

Charter School Mission

Charter Argument: Who We Are and Why A Charter is Needed

Marstons Mills East Horace Mann Charter School

A. Mission

The Mission of Marstons Mills East Elementary School is to be a whole school community that works to develop each child's learning and character by providing challenging and enriched academic environments

B. Statement of Need

Demographics and the Community We Serve

NOTE: *Include in this section a lead sentence that states the idea "recognition that we are a good school but are seeking to be great. To do this we need autonomy, independence and decision making latitude that a charter affords us – over issues such as scheduling, culture, transportation, etc. Note: link this to the language uses below which expands on this under "compelling reasons why the charter is needed".*

Description of the community we serve –

our demographics, data about the population and its performance; expectation of how this targeted population will benefit from the charter. Use, perhaps, MCAS or Stanford 9 data; possibly use teacher/student ration and negative trends that could be improved with a charter. Other???????

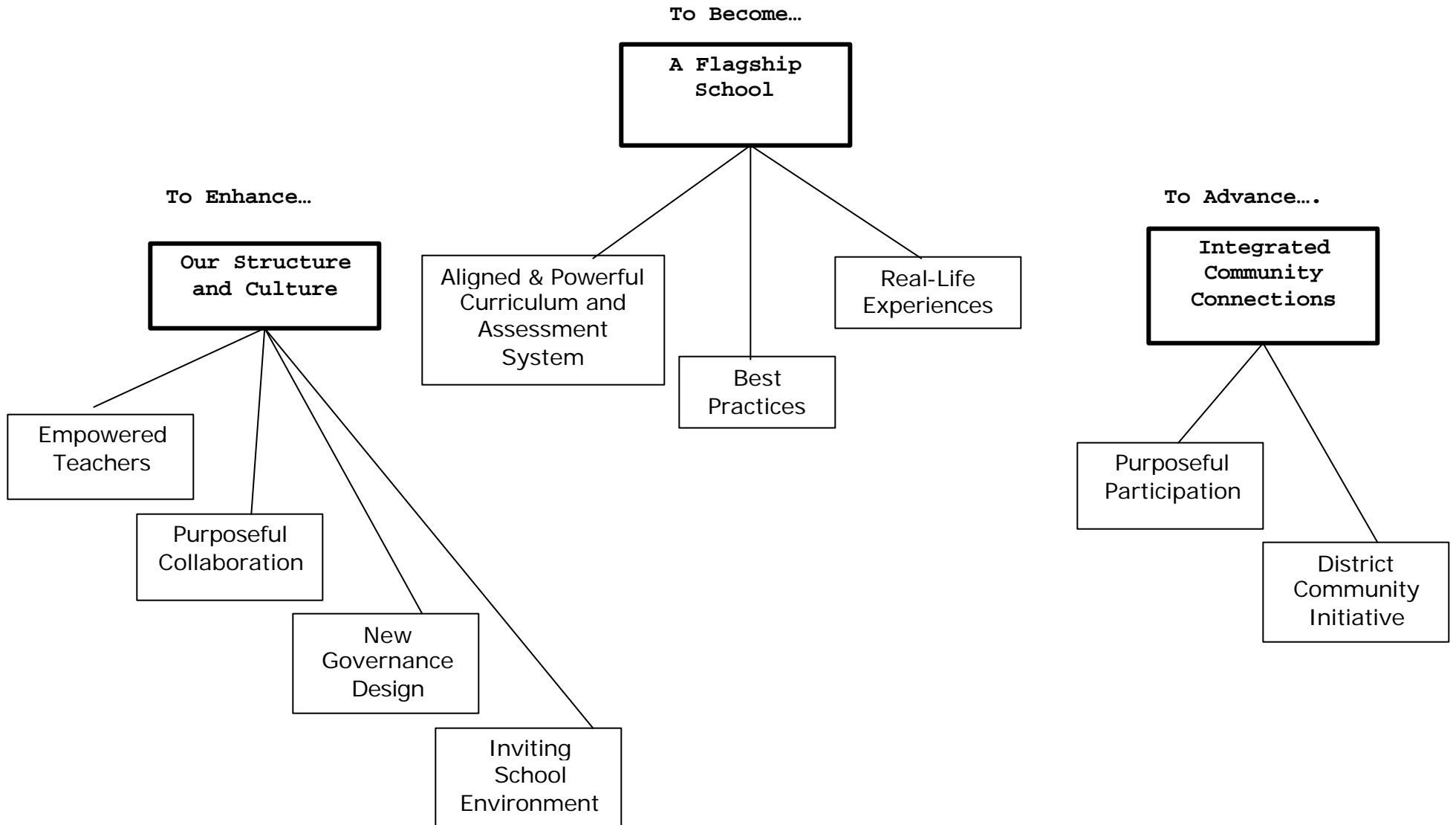
Compelling Reason why the Charter is needed to deliver the propose service to the target populations

To serve this community and students we educate our goal is excellence. Specifically this excellence for MMEE means:

- 1) *Becoming a Flagship School (autonomy to use new approaches)*
- 2) *Enhancing our Structure and Culture in support of this and (freedom/independence to make this unique to our vision of our school)*
- 3) *Advancing Integrated Community Connections for the sake of our students and in support of the entire Barnstable District. (latitude to improve quality and choice in public schools)
[Insert chart or language from chart]*

All of this also requires that we have control of over our budget so that financial resources can be best allocated to achieve our mission and its specific goals.

**STATEMENT OF NEED
(Why A Charter is Needed)**



Demonstration of Academic Success
(Charter Argument: How Will Academic Success be Demonstrated?)

