'habit.'

SMaRT Academy will offer a variety of team sports. During lunchtime, the teams will be established to promote the following Habits of Mind: working together, persistence, taking responsible risks, humor, and remaining open to continuous learning. This will be an opportunity for students to learn fundamental sports skills as well as a creating a routine that includes Students with Special Needs. Team sports will be an incentive for students to play during lunchtime, and will also help them build community and learn responsibility. They will learn sportsmanship skills, such as: being true competitors, being fair, being impartial, demonstrating athletic skills, following safety rules, camaraderie, cooperation, and teamwork. These sport activities will support the physical education standards for grades K-5.

- i. Management of Multiple Schools: *For network partners and local district teams. Include an explanation of whether and how the organization will transfer the culture of the existing school(s)/campus(es) under your management to the PSC school. How*

will the organization leverage current expertise within the existing network to accomplish this transfer?

The Principal Leader of the Jefferson Complex has been working with the internal team, members of which have also been teachers in the Jefferson Complex. A new culture of persistence and a sense of moral imperative to educate our students have prevailed as ideas for this plan have been discussed and agreed upon. The team invited and heard from the following successful practitioners: Shannon Garrison, 4th grade teacher at Solano ES and recipient of Milliken Teacher Award and currently member of the Federal Assessment Committee in Washington D.C. Ms. Garrison spoke to us about Project-based Learning, which she has used with students at Solano ES. Liliana Narvaez, principal of Estrella Elementary, who is currently using Habits of Mind, and the Adaptive School strategies throughout the school. The school opened in the fall of 2011 and is meeting its goals; currently with a base API of 703. William Bertrand, principal of Solano ES, commented on the role of leadership and support for teachers who offer robust and high level instruction. This high level of commitment to sharing effective practices will continue as SMaRT joins the south Los Angeles area of schools.

- b. Student Support and Success: *Describe exactly what student success will mean at your school. What will you do to ensure students are successful?*

SMaRT Academy will hold high expectations for all students because teachers know that through their collective efficacy students will be engaged in cognitively challenging learning that will result in students becoming problem solvers, critical thinkers, and creative innovators. We will know that students are successful when they can engage in high-level conversations where they question others and offer evidence for their project-based learning. They will be able to articulate and formulate their own goals, and show growth in various assessments (e.g. CST, periodic assessments, Habits of Mind goals etc.).

To ensure their success, we will take a proactive approach and assess all students at the beginning of the school year, or upon admission if they enter after the school year has begun. They are tested using DIBELS and/or publisher-designed tests and core assessments in order to measure basic literacy and math skills. These entry level assessments are necessary to plan for early intervention opportunities for students who may be at-risk of not demonstrating grade level mastery, as well as to plan for enrichment activities for students who are proficient or advanced.

The teachers will monitor student progress using an individualized profile that will incorporate all of the formal assessment information, CST, CELDT, ELD advancement, and Learning Performance Assessments. The profile will also include the picture of the student and his/her specific areas of need or enrichment, the goals the student has set for him/her self, alongside a specific plan of action for differentiated instruction.

Another measure of success will be closing the achievement gap for African-American students and English Learners who have been shown to fall behind their peers as reflected in the data from the feeder schools. English Learners would be expected to advance one ELD level per year. African-American students would be expected to advance one band level a year as measured on the CST and in the periodic assessments. All students in the Basic, Below Basic and Far Below Basic CST bands are expected to become Proficient or Advanced on the CST. It is expected that a 10% growth across the bands would be reflected in the periodic assessments. Teachers at the school will create S.M.A.R.T. (specific, measurable, attainable, realistic and time bound) goals to guide planning, instruction and thus achieve the goals stated above.

Strategies employed will be explicitly organized and focused purposefully to meet the emotional, physical, and academic needs of each student. Students will learn in a cooperative setting where kinesthetic movement, use of manipulatives, realia, and visuals are will be a integral parts of the

lessons that will support our diverse learners. SMaRT Academy will celebrate successes through assemblies where students and their parents receive certificates for various accomplishments.

- c. Social and Emotional Needs: *Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve.*

The social and emotional needs of the students will be addressed by providing a safe and caring environment where adults and children alike respect and value one another. This will be done through the instruction of the Habits of Mind, Second Step, and the use of the Seven Norms of Collaboration. Students will set goals for themselves, and teachers and support staff will review and reflect with the students on their goals, monthly. All school staff members and volunteers will receive training on the Seven Norms of Collaboration, Habits of Mind, and Second Step to ensure that we have a united voice and a respectful manner when dealing with our students. Students will be trained to resolve conflicts under the supervision of an adult during recess and lunch-recess time. Through our ECHO parent trainings, which emphasize skills that lead to non-violent and respectful communication, parents will learn to nurture and effectively communicate with their children providing a much-needed resource for social and emotional care in their own home. As referrals are made for additional support, our community agencies, such as A Place Called Home will provide social and emotional health services when individual, family, or group counseling is needed. The Local District 5 Organization Facilitator will provide parental and staff trainings on available community and Local District resources to meet the needs of the students.

