



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

PROPOSED BY: SMArT (SCIENCE, MATH, ART, TECHNOLOGY) ACADEMY

FOR: CRES # 21

Mission & Vision of the School

Vision Statement: At SMArT (Science, Math, Art, Technology) 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.

Mission Statement: SMArT (Science, Math, Art, Technology) Academy is a community of motivated learners who explore, pursue, and develop their identity as successful individuals. 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.

Upon matriculating from our school, all students will be able to solve problems collectively, use technology to further their knowledge and expertise, and be able to inquire, articulate, and defend ideas. They will be able to use their creativity to enhance and design new products that will benefit the world. All students will be able to master the current California and future Common Core Standards in all curricular areas. This includes the ability to speak, read and write fluently, demonstrate comprehension in all content areas, have algebraic knowledge, and problem solving ability that is applicable to real life experiences. All students will be proficient in the use of technology and will be confident and fearless in tackling secondary and college courses that will lead to their desired careers. The Habits of Mind will allow them to become resilient problem solvers, and be able to build and maintain positive relationships throughout their lives.

Designing Data Driven & Student Centered Instructional Programs

Based on the data from the feeder schools, our students will have the following needs:

- To become proficient in English in order to reclassify before entering middle school
- To improve in reading comprehension and writing strategies in all content areas
- To improve their knowledge and application of basic operations in mathematics (for example, many students are unable to understand and solve word problems because they need to read at grade level to understand the problem and know which operation to use.)
- To improve in their ability to read technical texts, such as science material
- To know how to express themselves and engage their audience
- To access the core curriculum so they can be prepared for secondary school
- To think as they learn because, as seen in multiple year test results, students continue to struggle in the same areas year after year.

(Using bullet points, list how you will design student services and interventions to prepare all students to graduate college-prepared and career-ready.)

Research by the National Education Association has shown that providing extended learning opportunities for students will enhance their learning. Based on the our findings from the feeder-school data, the following student services and intervention will be provided to all students:

- Access to interventions such as: After-school, Saturday school, and summer school in order to close the achievement gaps and/or enhance learning
- Access to professionals, such as artists in residence, and experts in their fields, such as engineers and architects, who can support them during their project based learning studies
- Participation in Iridescent Learning classes that bring science and math to life through projects
- Participation with the Los Angeles Astronomical Society in learning about and viewing the night sky
- Participation in “Engineering Is Elementary” classes
- Participation in “Junior Great Books” Program
- Participation in “World Fit for Kids” which provide classes on nutrition, exercise, and homework



Instructional Program

(Briefly describe in bullet point format how your proposal will serve the following student sub-groups.)

Students with disabilities:

- Will receive services listed in their Individualized Education Program(IEP)
- Will be mainstreamed appropriately and included in all activities
- Will be provided with differentiated instruction that is monitored for progress using quarterly assessments and annual IEP goals and objectives
- Will participate in Project Based Learning – where they can show a product/performance and will explain what they have learned by collaborating and doing research with other students

Socio-economically disadvantaged students:

- Will be provided with differentiated instruction based on assessments that show what students need to learn
- Will participate in Project Based Learning - where they can show a product/performance and can explain what they have learned by collaborating and doing research with other students
- Will be able to participate in curricular trips that will allow them to visit areas outside of their immediate community, such as the Jet Propulsion Laboratory
- Will participate in afterschool intervention programs

Special needs students:

- Will be provided with differentiated instruction that is based on assessments that show what students need to learn
- Will be monitored using a profile so that their specific needs are identified and resources are provided to the student and the family

Gifted students:

- Will be provided with differentiated instruction that will allow them to enhance their natural abilities
- Will participate in Project Based Learning at a level where their ideas will be challenged and they will be able to showcase their talent
- Will be monitored to ensure that they are achieving at higher levels and maintain and exceed their self selected goals on academic growth
- Will participate in intervention programs as appropriate

English Language Learners:

- Will be monitored to ensure that they receive daily high quality English Language Development instruction
- Will be provided with differentiated instruction in English Language Arts that is based on their particular English Language Development needs
- Will be taught using access strategies during the content areas, such as graphic organizers, instructional conversations, cooperative learning, and academic language
- Will progress from one ELD level to another each year, which will be celebrated with their parents
- Will participate in intervention programs

Standard English Learners:

- Will be provided with differentiated instruction that is based on assessments that show what students need to learn
- Will be monitored to ensure that they are learning academic English while honoring their home language
- Will be provided with opportunities to learn through the use of access strategies during the content areas, such as graphic organizers, instructional conversations, cooperative learning, academic language, kinesthetic movement, and the use of realia
- Will have students create their own goals and monitor and celebrate their achievements
- Will participate in intervention programs

**School Culture**

(Describe the school culture that you envision for your school.)

The school culture will be warm and welcoming and one in which all students, parents, and staff members will feel validated, valued, and respected. The entire school community will know that by using the Seven Norms of Collaboration, they can communicate in a humane and respectful manner. The Seven Norms are the following: pausing- to allow for thinking to take place; paraphrasing- to ensure there is understanding; putting inquiry at the center-allowing for questions to be asked; probing for specificity- asking to know more; paying attention to self and others-to make sure one is respectful; placing ideas on the table-putting ideas out so everyone can see them, and presuming positive intentions-always presuming that everyone comes from a positive place. We, at SMArT Academy will also be prepared to face and overcome the many obstacles that exist to achieving our academic goals through the effective application of the 16 Habits of Mind so as to ensure positive motivation and overall success. The school personnel will be trained to be service oriented and will know that all school community members (parents, students and staff) are to be supported and assisted.