***** *ROUGH, ROUGH, NOTES* *****
A. Education Philosophy

Overview

Our Mission:

The Mission of Marstons Mills East Elementary School is to be a whole school community that works to develop each child's learning and character by providing challenging and enriched academic environments. The MMEE Mission is built on three key principles

1. WE SUPPORT THE WHOLE CHILD
We recognize children as individuals and promote his/her unique intellectual and social development.
2. WE SUPPORT CONTINUOUS IMPROVEMENT IN THE TEACHING PROCESS
We intentionally promote dialogue and teamwork among staff in order to critique and improve teaching practices on an ongoing basis.
3. A WHOLE SCHOOL COMMUNITY IS INTEGRAL TO SUCCESS
In addition to school staff and children, we have an active parent and community base that participates in every day school life (classrooms, other academic settings, social commitments, etc.)

Our Education philosophy is developed from our Mission. Our intent for our children's education is as follows

- 1) **Whole Child** - Our children's education is broken down into three developmental arenas: Core, Enriched, and Social & Character Development
 - Top Notch Academics - Core Competencies
 - Able readers
 - Effective writers
 - Accomplished, practical mathematicians
 - Problem solvers
 - Critical thinkers
 - Top Notch Academics - Enriched Competencies
 - Creative, complex thinkers
 - Able to apply learning from basics to authentic, real-life issues
 - Explorers of the Arts as integrated into (woven through) academic curriculum
 - Challenged, each to their own personal level
 - Social and Character Development
 - Self disciplined
 - Integrates life skills in daily behavior
 - Advocates for own needs
 - Has a high degree of respect for all
 - Takes ownership for, and pride in, the whole school environment
 - Effective with teamwork (followship and leadership)
 - Develops intrinsic motivators

- 2) **Whole School Community** - Our children's education is given breadth and depth beyond the traditional classroom in the following ways:
- Use of the community as an arena for relevant and authentic experiences including tapping into the uniqueness of the Cape Cod community (e.g., its history, cultural diversity, ecology, geography, economy, and overall environment).
 - Establishment of "teachers" , role models, and mentors from the our community of parents, business partners, and friends of the school
 - Creation of dynamic, structured exchanges with parents to extend learning into the home.

A word about our Mission Statement's reference to continuous improvement. The success of our educational philosophy and intent is critically dependent on a change in the paradigm of the teaching staff's time outside the classroom.

3) **Continuous Improvement**

- Creating a culture of purposeful, on-going collaboration; collaboration that happens naturally as a means to continually critique and generate new ideas.
- Aligning professional development so that is directly relates to our own professionalism as educators and the strengthening our abilities to advance the education experience.
- Redefining our team/leadership structure and our schedules so that collaboration and planning are a systemic part of our work routines.
- Establishing methods to formally evaluate and critique our own teaching practices to help assure consistency, continuity and quality.

The Accelerated Schools Program, their Inquiry Process and the governance they propose for schools, will aid us in implementing all of the above continuous improvement practices.

Learning Goals and Defined Instructional Approaches

Engagement of Accelerated School Program specifically provides an overall framework, Powerful Learning, that will aid us in achieving our goals in support of our Mission. Powerful Learning focus on a five-pronged instructional approach: authentic, learner-centered, interactive, inclusive, and continuous)

LEARNING GOAL 1: WHOLE CHILD: TOP NOTCH ACADEMICS - CORE COMPETENCIES

Education Foundation: MMEE students in grades K through 4 must master core competencies and content aligned to the MA frameworks and they must be prepared for a successful transition to the Horace Mann Charter School Grades 5-6. The five core competencies are: able readers, effective writers, accomplished & practiced mathematicians, critical thinkers, and problem solvers.

Instructional Approach: We must build an instructional foundation as follows:

- 1) Priority of time is given to reading, writing and math coursework for the mastery of the 5 core competencies and content.
- 2) Additionally, science and social studies education is introduced to students for the development of the 5 core competencies. Grades K-2 are exposed to these areas through literature. Grades 3-4 use a more advanced unit approach with 3 afternoons a week dedicated to these areas.
- 3) Learning for all 5 core competencies is supported through real-life applications.
- 4) Modified instruction by level of capability (flexible groupings) is used to assure each child opportunity for mastery.

We are also seeking improvements, through Charter status, in the following ways:

- Change in our math curriculum to a research-based, real-life application methodology
- Develop curriculum pertaining to media/technology.
- Enhance learning connections across disciplines for science and social studies
- Review and make changes to our methods and instructional approaches to enhance cross-grade links and progression, where appropriate.
- Further investigate structure differentiation approaches to assure our commitment to help every child reach their potential. And then,
- Collection of, and professional development in, curriculum resources (such as Core Knowledge).

LEARNING GOAL 2: WHOLE CHILD: TOP NOTCH ACADEMICS - ENRICHED COMPETENCIES

Education Foundation: We want to create excitement in learning. Specifically we want MMEE students to develop as creative, complex thinkers in real-life applications, where inter-discipline connections are made by them, where the arts are explored as avenues for learning, and where each child is challenged to aspire to their own personal best.

Instructional Approach: We must build an instructional foundation as follows:

- 1) The principles of Powerful Learning exist in all classrooms (i.e. discovery, experimentation and communications in writing, speaking and the arts). This occurs through the revitalization of this approach and a commitment on the part of all teachers to uphold the principles. (*Note: Powerful Learning is a research-based approach which has demonstrated that techniques used with gifted and talented students are advantageous to for all students*)

- 2) Bloom's taxonomy higher level thinking skills are built into our teaching approach. This means intentionally revising our teaching approach to stretch students beyond knowledge, comprehension and application. The higher level skills of analysis, evaluation and synthesis are consistently reinforced through the questions posed to students and the products used that specifically focus on these skills
- 3) SEM (Schoolwide Enrichment Program) is fully implemented. While we have been using parts of this program for several years, the next steps towards full implementation would include:
 - Enhancing our own teaching approach to use Type II (Group Training) in our regular curriculum
 - Building up our enrichment clusters [*add a sentence; x,y,z already exists*]
 - Establish the full Continuum of Special Services; part of this is Curriculum Compacting where we have made some strides; however, we can take this further, also.
 - Introduce the Total Talent Portfolio

LEARNING GOAL 3: WHOLE CHILD: SOCIAL AND CHARACTER DEVELOPMENT

Education Foundation: We want to, within a safe and healthy environment, set high behavioral expectations where life-applicable social and relational skills are developed and children are empowered to participate in shared decision making.