A modified referral system will include a description of the infraction, or negative behavior, as well as any previous occurrence. Students will set goals for themselves and teachers and support staff will review and reflect with the students on their goals weekly. The COST members will meet to provide intervention for students who are in need of support. Student Success Team meetings and follow up meetings will be held for students in need of additional assistance. Those students with Individualized Education Plans (IEPs) will receive the services that they are required to have in order to meet their specific goals.

As our students learn to be emotionally harmonious, mentally resilient, and to communicate effectively, we will see a decrease in acting out behavior as reflected in low number of office referrals and a decline in COST and SST referrals, 0% in suspensions, 100% attendance and an increase in test scores. Our parent surveys and student surveys will also show that our programs are working. Students with IEPs will meet their IEP goals. Grades will also reflect improvement and the achievement gap among the sub-groups will close.

- d. College and Career Readiness: *Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

SMaRT Academy has a vision and a commitment to A-G requirements for every student. Our students will meet or exceed the California Content Standards, and in the near future the Common Core Standards. Our students will be prepared to take college-preparatory classes in secondary school so that they can eventually attend the four-year college or university of their choice.

To inspire students to prepare for and attend college, SMaRT Academy will form a College Committee made up of staff, parents, and community members who will plan/coordinate the following activities:

- College banners/pennants will be displayed in all classrooms
- Monthly 20 minute student assemblies will highlight a career or college/university

- Fifth graders and their parents will have a clear understanding of the A-G requirements prior to graduation
- A college-bound, high school senior who has adopted a classroom (and his/her parents) will personally invite all parents to an annual college clinic.
 - Parents will learn about the following:
 - ◆ CAHSEE, graduation requirements, SAT exam, college entrance requirements, and financial aid
- Every student will take a field trip to a college/university in the fifth grade
- SMARt Academy will participate in an annual college/career fair in collaboration with Jefferson High School
- All teachers at every grade level will talk about the importance of college and career readiness
- Representatives from college/universities and various careers will be invited as part of SMARt events at the school, which will highlight a particular areas science, mathematics, the arts, and technology

Classroom and instructional strategies that extend student-learning experiences beyond basic content proficiency skills include the competencies that will be needed by students for career or post secondary education. Teachers will meet to plan and design college-bound activities that emphasize the following 21st Century Skills identified by Tony Wagner in his book, The Global Achievement Gap:

1. Critical Thinking and Problem Solving - Provide opportunities for students to create criteria and rubrics so they can reflect and improve on a given task. Opportunities for students to know how to connect, organize, and weigh the value of ideas. Identify similarities and differences among the various colleges, universities, and careers that they can select from setting objectives so that students can make a plan of action as they make college and career readiness their goal.
2. Collaboration Across Networks and Leading by Influence - Provide opportunities for students to have conversations where they can challenge and correct one another. Using Project Based Learning, students learn to work, manage and collaborate with others on a long term project.
3. Agility and Adaptability - Use themes to design units of study that revolve around student generated questions and concerns.
4. Effective, Written and Oral Communication - Provide students with rigorous and challenging texts that offer different ideas and points of view. Students write about, reflect on, and report on what they have learned.
5. Accessing and Analyzing Information - Provide students with skills for collecting and organizing information in this global era. Summarizing and note taking will help them as they take classes and understand what they have learned.
6. Curiosity and Imagination - Allows students to learn about innovative products and those who created them to nurture their imagination and creativity, inviting them to experiment and ask questions, designs, and make their own products.

The school will participate in the Jefferson Pipeline, which involves Jefferson High School, Los Angeles Academy, Central Region Middle School #7, Carver Middle School, the feeder elementary schools, and Early Education Centers. The Pipeline was created and is still evolving in its quest to ensure that students are followed through their elementary and secondary careers through personalized activities, effective and timely communication as students matriculate from one level to another. The goal is to prevent students from dropping out because their needs have not been met. The Jefferson Family of Schools has met and has identified individuals who will be part of a Jefferson Pipeline Student Success Team. The team will identify families that have students at every school level who are in need

of support (academic, social, and emotional). They will ensure that assistance and guidance that is personalized and unique to the needs of the family are identified and implemented. 'One Los Angeles' is an organization that has met with the Jefferson Family principals to familiarize them with the services and support that they offer in order to meet the needs of our south Los Angeles families. The Jefferson Family principals meet monthly to articulate and refine their plans for meeting the needs of the Jefferson family students.

e. School Calendar/Schedule: *Describe the school calendar and daily schedule.*

SMArT Academy will operate on a traditional 180-day calendar with 55,100 instructional minutes as approved by the LAUSD Board of Education (see appendix for Single Track Instructional Calendar 2012-2013). The teachers will report to the school 10 days before the start of the school year to attend professional development sessions. Teacher hours will be from 7:40 a.m. to 3:05 p.m. The daily schedules will reflect subjects taught from 8:00 a.m. to 2:55 p.m. except for one day of every week (as yet to be determined) when students will be in school from 10:00 a.m. to 3:30 p.m. The core subjects will be taught.