(In a brief paragraph, describe the typical day in the life of a student at your school.)

The Day in the Life of a Typical Student

Ricky, a 3rd grade student, arrives early at SMArT Academy, excited to come to school wearing his new uniform. He is a typical, caring, and happy student who has a love for learning and a love for life. After being greeted by the supervision person at the gate, Ricky goes onto the playground. He can see the 3rd grade soccer trophy sitting in his classroom window. He is extremely proud of his contribution to winning the trophy because he passed the winning goal to Maria. Ricky is one of the first to line up. He talks to his classmate, Judy, about upcoming school events like the virtual field trip to NASA the following Friday. When the bell rings, the principal begins the day with the morning assembly, stating the school mission and his morning message. It is Ricky's turn to restate the mission and the affirmation of the day, "Be the best you can be and make a contribution to the world" with a group of students. Then, four other students perform a skit on the Habits of Mind. All this and the students are in their classrooms before the second bell rings. Ricky starts class by reading and solving the problem of the day. After the class corrects it, the teacher begins the math lesson. The teacher starts by showing the computer-generated, animated math lesson on multiplication. Ricky does his independent work and is motivated to complete it so he can also work through teacher-guided math exercises on the iPad. Next, the students begin language arts. As part of their Project Based Learning, they are receiving guidance on how to develop and write questions for their assignment. The class has decided their Project Based Learning topic would be the 2012 presidential election. Their driving question is, "Why vote?" Ricky likes working in small groups because he feels intimidated in large ones. Working in small groups allows him occasionally to take a leadership role. One of his roles is editing their group iMovie on the leading Republican and Democratic presidential candidates. During lunchtime, Ricky enjoys eating a delicious, healthy salad from the cafeteria. He knows the importance of eating vegetables daily because his teacher has taught the class about a healthy diet. At lunch-recess, Ricky excitedly chats about participating in the sport of the month, basketball. Ricky has a great time with his classmates, even though they lost their first game. In class, he learns about persistence, a Habit of Mind. Sometimes he will lose; and that's why he is a competitor, because he lives to play again; which is something he's learning about in studying the presidential race. At the end of the day Ricky has science, his favorite subject. Today there is a special guest speaker from the Jet Propulsion Laboratory's NASA division who will be showing current pictures of the phases of the moon taken from the space shuttle. When the final bell rings, Ricky goes to his afterschool program where he completes his homework and rehearses for the school's production of Shakespeare's "Romeo and Juliet".

(In bullet points, list some of the extracurricular activities that will be provided at the school.)

- After-school 'SMArT' clubs will help students develop a love of literacy through science, math, the arts, and technology
- Literature Circles will focus on the study of different genres of literature selected by students
- Extra-curricular fieldtrips to museums, theatres, galleries, universities, and sports events will offer opportunities for making cross-curricular and real-world connections
- Classes presented by experts in their fields; such as multi-media artists, engineers, musicians, actors, and scientists during Project Based Learning studies will establish real connections to college and career opportunities in the 21st Century
- Musical instrument instruction by organizations such as Drum Beats will deepen connections to self and



others

- Before and after-school tutoring and Intervention by providers such as City Year will support learning

Parent Engagement & Involvement

(Discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.)

- Parents will be active participants in the CEAC, ELAC, and SSC.
- Parents will be sent surveys to find out the best time to meet with them
- Will establish a Parent University in the Parent Center, where parents take courses to enhance their own learning such as how to sign up for classes in adult school, learn to complete forms for jobs, how to conduct parent-teacher conferences that are meaningful to them
- Parents and their children will participate in various events (SMaRT Nights) throughout the year to learn together. Examples of this would be the evenings with Iridescent where engineers present science lessons to parents and students
- Parents will be trained on the 16 Habits of Mind, and on the use of the Seven Norms of Collaboration, and non-violent communication through ECHO Parenting in order to be able to use these strategies with their children and improve communication and respectful treatment of their own children (i.e. father to son or daughter and mother to son or daughter) and others
- Parents will participate in workshops to learn how to help their children at home; as well as how to prepare for their child’s future; i.e. college and university requirements, bank saving plans, etc.
- Parents will participate in SMaRT Community Fairs to learn about resources available in the community.
- Parents will participate in SMaRT Fairs where they will be able to celebrate their children’s accomplishments, such as art walks and science fairs

Staffing

(Describe what characteristics the school will look for when recruiting teachers and select staff)

The characteristics the school will look for when recruiting teachers following the guidelines listed in The LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, and selecting staff will be the following:

- Interpersonal skills and ability to work with diverse student populations
- Willingness to learn to improve their teaching
- Experience with developmentally appropriate strategies for effective teaching
- Ability to model empathy and collaboration
- Knowledge and expertise, or willingness to develop expertise in:
 - Project-Based Learning & Teaching Habits of Mind
 - Current best practices in mathematics, science and the arts
 - Teaching 21st Century Skills & use of the Access Strategies
 - Track record of student achievement as evidenced by teacher portfolio
 - Analysis to inform instruction
 - Use of effective culturally appropriate instructional and communication strategies
 - Willingness and ability to work collaboratively with colleagues to improve one’s own instruction
 - Ability to reflect on own practice
 - Ability and willingness to take on leadership roles beyond the classroom
 - Experience in working with families and willingness to collaborate with families and communities in educating children

Applicant Team Contact Information

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