Instructional Approach: It is essential that we build an instructional foundation as follows:

1. Responsive Classroom is fully implemented. While we have used parts for several years, we need to embrace the full set of outcomes for Responsive Classroom.

Outcomes:

- Establish a positive classroom climate
- Increase learner investment and independence
- Enhance academic and social competence
- Decrease problem behaviors

The specific learning approaches of Responsive Classroom are

- Morning Meeting
- Rules and Logical Consequences
- Classroom Organization
- Guided Discovery
- Academic Choice
- Family Communication Strategies

LEARNING GOAL 4: WHOLE SCHOOL COMMUNITY

Education Foundation: We want to bring learning alive by providing both meaningful community experiences (tapping into our businesses, geography, history, etc.) and exposure to other "teachers" and role models. Additionally, we will aid our students and parents in bringing learning home.

Instructional Approach: It is essential that we build an instructional foundation as follows:

1. Community links to SEM Enrichment Clusters for realistic and authentic experiences (e.g., tapping into the Cape Cod environment and community for topical content)
2. In conjunction with Responsive Classroom for Family Communication Strategies:
 - Structured parent involvement to be aware of learning goals and expectations of their role in child ability to meet these goals (e.g., Opening Day, Homework Contracts, etc.)
 - Structured parent/family support programs (e.g., Resource Center for Parents, parenting skills for helping their children with learning practices, etc.)
3. Source and use community "teachers" for extended academic learning -- core and enriched. (e.g., Literature, math Superstars, Technology, RSVP - retired tutors for math and reading)
4. Establish extended classrooms in the community where structure learning venues provide children with opportunities for development as citizens and advances community partnerships.

LEARNING GOAL 5: PRE-SCHOOL

Education Foundation: Our district-wide integrated pre-school program is directly linked to our four aforementioned Goals. However, the degree of mastery can be assessed differently. This district-wide program has been developed based on the needs of three- and four-year old children, and reflects the importance of the inclusion of children with disabilities in all program activities with their peers. It additionally points out the need to adapt the environment, materials, and curriculum to met children's individual needs in a center-based integrated pre-school.

This district-wide integrated pre-school program will be based on 10 standard guidelines as approved by MA Board of Education in April 2003:

1. Interaction between staff and children and among children. Purpose: positive interaction both between staff & children and among children will provide a strong foundation for a child's social, emotional and language development.
2. Curriculum assessment. Purpose: Curriculum is defined as everything staff does with children. A well-balanced curriculum will support the development of all children socially, emotionally, physically and intellectually.
3. Physical environment. Purpose: Both indoor and outdoor space will be safe and accessible to all children, including those with disabilities.
4. Family involvement. Purpose: the program will invite family involvement.
5. Staff qualifications and staff development. Purpose: Quality education and care will be achieved through the recruitment, training, professional development, and retention of well-qualified staff.
6. Group ratio and size. Purpose: The program will have the number of staff necessary to ensure adequate group supervision at all times and to provide individual attention to children and to provide their physical, social, emotional and cognitive development.
7. Health and safety. Purpose: The program will be operated in a manner that enhances the health and safety of children, protects them from abuse and neglect and educates staff children and families concerning health and safety practices.
8. Nutrition and food. Purpose: Children are provided with experiences that promote adequate nutrition and good eating habits.
9. Transportation. Purpose: When provided, transportation will be safe an efficient.

10. Administration: Purpose: The program will be efficiently and effectively administered by qualified individuals with attention to the needs of children, parents, and staff in order to provide high quality care and education for the children.

Instructional Approach: The following principles will serve as a guide in order to ensure a solid, instructional foundation for learning and school success in our integrated pre-school program:

- All young children are capable of learning
- All young children should individual differences in development
- Knowledge of the child's growth and development is essential for program development and implementation.
- Developmental domains are highly interrelated
- Young children learn by doing.
- Families are the primary caregivers and educators of the young children (parent/family support programs)

Describe the implementation of this educational program in terms of the daily or weekly organization of the students and faculty

[to be developed]

B. Curriculum

Language Arts						
Mission	<p>WE SUPPORT THE WHOLE CHILD <i>We recognize children as individuals and promote her/his unique intellectual and social development.</i> <i>Learning Goals focus on: core competencies, enriched competencies, and social and character development.</i></p>					
	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4
Content	Exposure to and experience with LA	LA readiness	LA foundation	Independent LA	LA Mastery	Applied LA
	MA Frameworks: Language (L), Composition (C), Reading and Literature (R), Media (M)					
Skills	<p>L: Basic oral communications R: literature exposure, M: print awareness,</p>	<p>L: reading, writing, listening & speaking readiness, vocabulary C: print upper and lower case letters with proper formation; draw pictures and/or use letters on phonetically spelled words to tell a story I chronological sequence (left to right or top to bottom: begin to write C-V-C words (consonant-vowel-consonant) and recognize that sentences are made up of separate words. R: introduce letters, words and sounds; read simple words/sentences; build understanding between reality and fantasy; identify basic facts and ideas of what has been read, heard, and viewed</p>	<p>L: initial development of reading, writing, listening and speaking skills C: print legibly and space letters, words, and sentences appropriately; write complete sentences leading to compositions that explain familiar objects, events, and experiences; write experiences in logical order; expose to stage of the writing process; introduce to parts of speech in writing and speaking and use of correct standard English mechanics R: Understand basic features of reading; translate letter patterns into spoken language by using phonics, syllabication; apply knowledge to achieve fluent oral</p>	<p>L: development of independent reading, writing, listening and speaking skills C: create readable documents with legible handwriting with an exposure to cursive writing; strengthen ability to write sentences and compositions that explain familiar objects, events, and experiences; I writing begin to show consideration of audience and purpose; introduce stages of the writing process; build on parts of speech in writing and speaking and use of correct standard English mechanics R: Build on basic features of reading; strengthen vocabulary by using phonics, syllabication and word parts; deepen</p>	<p>L: strengthening of independent reading, writing, listening and speaking skills C: write legibly in print and cursive allowing margins and current spacing between words and letters in words and words in sentences; enhance writing compositions that describe and explain familiar objects, events, and experiences leading to multi-paragraph writing; write clear and coherent sentences and paragraphs with consideration of audience and purpose; enhance parts of speech in writing and speaking and use of correct standard English mechanics R: enhance basic features of reading; use complex word</p>	<p>L: proficiency as readers and writers, formal speaking/presentation skills C: write fluidly and legibly in print and cursive; deepen multi-paragraph compositions that demonstrate a command of the standard American English; expand the writing process by writing clear and coherent sentences and paragraphs with a deep understanding of audience and purpose; deepen parts of speech in writing and speaking and use of correct standard English mechanics by grade level R: Expand upon basic features of reading; use more complex word analysis to achieve word recognition and meaning;</p>