The class sizes will reflect the approved class sizes in LAUSD for PHBAO schools. We will observe teachers teaching before they are hired for SMArT Academy and conduct an interview. We have information on student achievement and longitudinal teacher data in order to best place students with the most appropriate teachers. The proposed schedule covers the core subjects and will meet the needs of students and thereby promote student achievement.

(See Appendix for School Year calendar and Daily Schedule for both faculty and students.)

LIS Waiver #5 Rationale

We are seeking autonomy in order to provide professional development to teachers on one day of every week from 8:00 a.m. to 10:00 a.m. We have experienced that when faculty and professional development meetings are held in the afternoon after a full day of instruction, teachers are less capable of making meaningful and long-lasting applications to their instruction. By holding the trainings in the morning for two hours, we are certain that not only will the faculty and staff benefit, but that the students, who will receive additional tutoring, organized sports time, and PBL time, will have access to additional assistance to reach their goals. We will employ the Banked Time format to ensure that the minimum annual instructional minutes and teacher work hours are preserved. Therefore, we seek LIS Waiver #5 in order create the most productive environment for all stakeholders.

f. Policies: Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.

As an LAUSD school, SMArT Academy, will ensure a safe school environment by implementing all aspects of the District Discipline Foundation Policy. In addition, the students will learn the difference between dialogue (to understand) and discussion (to make decisions) and they will be trained on the use of the Seven Norms of Collaboration, which they will be expected to use in and out of the classroom. These Seven Norms of Collaboration are from the work by Robert J. Garmston and Bruce M. Wellman (2004) and are found in the book The Adaptive School. The students will learn the Habits of Mind based on the work of Arthur Costa. Student recognition successes will be a major part of our work in creating a safe and respectful campus. This will include Student of the Month, Most Improved Student, Student with Perfect Attendance, Students Who Respect Others, just to name a few.

Stakeholder roles to ensure school-wide safety of all students:

TEACHERS - The teachers at SMArT Academy will establish and maintain an unwavering commitment to providing a sound educational community for all learners. This commitment includes

both comprehensive and effective lesson planning and instruction, and the establishment of a positive classroom environment with clear expectations for student behavior. At the start of the school year, teachers will be responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. They will be responsible for establishing and consistently applying a set of clear consequences for behaviors, both positive and negative, in the classroom. Teachers will be expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis utilizing multiple teaching strategies including, but not limited to, role-play and simulation. Finally, teachers will be expected to communicate with parents and students on a regular basis about student performance and behavior in the classroom, and to document these interactions.

OTHER SCHOOL STAFF - All other staff including administration, coaches, coordinators, paraprofessionals, office staff, and custodial staff are also expected to maintain an unwavering commitment to providing a sound educational community for all learners. To this end, other school staff members are expected to be familiar with the school-wide behavioral expectations in Second Step and must take responsibility for guiding the behavior of all students in a positive and consistent manner.

STUDENTS - Students are expected to be familiar with all behavioral expectations, both school-wide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must make behavioral choices that contribute to their safety and the safety of others. They will be expected to abide by these guidelines at all times on the school campus in order to create a peaceful and productive learning environment.

PARENTS - Parents will be taught, informed, and must be familiar with the school's expectation for student behavior and related consequences. Parents will be responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The school will expect parents' support in reinforcing behavioral expectations. When consequences for inappropriate behavior must be implemented at school, parents should follow up at home to ensure the behavior does not reoccur.

The following is a list of example behaviors that will result in consequences. All referrals to the office must be accompanied by a referral slip with the student's first and last name. Office referrals serve as a record and provide data regarding school-wide behavior trends. Students will be provided with an opportunity for due process by writing about what occurred during the event.

The following are examples of behaviors that, unless persistent and dangerous, will be addressed in the classroom by the teacher, and if necessary the parent will be contacted:

- Use of inappropriate language, name calling, including racial slurs
- Minor fighting or pushing, instigating a fight among others
- Being disrespectful to adults and other students
- Inappropriate clothing
- Taking others' belongings

The following are examples of behaviors that are considered major offenses and will result in administrative and or police intervention:

- Improper touching (sexual)
- Threatening bodily harm
- Major fighting
- Selling drugs on campus
- Defacing school property
- Weapon on campus

- Severe harassing or bullying

These serious offenses may be followed up with district crisis intervention and or a district threat assessment. The policies and guidelines of LAUSD will be followed as they pertain to positive behavior plans, suspensions and expulsions.

B-5. Parent and Community Engagement

- Background: Describe the community you will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss how the school aligns with community needs and expectations.*

Based on information from City-data.com (2009), our neighborhood population in the 90011 zip code is comprised of approximately 92,961 Hispanics, 9,542 African Americans and 760 Caucasians. Most are native Spanish speakers, are married and have a median household income of \$30,353 as compared to the state average of \$58,931. 35% of the resident population has an income below the poverty level as compared to the state average of 14.2%.

Based on the LAUSD School Demographic Characteristics page, more than 92% of the feeder school students are Hispanic. Most schools have a 100% participation rate for the free or reduced lunch program. However, Harmony Elementary had only 85% of students recorded as participating in this program. This anomaly could be explained due to multiple responses, decline to state, or non-response on the lunch application. Thus, most of the feeder schools student population is considered socioeconomically disadvantaged. In addition, an average of 51% of feeder school parents were not high school graduates. This data comes from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the California Department of Education School Report of Standardized Testing and Reporting (STAR) Program student answer documents.

However, our parents bring great strengths and assets to our community. They provide the community with a proud multicultural heritage, have a strong desire to give their children a better life and are always willing to work with the school as evidenced by the high turnout of parent participation at our informational meetings for the Public School Choice process. We held informational parent meetings at all five feeder schools in order to ask parents for their opinions, advice, recommendations, and hopes for the school. At three of the schools over 60 parents attended and at all five schools, there was an overwhelming response to our presentations. Parents had a large variety of requests and opinions for their children's education. The suggestions were primarily centered on expanding instruction to include the arts and sports. The parents also wished for parent trainings on how to help their children be successful at school and in life. One parent actually asked for interdisciplinary instruction for her child because she had learned about it at training held at a local center!

Based on the California Department of Education, School 2011 Adequate Yearly Progress (AYP) Report, more African American and Hispanic students are doing better in Mathematics than in English Language Arts. Close to 50% of the feeder students scored proficient or higher in the Mathematics exam. However, in English Language Arts, all subgroups performed at a much lower level. At Hooper Ave. El, only 25.6% of the English Learners (EL) scored proficient or advanced. 41.3% of the EL student population at Harmony Elementary scored at Proficient or above. This was the highest percentage for EL populations at our feeder schools. This same rank was seen at Ascot El where 42.4% of African American students scored Proficient or above. The school with the lowest scores in English Language Arts was 49th Street where only 14.3% of the students scored at Proficient or above.

Our plan addresses the needs of English Learners and African American students in language arts, writing strategies and comprehension through language development strategies (including collaboration, public speaking and dramatizations for PBL), journaling, and writing throughout subject

areas. It takes into account that we, as educators, need to be aware of our students' cultural backgrounds. Design team members are committed to this idea.

Based on parent informational meetings held at feeder schools, parents want their children exposed to visual and performing arts, computer education and an after school program that engages children and helps him/her pursue a healthy, fit life style. One of our teachers is a certificated health coach and yoga instructor who will provide parents with nutrition and exercise information. Parents also wanted strong intervention programs to help their child succeed as well as a school that was safe, supervised, and had a viable discipline program. Parents wanted their children treated with respect, which included being greeted by their teacher with a smile.

While our mission statement stresses that Technology and Art will be central to our curriculum, we also feel very strongly that our school needs to create a culture of respect, helpfulness and empathy towards everyone. Thus, our teachers will be trained on the Habits of Mind and on the Seven Norms of Collaboration in order to meet these needs.

- b. Strategies: *Describe your team's history and experience serving this or a similar community. Explain the team's vision for engaging this community and the underlying theory that supports it*

Our team has more than 55 years of collective experience in education. They bring a wealth of knowledge in working with the student/parent populations of our feeder schools; and are familiar with students' cultural backgrounds. Two of the teachers are National Board Certified (NBC) and have demonstrated a strong connection to the community through student focused communication trainings, parent workshops and research based instruction. Some have also worked in the School Readiness Language Development Program (SRLDP-Pre-School) which has a strong parent component embedded in it. As such, they have developed and implemented monthly parent meetings thus engaging parents and winning their support. We have a teacher who has been a bilingual coordinator and understands the needs of the English learner, knows District policy and its implementation, and knows how to work with parents to meet their child's needs. Our teachers have been leaders at their schools and are familiar with community resources, and will bring those resources to our school. One of our teachers consistently does community organizing and has created a student scholarship fund for college bound students and can make parents aware of what students need to go to college. One of our team members has developed intervention programs for her school including budget development, teacher/parent training, and administrative supervision for over four years. Another was the principle investigator on a research project funded by the University of California Linguistics Minority Research Institute, on developing cross-cultural harmony in schools serving Latino families. We also have an administrator who has assisted with opening a new school and understands what services parents need as well as understanding the culture and heritage of families in this District.

SMArT Academy will hire teachers who are culturally aware of our community members and who seek to form positive relations with all the families. Culturally competent educators "...know that students who have the academic and cultural wherewithal to succeed in school without losing their identities are better prepared to be of service to others; in a democracy, this commitment to the public good is paramount." (Ladson-Billings, G., "Teaching and Cultural Competence", Summer 2001)

Language was cited "...as one of the most significant barriers to ELL parent school collaboration." (Crawford, 1991; Trueba, 2002) Since most of our parent population speaks Spanish, we will strive to break down language barriers that impede solid home and school connections (Waterman, R. and Harry, B., Building Collaboration between Schools and Parents of English Language Learners: Transcending Barriers Creating Opportunities, 2008). As part of building relationships parents and staff will be trained in the Echo Parenting Classes. These classes teach the tools of "Connecting Communication". They focus on how to express feelings and how to make requests, instead of demands, in order to meet one's needs. They also teach the parent how to set limits to help keep children safe and help them to engage

socially. These classes will be part of our effort to create, caring and positive relationships with the child, parent and the community (ECHO Parenting and Education, 2011).