			and silent reading; read and understand grade-level appropriate reading materials in different genres	knowledge of skills to achieve fluent oral and silent reading; read and understand grade-level appropriate reading materials in different genres	families to decode unfamiliar words; use higher level comprehension strategies and structural patterns in order to read accurately with appropriate pacing, intonation, and expression; distinguish between the structural features and common forms of literature; use narrative analysis skills of grad-level appropriate text	deepen higher level comprehension strategies and structural patterns I order to read accurately with appropriate pacing, intonation and expression; strengthen the ability to distinguish between the structural features and literary terms of elements; describe the structural differences of various forms of literature; strengthen narrative analysis skills of grade- appropriate text
		← M: Media/technology curriculum and skills to be defined →				
Traditional Assessment (Core Competencies)	Observations and informal assessments (Learning Accomplishment Profile)	Teacher observation; portfolio assessment; report card	Teacher observation; portfolio assessment; unit, spelling and grammar tests; rubric-based assessment report card			
				MCAS open response	MCAS open response and composition	
Performance Examples (Enriched Competencies)						
Students demonstrate their learning through the creation of authentic products and performances						
	Memorize & recite poetry	Thematic journal topics	Individual creation of poetry using more complex forms	Student written plays performed with student made marionettes	"Authors in Residence"	Authors Tea
Performance Examples (Social & Character Development)						
	← Schoolwide: Morning Meetings School Code of Conduct →					

Math						
Mission	WE SUPPORT THE WHOLE CHILD <i>We recognize children as individuals and promote his/her unique intellectual and social development.</i> <i>Learning Goals focus on: core competencies, enriched competencies, and social and character development.</i>					
	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4
Content	Math readiness	Math readiness	Math foundations	Broadened math foundations	Applied math concepts	Applied complex math concepts
	MA frameworks: number sense (N), patterns/relations/algebra (P), geometry (G), measurement (M), data analysis/statistics/probability (D)					
Skills	<p>N: introduction to numbers and quantity concepts P: match with one-to-one correspondence; explain, compare, and sort using attributes G: Awareness of spatial and position concepts M/D: experience data collection and measurement</p>	<p>N: understand numbers, quantities from 0-10 with exposure to ordinal numbers, fractions, coins estimating - "guess and check", ordering of numbers 0-10, and can create and interpret simple stories by adding or subtracting P: understand simple shapes and coin identification, sort and classify objects by different attributes; identify reproduce, describe, extend and create simple patterns (e.g. ABABAB); will count by 5's and 10's G: will describe, sort, draw simple two-dimensional shapes, describe attributes of two-dimensional shapes and identify positions of objects in space. M: recognize and compare attributes</p>	<p>N: understand numbers from 0-100 distinguishing between ordinal and ordinal numbers; concept of ones and tens, ability to use conventional algorithms for addition and subtraction for 0-20; measure with simple and non-standard units; introduce and identify the value of US coins and bills up to \$20 using appropriate notation (e.g. \$0.69, \$1.35) and identify and describe fractions ($\frac{1}{2}$, $\frac{1}{4}$) P: identify, extend and create two- and three-element patterns (ABBABB, ABCABC, etc.) describe patterns on number chart and create addition and subtraction number patterns, skip counting by 2's, 5's, and 10's to 100;</p>	<p>N: understand numbers from 0-1,000, concepts of place value (ones, tens, and hundreds); understand and have ability to use conventional algorithms for addition and subtraction of two- and three- digit numbers with and without regrouping; measure to the nearest $\frac{1}{2}$ inch using standard ruler; add simple fractions with like denominators; identify common fractions to $\frac{7}{8}$, identify the value of all US coins and bills to \$20 using appropriate notation (e.g. \$0.69, \$1.35); estimating skills P: continue to identify, extend and construct patterns up to 5 elements, expand understanding of</p>	<p>N: deepen understanding of place value up to 100,000; understanding of and skill with addition, subtraction and multiplication (facts through 10×10 and 2-digit \times 1-digit with regrouping) and division without remainders; measure to $\frac{1}{4}$ of an inch; identify and generate equivalent forms of common decimals and fractions less than one whole; identify and compute money up to \$1,000 P: create, describe, extend and explain geometric and numeric patterns, including multiplication up to 1,000; using symbols, letter variables to determine values up to 1,000; interpret</p>	<p>N: understand large numbers up to 1,000,000; addition and subtraction of whole numbers, money and common denominator fractions; understand multiplication by 2 digits and division by single digit – with and without remainders – of whole numbers and money; select, use and explain the cumulative associative and identify properties of whole numbers in problem situations. P: build upon geometric and number patterns including multiplication introduced in 3rd grade; deepen understanding of algebraic equations up to 100,000; expand the interpretation of</p>

		<p>of length, volume, weight, area, time, and temperature, and use non-standard units to estimate and measure</p> <p>D: collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers or counters.</p>	<p>construct and solve open sentences with variables up to 100; understand the functions related to trading (coins, whole numbers).</p> <p>G: identify common geometric figures, classify them by common attributes and describe their relative position or location in space.</p> <p>M: identify the use of a calendar, identify seasons, tell and record time to the hour; measure and compare objects using metric and English measurement, including time and weight.</p> <p>D: collect, organize, classify, represent, and interpret data on simple graphs and charts; formulate inferences and make educated guesses about data gained.</p>	<p>addition and subtraction; number patterns; mastering the skills of skip counting by 2's, 5's, and 10's up to 100; construct and solve open sentences with variables up to 1,000; expand functions related tot trading (coins, measurement)</p> <p>G: classify shapes and see relationships among them by paying attention to their geometric attributes, by using appropriate vocabulary</p> <p>M: enhance their understanding of the part of the calendar; tell and record time to the ½ and ¼ hours; measure and compare common objects using metric and English measurement to the nearest ½ inch and nearest centimeter; and use estimates of measurement including time, volume, weight and area.</p> <p>D: on a more sophisticated level, collect, organize, classify, display, and interpret data results; formulate inferences, make</p>	<p>mathematical relationships using models, pictures, tables, charts, graphs, words, number sentences, and mathematical notations; solve multi-step complex problems.</p> <p>G: describe and compare the attributes of plain and solid geometric figures using appropriate vocabulary; use their understanding to show relationships and solve problems</p> <p>M: demonstrate an understanding of the attributes of measurement, compute elapsed time and time to the minute; use appropriate metric and English units and tools to estimate, measure, and solve problems involving length, area, weight, volume, time, and temperature.</p> <p>D: on a more sophisticated level collect, organize, classify, display and interpret data results; formulate inferences, make conjectures about data; conduct simple</p>	<p>mathematical relationships using models, pictures, tables, charts, graphs, bar line, words, number sentences, and mathematical notations; continue to develop multi-step problem solving skills involving proportional relationships</p> <p>G: build on previous understanding of plane and solid geometric figures and apply techniques to show relationships and solve problems.</p> <p>M: expand knowledge of the attributes of measurement, carry out simple conversions; compute elapsed time, estimate measure and solve problems including length, area, volume, weight, time angle size, and temperature.</p> <p>D: using prior skills formulate topics to analyze, create and conduct surveys and identify appropriate ways to display data; make predictions to simple probability situations</p>
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				conjectures about data; conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.	probability experiments by determining the number of possible outcomes and make simple predictions.	and express outcomes verbally and numerically; organize chart/list to show combinations of a given set.
Traditional Assessment (Core Competencies)	Observation, informal assessment, formal assessment, (LAP)	Report cards, teacher observation, student portfolio	Teacher observations/checklist, chapter tests, report cards			
			MCAS - Math			
Performance Examples (Enriched Competencies)						
Students learn alternate and multiple ways of solving problems						
	Play situations and authentic experiences that use shape, size, color, quantity, quality and position concepts	100's Days Celebration, cooking experience, dramatic play shoe story/money (real-life); collect mittens (ct. by 10)	"Read It, Draw It, Solve It" ; collect pennies for the needy	Recycle cans/ bottles for money/ coins to collect clothes and toys for child.	Simulated shopping spree and dining out menu selections on fixed budget; hats for Dana- Farber (costs and measurements); NCA	Working in the School Store; simulated home menu planning and shopping; checkbook balancing
				Math Superstars		
Performance Examples (Social & Character Development)						
	Schoolwide: Morning Meetings (e.g. Calendar, weather, real-life events) School Code of Conduct					

Social Studies						
Mission	<p>WE SUPPORT THE WHOLE CHILD <i>We recognize children as individuals and promote her/his unique intellectual and social development.</i> <i>Learning Goals focus on: core competencies, enriched competencies, and social and character development.</i></p>					
	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4
Content	Beginning development of civic identity.	Beginning development of civic identity	Strengthen identity as American citizens	Broaden understanding of American citizenship embracing diversity	Expanding beyond local historical sites to study MA and US history	Expanding geography to cover US and NA with introduction to ancient civilizations.
	MA Frameworks: History & Geography (H), Civics & Government (C), Economics (E)					
Skills	<p>H: develop basic time/sequence vocabulary C: Identify order of daily activities; cause and effect as related to personal experiences; take part in developing group goals; awareness of roles and responsibilities of family and community members; introduction to US Holidays.</p>	<p>H: describe personal experiences in sequential actions using appropriate words and phrases; use correct words and phrases that indicate location and directions; tell or show what a map or globe is; identify and describe events and/or people; celebrated during national Holidays C: demonstrate the following concepts: authority, fairness, responsibility, and rules; begin to understand and have knowledge or neighborhood, community, village, state, and country; demonstrate understanding of American symbols (e.g., flag) E: use words to tell the meaning of jobs,</p>	<p>H: sequence days, weeks, months, years, and seasons; use correct words and phrases related to time; place personal life events in chronological order; introductory map skills and geographical terms; expand knowledge of celebrated events and people (National and MA); read about famous Americans C: show meaning of words: politeness, achievement, courage, honesty, and reliability; identify and explain the meaning of America's National symbols; recite Pledge of Allegiance and sing patriotic songs. E: give examples of products people buy and use and</p>	<p>H: apply calendar concepts and skills learned in previous grades and expand use of words and phrases with the use of time lines related to time, changing historical periods and causation; describe how maps and globes depict geographical information; identify and apply cardinal directions to ,maps, locations in classroom, school playground and community C: define and give examples of some rights and responsibilities students as citizens have in school; give examples and explain qualities of good citizens in school and/or community.</p>	<p>H: explain meaning of time periods or dates in historical narratives; use historical sites, societies, and museums to learn about history of MA; advance map and globe skills and language associated with these skills (New England and MA); identify Wampanoags, Pilgrims, and early leaders in MA C: give examples of why communities have governments; give different ways people can influence their local governments; explain important political, economic, and military development leading to and during the American Revolution; identify</p>	<p>H: continue to enhance and interpret map and globe skills using latitude, longitude, hemispheres, compass rose, scale, legend, climate, amjor physical features and major natural resources; introductory understanding of ancient civilizations of China and Greece. C: give examples of major rights and responsibilities that immigrants acquire as citizens; give examples of different ways of becoming a US citizen; introductory understanding of Canada and Mexico E: define and give examples of natural resources in the US;</p>