At SMaRT Academy, teachers will take part in home visits in order to become acquainted with the families, learn about their culture and establish a positive rapport. "These visits are the most direct way to get the parents' help. We're able to gain their trust. It makes the connection instant and so much deeper." (Washington Post, Oct. 2011) Communication with the parents will be via teacher email, telephone, and printed materials through Connect-Ed. Information that is sent home will be translated into the home language.

We will also offer opportunities for parent-to-parent contact, such as ESL classes, parent advisory boards and social/cultural events that will help parents of ELs create social networks. Our social events for parents include SMaRT Nights. These will be evenings where the parent and child will have the opportunity to come together to explore and learn new information in the areas of Math, Art, Technology and Science. We will invite Iridescent Learning, an afterschool program, which engages mentor science professionals; such as engineers and scientists, to guide the students and parents on problem-solving activities. They will be able to explore constellations using telescopes, use mathematical computation and problem-solving strategies in order to build bridges, for example. These sessions will facilitate parents' ability to articulate knowledge about their learning and our school. In turn, this will function to cultivate trust and an exchange of information and resources, which will help build long-term relationships. Thus, it will facilitate school and community involvement. By participating in these sessions, parents will learn first-hand how to develop and foster 21st Century Skills (Framework for 21st Century Learning, 2009) for improved learning outcomes, for their children. These essential skills include critical thinking, problem solving, communication and collaboration.

SMaRT Fairs will also be part of our parental involvement and support program. We will have fairs in the various subject areas where the students will present what they have learned and where the school will celebrate accomplishments in learning in these areas. For example, we can have Storytime theatre in which students can dramatize a classroom story from their Treasures Literature section, and change the ending based on their own ideas. We will have a visual arts exhibition that stresses self-expression and culture, based on the standards. We also plan to bring community partners to the school in order for the parents to take advantage of the resources that exist in our neighborhood and that are readily available to them.

We will offer informational meetings, in the parents' native language, which will be given by our bilingual coordinator and/or our parent liaison. These meetings will deal with school activities, grade level standards, academic expectations in each core subject, API scores and the school report card. Parents will also be encouraged to participate in the mandated school councils, such as School Site Council, so that they are informed and have a clear voice in decisions that affect their child's education. Parents need to be informed in order to be empowered. This can help them become strong leaders in our school and in our community.

Our parent meetings will be based on a survey of parent needs. The parents will be given the opportunity to learn about The Habits of Mind and how those principles enhance student learning and how they create a safe environment with respect for others, and problem-solving. Some of the principles of Habits of Mind are: Questioning and Problem Posing, Creating, Imagining and Innovating ("Images for Supervision and Curriculum Development", 2000). The different ways of thinking and responding to new information help our students be actively engaged and be motivated about learning. The ECHO parenting classes will also promote good mental health, creativity, intelligence and productivity. As aforementioned, they will help build a respectful culture of empathy throughout the school community.

Our overall goal is to make the child and parent welcome at the school, to get to know them, respect their culture, and to make the parents active partners in supporting their child's education.

- c. *Key Community Partnerships: Discuss the specific ways in which community members will be included in the ongoing success of the school.*

SMARt Academy will have SMARt Community Fairs on three Saturdays during the school year. Our community partners will be able to participate and educate the community about their services. Additionally, Thomas Jefferson High School and the community pipeline will also be invited to support students as they matriculate from SMARt Academy and move on to middle and high school. The principal and committed teachers will be the key people in developing these relationships.

SMART Academy has established authentic collaborative relationships with organizations from the community to enhance student learning and experience, and parental involvement.

The Key Partnerships have thoughtfully and purposefully been selected because they support our mission and vision. The partners have a role in showing students how pursuing their education and own careers can contribute to their community. The Partners are Science, Math, Technology, or Arts experts. We also believe in developing children's interpersonal skills so as to be motivated learners who will develop their identity as successful individuals. Our partners will support us in achieving our mission and vision. The Partners will guide students on how to gain 21st Century skills so as to be successful in our ever-changing world. The partnership includes the support of Councilwoman Jan Perry and the following community agencies:

A Place Called Home- This well established nonprofit organization offers afterschool tutoring and programs that include: music classes, cooking classes, sports, theater, dance, and counseling services. The Director of Counseling Services, Yvonne Styles, is supportive and will work together to be an outside school counseling provider should any of our students need additional services. During the first year, SMART Academy will refer students to 'A Place Called Home', for those in need of additional support. They will be invited to participate in the Community Fair Events during the first year. During the second year, a more formal relationship will be established and we will work towards having them lead a parent-community lecture on counseling services and/or having children be college bound. By the fifth year, all students and parents will know about the services of A Place Called Home so that they will continue using this resource in middle school and high school. They will continue to lead parent lectures on classes parents are interested in.

Beat the Odds: Social and Emotional Skill Building Delivered in a Framework of Drumming - Beat the Odds integrates activities such as drum circles and group counseling to teach skills such as focusing and listening, team building, positive risk taking, self esteem, awareness of others, leadership, expressing feelings, managing anger and stress, empathy and gratitude. The classes will be led by the classroom teachers in daily lessons. In the first year, all teachers will receive the professional development training and a grant will be written for a classroom set of REMO Drums. In the second year, all teachers may retake the professional development and further understand how to integrate drumming into the curriculum. By the third year, students will have a performance for the school at one of the Smart Nights. In the fourth and fifth years, students will continue to present their own performances. This program meets our mission of empowering students to reach their full potential because it supports expression of feelings and goals through drumming.

Echo Parenting- A nonprofit organization dedicated to nonviolent parenting which offers parents the guidance to creating and maintaining an optimal relationship with their children so they can thrive and grow into healthy adults. By building a tight emotional bond of understanding, nurturing, support, trust, warmth and compassion, a child reaches a high level of emotional development. Echo Parenting is willing to collaborate in providing their training on nonviolent communication and empathy to teachers, staff, and parents. Working directly with Echo parenting classes will help adults understand brain development in children and how to use nonviolent communication with them. During the first year, parents will receive the initial nonviolent communication/empathy training. Each year, training will be

provided for new parents of kindergartners those who were unable to take it the previous year. Parents will be referred to the Echo Parenting location in Echo Park if they are interested in continuing the study. In the second or third year, parents might volunteer to lead Echo Parenting community classes. This will be a driving force of the parent center. By the fifth year, all parents will have taken the Echo parenting classes.

Families in Schools - An organization that works with the school staff to build parent involvement. The Read with Me program, is an evidence based, family involvement program to improve literacy skills. The program engages families in reading activities, and provides them with award winning books on a weekly basis. This is an interactive way of engaging parents with the school and instilling children with the love of learning and encourages continuous learning habits.

Hermanidad Mexicana - Is dedicated to financial literacy and providing information about immigration. The demographics of our school include; 54.2% foreign born and 14.5% naturalized citizens. The families are primarily of Mexican descent (82%). We have partnered with Hermanidad Mexicana to bring the community information and education on becoming legal residents, financially literate, and functional in the current economy.

Iridescent Learning – Will engage parents in the afterschool program. They are mentor science professionals; engineers and scientists, who will lead workshops and be role models in the community. The program’s activities allow children and parents to use their problem solving skills, ask questions, increase their creativity, and develop persistence.

Jan Perry, Los Angeles Councilwoman – 9th District - Has been supportive to our community, and is committed to continuing that association through holding community informational meetings at our school, offering fieldtrips, when available, to our students and listening to our concerns and questions at parent meetings.

Jet Propulsion Laboratory (JPL) and Community Engineers – Managed by California Institute of Technology (Caltech), JPL is involved in the construction and operation of spacecrafts for NASA. Engineers from JPL and from the community have committed to working with Iridescent Learning to be science mentors.

Los Angeles Police Department – LAPD, Newton Division has established a commitment to collaborating with the entire SMArT Academy community in order to continue in developing positive relationships. The police department will contribute enormously to the school vision of “...Preparing our students to reach their full potential as problem-solvers, critical thinkers, and creative innovators..” by conducting student assemblies on safety, citizenship, and coming to positive solutions when dealing with confusing decisions. There will be monthly parent/community update meetings, and will maintain a positive presence by volunteering for large events, i.e. Read Across America, Halloween Parade, etc.

The Museum of Contemporary Art (MOCA) - MOCA is committed to supporting the development of SMArT Academy’s students as they explore their identity as artists and refine their skills as researchers, writers, and knowledgeable communicators about the arts. They have offered to conduct a series of Professional Development geared to the skills and concepts being developed in specific Project-Based Learning lessons, as well as hosting field trips that will establish real connections for the students with the concepts and skills taught in class.

The Music Center - “The Music Center: Performing Arts Center of Los Angeles County believes the arts enhance the lives of all people and are crucial to the development of every child. The arts are a powerful tool to communicate our own ideas and to understand the perspectives and experiences of others.” (Music Center) This belief led SMArT Academy to approach the Music Center Education Dept. They have committed to offering support in a variety of ways in order to enhance our integration of the arts across the curriculum and inspire the student body to reach their potential. They will provide professional development to the entire staff, bringing professional performances in theatre and music, and enhancing our Jefferson Pipeline of communication by working with the Jefferson family of schools, thus promoting the arts as a way of life not simply a momentary experience.

Sustainable Economic Enterprise of Los Angeles - A local nonprofit organization is dedicated to promoting and engaging self-sustaining, community and economic development activities within the City of Los Angeles. This includes sustainable food systems, social and cultural programs, and economic revitalization projects. Their instructors will provide nutrition courses to parents and include exercise classes to the community.

Star Eco Station- A nonprofit organization dedicated to educating students about the environment. They offer students field trips to learn about a variety of exotic, rescued wildlife. They also have a mobile museum and provide assemblies about animal preservation.