		money, buying and selling; give examples of that that people buy with money they earn from work.	services people do for each other and why they make these choices.	E: give examples of people in the school and community who are producers and consumers; explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community	Declaration of Independence, Constitution, and the Bill of Rights; read biographies of people of MA E: define what a tax is and its purpose and give examples of taxes; define and give examples of specialization in jobs and businesses in community; define and give examples of bartering; explain how money makes it easier to get things than barter.	explain the interdependencies of the regions of the US.
Traditional Assessment (Core Competencies)	Observation; informal assessments	Class participation; teacher observation; report cards (future)	Teacher observations			
			Projects		Rubric-based projects	
					Thematic Tests	Chapter Tests
Performance Examples (Enriched Competencies)						
Students interact with outside world using field based experiences or technologies						
	Performance of play incorporating social concepts: Gingerbread Boy story	Thanksgiving Performance, Holiday around the World, Community Service visits (Police, Fire, etc.), Memorial Day/Flag Day Celebrations	Student-chosen enrichment clusters to engage students in real-life topics and develop authentic products for real-life audiences. Clusters cut across grade levels and ability levels. Cluster examples: The MMEE Geographic Society, The Junior Historical Society, or the Bravo! Brazil Cultural Awareness Association, topical State project presented to parents and schoolwide, Cultural Awareness Holidays (3 rd), Fiesta and Cinco de Mayo (integrated foreign language projects)			
Performance Examples (Social & Character Development)						
Schoolwide: Morning Meetings School Code of Conduct						

Science						
Mission	WE SUPPORT THE WHOLE CHILD <i>We recognize children as individuals and promote his/her unique intellectual and social development.</i> <i>Learning Goals focus on: core competencies, enriched competencies, and social and character development.</i>					
	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4
Content	Exposure to Earth & Space, Life Sciences, Physical Sciences, and Technology/Engineering					
	MA Frameworks: Physical Sciences (P), Life Sciences (L), Space & Earth (S), Technology/Engineering(T)					
Skills	I: introduction to observation, prediction, comparing and contrasting; observation of five senses P: exploration of physical properties of objects; L: observation of living and non-living things and predictable life cycles; S: observation of seasonal changes exploration of air, weather, sunlight;	I: Introduction of research skills through Independent Investigation Method (IIM)		I: Strengthening research skills through IIM		
		Introduce scientific inquiry method using observation, measurement, and prediction	Sharpen inquiry skills with focus on observation through hands-on experiments and literature	Demonstrate inquiry skills by participating in simple experiments with emphasis on classification and literature	Enhanced inquiry skills with emphasis on problem solving through multi-step experiments.	I: Apply inquiry skills through emphasis on formulating hypothesis on designed multi-step experiments
Traditional Assessment (Core Competencies)	Observation and informal assessments	Observation and informed assessments and rubric-based products				
					Thematic and rubric-based tests	
Performance Examples (Enriched Competencies)	Students learn through independent investigation and research					

	<p>Students use scientific approaches to describe and explain authentic events through enactment of life cycle (e.g. butterfly) or drawing/journal/songs of science concepts.</p>	<p>Month-long thematics: space, farm, nutrition, seasons, etc; Green Briar Planting Station, Bird and Nature Walks; how do the Wampanoags get their clothing?</p>	<p>Example topics for discovery and inquiry: 1: What is the life cycle of a seed? 2: What is the life cycle of a butterfly? 3: Why do we have endangered species? 4: What is the rock cycle?</p>
<p>Performance Examples (<i>Social & Character Development</i>)</p>			
	<p>Schoolwide: Morning Meetings School Code of Conduct</p>		

Whole School Community - The Role in education

The MME school community will be involved in delivering the curriculum to our students. We will bring learning alive by providing authentic (real-life) experiences to our children using "teachers" and community venues.

- Schoolwide Enrichment Clusters will be taught by community "teachers" for realistic and authentic experiences.
- Community "teachers" will also extend academic learning by offering core and enriched small groups instruction through activities such as literature circles, reading tutoring, and math superstars
- In conjunction with Responsive Classroom, structured family support and instruction will be offered using Opening Night meetings and homework contracts. A Family Resource Center with parenting media available for parents would also be a benefit to the community.
- Extended classroom venues (e.g. Centerville Historical Society) will be established in the local community to provide students with opportunities for civic and academic development.

Special Populations: Benefits from this Curriculum

In accordance with the Accelerated Schools philosophy, we believe that the strategies originally designed for gifted children work for *all* children. We will try to create learning situations that build on what we know about how children's talents and gifts are best nurtured, challenged and developed. Our accelerated school community will work to create powerful learning experiences in which *each* child is treated as gifted. Complex activities will be stressed, content will be relevant, and children will actively discover the curriculum, rather than passively going through textbooks.

In addition, knowing children are learning on many academic levels, as multiple menu of programs and activities will be offered across the grade levels, as mentioned in the curriculum overview, to meet the differentiated needs of each student.

Development, supervision, coordination and continual assessment and revisions to the educational content

During the planning year, a cadre of educators will work to document and assess the Grades Pre-K - 4 curriculum to assure alignment with the state frameworks and to standardize the progress across grade levels to assure consistency, continuity, and quality.

Additionally during this planning year we will identify areas in need of further development. We will assess our needs in these arenas and determine products, approaches, and materials that will aid us in the implementation of improvements in these areas. (e.g., real-life math program)

A third undertaking in this planning year, will be to begin the design of a Benchmark Portfolio determining the entries for core, enriched and social & character development. The intent will be to introduce this during the first Charter Year at Grade K and/or 1. The cadre of educators working on this effort will develop entries for each subsequent year so that the "founding class" will have a completed portfolio when graduating Grade 4 as will each subsequent class.