World Fit for Kids (WFIT)- provides programs that teach healthy behaviors and personal empowerment. Their programs will promote becoming more physically fit, eating healthier, improving academically, growing with self-confidence and motivation, obesity reduction, increased graduation rates, and work readiness. Their afterschool program will provide physical activity, homework assistance, healthy snacks, enrichment activities, nutritional education, and mentoring.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

a. School Type:

(NOT APPLICABLE)

b. School Level Committees: *Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making. Describe the process for gaining input from all stakeholder groups in making key decisions.*

We will follow the District and UTLA guidelines for committees as outlined in the current Bargaining Unit Agreement. "A. School leadership council will be formed and will participate in shared decision making on all matters listed on Section 2.4 of the Bargaining Agreement.

The SLC shall establish a committee comprised of the school principal, chapter chair, teachers, parents, and Classified staff for the purpose of selecting personnel in accordance with District policies and procedures." Meetings will be held in which the Council will dialogue and discuss in order to make the best decisions for the needs of the students.

c. Governing Council:

(NOT APPLICABLE)

B-7. School Leadership

a. Principal Selection: *Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision.*

The mission and vision must come to life in a leader that has the core values and beliefs that are child-centered and ethical. The leader must do the following:

- Focus on achievement: Is able to harness the energy of all stakeholders to challenge and have high expectations for all. Is able to create a shared vision that drives the school.
- Build strong relationships: Is able to work with school staff, parents and partners to effectively raise achievement of all groups.
- Solve problems: Is able to efficiently deal with academic, and operational issues that impact a school on a daily basis.

- Be able to work with a diversity of backgrounds: Is able to work with various groups from diverse backgrounds at different level of capacity, such as parents, teachers and students.

The job will be posted with Human Resources and will comply with LAUSD policies and procedures for posting principal positions. Members of the writing team will interview the candidates. The names of the top three candidates, in priority order will be given to the superintendent for review and selection.

(For Principal Job Description, See Appendix)

- b. Leadership Team: *Identify any leadership positions beyond the principal position.*

There will be grade level leads that will work closely with the principal to implement the proposed plan.

B-8. Staff Recruitment and Evaluation¹

- a. Staffing Model: *Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and instructional program.*

SMaRT Academy will follow the Norm-Based Staffing Model using E-Cast projections for the Academic and Non-Academic staffing needs of the school from start-up through year 5.

Estimated student population - 598

Staffing Projections for SMaRT Academy (2012-2017)					
	1st year	2nd year	3rd year	4th year	5th year
	FTE	FTE	FTE	FTE	FTE
ADMINISTRATIVE					
Principal	1	1	1	1	1
FACULTY/STAFF					
KINDERGARTEN	5	5	5	4	4
1 ST GRADE	4	5	5	5	4
2 ND GRADE	4	4	5	5	5
3 RD GRADE	4	4	4	5	5
4 TH GRADE	3	3	3	3	3
5 TH GRADE	3	3	3	3	3
SWD	1	1	1	1	1
RSP	1	1	1	1	1
Learning Center Teacher	1	1	1	1	1
Teacher Assistants	*	*	*	*	*
NON ACADEMIC STAFF					
AP-EIS	0.5	0.5	0.5	0.5	0.5
Admin Assistant	1	1	1	1	1

¹ Note that staffing plans must be aligned with District and union agreements regarding staffing, recruitment, and performance reviews. Applicants requesting staffing autonomies must submit waivers for approval (see Part C: Internal Management of the application below).

Bilingual/Title I Coord.	1	1	1	1	1
Office Assistant	1	1	1	1	1
Cafeteria Manager	1	1	1	1	1
Psychologist	0.8	0.8	0.8	0.8	0.8
Nurse	2.0	2.0	2.0	2.0	2.0
Plant Manager/B & G	1	1	1	1	1
Community Rep.	.25	.25	.25	.25	.25

*Teacher Assistants will be purchased based on teacher need and current Master Plan guidelines for provision of providing primary language support.

- b. Recruitment and Selection of Teachers: *Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision.*

The selection of teachers will be based on the following criteria:

- Knowledge and expertise in using Project-Based Learning
- Knowledge and expertise in backwards planning
- Expertise and current knowledge of the following curricular areas: mathematics, science and the arts
- Knowledge and expertise on 21 Century Skills
- Interpersonal skills and ability to work with diverse student populations
- Track record of student achievement as evidenced by portfolio
- Expertise in data analysis to inform instruction
- Knowledge of SDAIE/SEL Access Strategies

Prospective teachers will be interviewed and observed teaching prior to being selected. The interview process will keep in mind Charlotte Danielson's Framework when observing teachers.

LIS Waiver #9 Rationale

We are requesting Waiver #9, "Mutual Consent" in order to ensure that the teachers who commit to working within our community of learners will have had the opportunity to demonstrate their strengths and willingness to apply our instructional format through an interview and observation. We are aware that it will take openness to new experiences and thoughtful risk-taking to be successful at SMARt Academy. We believe that through the steps described, we will be able to ensure teachers' awareness of the road ahead, and desire to be a part of our adventure.