Under the established Steering Committee and cadres, these areas of curriculum enhancement will be supported through focused professional development and collaborative study among professional staff. Staff time will specifically be allocated and planned to allow dedicated attention to a five-year Curriculum and Assessment Development Plan.

Insert Chart ????? (in Prospectus or in Application, if at all)

C. Assessment System

Purpose of Assessment: In alignment with the Mission, student assessment at MME HM Charter will focus on three areas- Core Competencies, Enriched Competencies, and Social and Character Development. Assessment results:

- Guide individual student learning goals and inform classroom instruction
- Provide performance data for individual students and groups of students over time
- Provide evidence about the degree to which the school is meeting its stated goals
- Influence plans for the school's continuous improvement and professional development.

Core Competencies Assessment:

Development of Core Competencies as able readers, effective writers, accomplished practical mathematicians, problem solvers and critical thinkers.

Standardized Assessment:

- State criteria reference test : MCAS (Grade 3 - ELA, Grade 4 ELA, Math and Long Compositions)
- Stanford 9

Classroom Based Assessment:

- Backbone of assessment in the younger grades (Pre-K, and K-2) is classroom- based. . These include for Pre-K and K, teacher observations, portfolio assessment, and report cards/progress reports. For Grades 1-2 unit tests teacher observations, writing rubrics, portfolios, and report cards.
- Grades 3-4 also use project-based rubric assessment in addition to thematic tests, chapter/unit test, classroom observations, teacher checklists and student self-assessment.

During the planning year, we will begin work towards assuring that all Grades have assessments aligned with the state frameworks.

Enriched Competencies Assessment:

Enriched competencies as creative, complex thinkers, with the ability to apply learning basics to authentic, real-life issues, exploring the arts through academics, and each being challenged at their own level.

- Products showing creative complex thinking (such as Bloom's identified products, success in applications authentic and real life products)

In the planning year and year 1, a cadre of educators will incorporate instructional approaches (Bloom's Taxonomy - higher level skills, Powerful Learning and SEM) into the curriculum delivery and assessment. The assessment approach may include rubrics and/or checklists that allow us to not only assess student progress but also overall school progress. The assessment would include authentic products based on real-life applications. Examples of authentic, real-life products would be:

- Panel discussion of(e.g., Arts topics)
- Survey and graphs
- TV or radio show

Social and Character Development

- A variety of social and character development assessments have been used including:
 - Life skills checklist
 - Goal setting (year start) and goal review (periodic)
 - Periodic review of learning responsibilities and personal relations
 - Parent involvement with review of S&C development
- Prevention Specialist charting the number of discipline referrals from all areas of the school to inform on progress of individuals and school S&C goals.

In first year, we will review these assessments to assure progressive and consistent development for both the school and individual goals.

Overall Assessment:

In the planning year as mentioned, a cadre of educators will look at all of the assessments mentioned above and to assure they do support the state frameworks but are the best fit in support of the overall learning goals are aligned with any curriculum changes. Additionally, they will look at creating a benchmark Portfolio.

School Based Benchmark Portfolio

MME also plans to develop challenging Benchmark Portfolios where students demonstrate the schools success in core competencies, enriched competencies, and social and character learning objectives. This allows us to fully integrate all results for a single-source comprehensive picture of each child.

Each benchmark collections would be considered a milestone for each student and reviewed by next grade teachers to aid in the appropriate progression at the next grade. Additionally, these portfolios are the comprehensive, culminating records for the receiving school - the Gr 5-6 Horace Mann Charter school.

Benchmark Portfolio entries and criteria for the "founding grade(s)" will be developed in the planning year.

The cadre of educators working on the design of this portfolio will invite collaboration with the Educators from Gr. 5-6 HM Charter on entries to aid in a smooth and integrated transition to that next education level. Precedent has already been set around this collaboration with the SPED teachers.

D. School Characteristics (includes)

- **School calendar (including independent studies and extra/co-curricular activities)**
[to be developed]
- **Qualifications and attributes of teaching staff (see below). Also hours teaching, planning, and other school related responsibilities**
[to be developed]
- **Plans for setting goals, defining tools or creating measurement processes for non-academic goals of students**
[to be developed]

Typical day from a student's perspective (this can be done by way of example)

Culture or ethos of the school

Qualifications, Values, and Attributes of Ideal Teacher:

- Believes in MME's Mission Statement
- Gives attention to and empowers children at all academic levels
- Facilitates high student performance and achievement
- Possesses several years of teaching experience
- Demonstrates strong content knowledge
- Uses a wide repertoire of teaching strategies
- Collaborates well with other educators
- Commits to own personal growth and believes that everyone – teachers, students, and administrators – always have more to learn.
- Strong, patient communication skills; flexibility, perseverance, takes initiative, professional integrity
- Knowledge, and willingness to advance individual skills, in technology

Typical School Day

Sample Schedule for Grade Four

Start	Classes	Description
7:00 AM	Early morning day care	Small group morning care for children; art projects, stories, conversation
8:45 AM	Early morning breakfast	Full breakfast for children who qualify for reduced lunch; others can purchase
9:00 AM	*Check-in; wake-up work; Morning Meeting	Morning Meeting includes sharing, daily schedule, mini-lesson, lifeskills, game
9:45 AM	Core – Reading/Language Arts/Writing	22:1 student-to-teacher ratio Small groups are created and supported by the Reading Specialist, Learning Specialist, or Enrichment Specialist
11:00 AM	Activities	Art, music, fitness, computer, library, or Spanish
11:45 AM	Social Studies	22:1 student-to-teacher ratio
12:20 PM	Recess	N/A
12:40 PM	Lunch	N/A
1:00 PM	Core - Math	Two times per week children are ability grouped; small groups are created and supported by Classroom Teachers, the Enrichment Specialist and the Learning Specialist.
2:15 PM	Recess	N/A
2:30 PM	Science	22:1 student-to-teacher ratio
3:15	Class closing meeting	Review homework, cleaning jobs, listen to read aloud
3:30	Dismiss	N/A
3:30-5:45	Afterschool care	Students can sign up: snack, story, outdoor activities, gym activities, small group activities

*During this time for eight weeks, all students will participate in Enrichment Clusters which are based on real-life activities and culminate in producing a product, service, or presentation.