- c. Performance Reviews: *Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff.*

The evaluation process will be based on the District approved evaluation process. This includes 2 pre-conferences based on 2 lesson plans designed by the teacher, formal observation of 2 lessons and post-conferences where the teachers' reflection and growth plans are discussed with the evaluator. The process includes 4 informal visits with post visit conferences to give feedback to the teachers. The teachers will have a reflective journal in which they keep their lesson plans, analysis of data, growth plans, reflection, and feedback; as well as lists of the classes and professional development sessions they have attended in order to become highly effective teachers.

Observation of teacher practice, contributions to student outcomes, stakeholder feedback, and contributions to school community will be included in a carefully crafted portfolio that will provide evidence of dates and artifacts of the aforementioned events. The portfolio will be reviewed by the principal and the teacher, and this will result in a mutually agreed upon growth plan with benchmarks and timelines.

B-9. Sharing a Campus

(NOT APPLICABLE)

C. Internal Management

C-1. Waivers: *Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.*

Submitted Waivers: LS #2 – Methods of improving pedagogy; LS #3 – Curriculum; LS#4 - Assessments; LS #5 - Scheduling; LS #7 – Professional Development; and LS #9 – Mutual consent requirement for employees.

(SEE Waiver Identification Form - Appendix)

C-2. Budget Development: *Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your school's priorities from start-up through year three. Explain how you will engage and incorporate input from a broad cross-section of stakeholders.*

SMaRT Academy's budgetary priorities will be based on student academic needs as well as input from all stakeholders for overall student improvement, so that they can be college prepared and career-ready. We will work as an invested community in order to ensure that each student receives what he/she needs in order to be successful. In order to demonstrate transparency, the school leadership team will work in conjunction with the English Language Advisory Committee, the Compensatory Education Advisory Committee, the faculty, and staff to provide input in identifying school priorities based on data and in alignment with the Single School Plan. Based on the identified priorities, the School Site Council works as representatives of the stakeholders to decide how best to use the budgetary allocations that may include Title I and Bilingual funds.

We will use our school site resources to staff the school according to our needs. We are not 'normed' for the following positions: such as administrators, teachers, and counselors. We will be cautious in ensuring school-wide need before making such purchases.

In developing school site budgets, we at SMaRT Academy will ensure the following must ensure the following:

- Class-size does not exceed maximums approved by the Board of Education
- Standards-based arts instruction is made available to elementary school students
- Clerical support is dedicated to meet the Chanda Smith Modified Consent Decree requirements
- Enough custodial support is available to maintain the cleanliness of the campus
- Mandated health and attendance requirements are met
- Employees are not working out of their respective classifications.

Because the unrestricted revenue allocation for elementary schools will include revenue for K-3 Class Size Reduction, we shall organize each K-3 class at the 24:1 maximum class size, and each 4-5 class at a 32.5:1 maximum class size in accordance to current District policy.

Therefore, for years one through three, we shall ensure the following positions, services, and materials:

Positions:

- FTE: one principal, one SAA, one office clerk, one plant manager, one cafeteria manager, twenty-four teachers, Categorical Program Advisor, T.A.s (based on Master Plan requirements).
- PTE: Nurse, Counselor, Psychologist, Custodial support, RSP
- Additional: Day-to-Day Substitutes, Classified Substitutes, Teacher X-Time

- Services: Training fees incurred by Buck Institute and Music Center
- Miscellaneous: Instructional Materials, Custodial Supplies, Office Supplies, Nurse Supplies
- Additional: Eleven Buses for curricular trips, Supplemental instructional materials

Through transparency, by building stakeholder understanding of revenue and costs; flexibility, by allowing schools to make individualized spending decisions to improve student outcomes; accountability and support, through more support and accountability structures for schools, and; equity, we shall ensure that the needs of all students are met.

D. Operational Management

D-1. Portfolio Development.

- a. Portfolio Growth. *For charter schools and network partners.*

(NOT APPLICABLE)

- b. Operations. *For charter schools and network partners.*

(NOT APPLICABLE)

- c. Portfolio Evaluation. *For charter schools, network partners, and local districts. Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate. Indicate "N/A" if you have not managed schools/campuses before.*

Under Mr. Martinez's first year of leadership, Local District 5 had the highest Reclassification rates and was the most improved District overall. In order to build capabilities in instruction, Local District 5 has held 1,064 professional development sessions. Through his targeted leadership, we have identified key areas for improvement, as we look at a variety of schools, from East Los Angeles, Lincoln Heights to South Los Angeles:

- Increase the number of students who move one ELD level per year
- Ensure students reclassify before they matriculate to middle school
- Improve the quality of instruction in all schools
- Increase the graduation rate at all our high schools
- Decrease the dropout rates
- Focus on eliminating the achievement gap and decrease suspensions

To this end, LD5 has targeted local professional development and principal leaders are consistently at schools unless they are called to an LD meeting.

D-2. Organizational Responsibilities and Goals: For charter schools and network partners.

(NOT APPLICABLE)



APPENDIX

PAGE

1. Letter of Intent (11/18/11 version)
2. Commitments & Expectations Form (11/18/11 version)
3. Applicant History Data Sheet
4. Performance Plan
5. Assessment Development Timeline
6. List of Textbooks
7. School Calendar
8. Professional Development Schedule
9. Waiver Identification Form
10. Citations