In addition, during this time, the Enrichment Specialist will visit each class for two weeks and teach the IIM (Independent Investigation Method) of research to grades K-4.

Cultural Enrichment

Enrichment opportunities will be offered to all classes including profession theatrical production. At the classroom level, complex forms of poetry, puppetry, and personal narrative writing will be offered. Specifically at the fourth grade level, the children will produce a Shakespeare play, *Macbeth Lite*, and present it to parents and students

Culture or ethos of the school

Unless all the major players have the shared power and responsibility for developing a common set of goals, desired improvements will probably not take place or be sustained. Therefore, the MME educational philosophy is based on the principle that we will intentionally promote on-going dialogue and teamwork among staff in order to support continuous improvement. Using the Accelerated Schools model, teachers will be empowered to make responsible decisions as members of cadres (small

study/work groups). The whole method of using cadres to solve problems will be integrated into everything we do, including curriculum, assessment, scheduling, and professional development. This autonomy will allow us to tackle two important issues of scheduling structured core planning time and of designing professional development opportunities which relate specifically to *our school's* vision and mission.

Empowerment coupled with responsibility emerges in different ways for various members of the school community. Families and community members are often underutilized sources of talent and support. We are committed to developing specific ways of making families inclusive in the learning process. These opportunities might range from being involved in teaching enrichment clusters to taking advantage of MME parenting courses or visiting a Family Resource Center. Our students' talents and skills will also be utilized as they become part of real-life experiences that help to run our school. These authentic activities could include working at the school store, delivering the morning announcements, and acting as MME Ambassadors to greet new school members and speak in front of school assemblies.

As each member of our whole school community walks through the door at MME, he/she will see an inviting school environment. We would like to develop settings that are personalized, show what we're about as a school, and invite the observer to engage in the process of education with us. From a power point presentation at the entrance to the school to framed pieces of children's work on the walls, it should be evident that we are providing challenging and enriched academics to all students and that there is a pride in our school and a love of learning.

E. Special Student Populations and Student Services

Special Student Populations

- Limited English proficient (LEP) population
- Special Education population (included mild to profound of all state and federal classifications)
- High-risk populations (i.e., those not meeting SPED classification) - a population that is increasing in numbers due to the changing state and federal SPED eligibility requirements which are getting more stringent (more high-risk students do not qualify)
- Gifted and talented

Services for Each Population:

LEP

Our goals with our limited English proficient students will be to position them for success in all of these arenas while treating them in accordance with all applicable federal and state laws and regulations by providing the appropriate support based on demonstration of lack of familiarity with English. In doing so, we will be aligned with Massachusetts guidelines supporting English immersion.

Identification and Eligibility Process:

- Teacher or parent referral for identification through registration forms
- District-wide assessment process: Based on referral, the District ESL Coordinator administers the Massachusetts English Language Assessment – LAS (Language Assessment Scales) or Bilingual Verbal Ability Test to determine the specific support need for the student, if any.

Specific Strategies:

LEP students will be included in regular classroom activities. Immersions will be crucial because it will help position our students for future educational and professional success. In regular classrooms, our teachers will also receive materials and training to meet the needs of these students. Contracted ESL Tutors will work with these students directly on a regular basis.

Targeted Staffing

- Current: District ESL Coordinator that oversees services and handles assessment
- Current Contracted: Teaching Assistants as needed

SPED: Pre-School

MME provides special education services to all eligible students in accordance with the state and federal regulations as outlined in the Individual with Disabilities Education Act (IDEA) of 2003. While ensuring that every special education student receives the necessary services, we will integrate them into all our regular programs so that our special education students as well as our other students will learn from and about each other. Special education students will be expected to master the general curriculum to the extent possible with accommodations, specially aligned instruction, and other services as outlined in their Individual Education Plan/Program (IEP).

Identification and Eligibility Process:

Specific Strategies:

Targeted Staffing

- Current: 4 FT SPED Teachers, 6 FT Teaching Assistants
- Current Contractors: PT, OT, S&L, TVI, Music Therapist
- Proposed Additions: 1 Outreach Counselor
-

SPED: Grades K-4

MME provides special education services to all eligible students in accordance with the state and federal regulations as outlined in the Individual with Disabilities Education Act (IDEA) of 2003. While ensuring that every special education student receives the necessary services, we will integrate them into all our regular programs so that our special education students as well as our other students will learn from and about each other. Special education students will be expected to master the general curriculum to the extent possible with accommodations, specially aligned instruction, and other services as outlined in their Individual Education Plan/Program (IEP).

Identification and Eligibility Process:

If the student has already been identified as having special needs, the Special education staff will contact the previous school for records and documentation including the IEP. For students we suspect may have a disability, after an extensive pre-referral process, we will perform comprehensive evaluations to determine if a disability exists and, if so AND if the student is determined to be eligible, to create an IEP. A meeting to develop the IEP will be convened and will include our Special Education Teacher, a parent or guardian, teacher(s), and, as needed other specialists (e.g., OT, PT, SLP, Prevention Specialist, Nurse, Principal, etc.)

Specific Strategies:

While we will integrate our special education students into our regular programming as much as possible, we also recognize that students with special needs will require focused support. This we have two learning centers -- Primary (grades K-2) and Intermediate (grade 3-4). The staff of our learning center staff will implement the goals of the IEPs and provide specialized instruction to all of our special education students by:

- Providing pull-out (out-of-class) services to students who require specially designed instruction as indicated for these students where the benefit is significantly facilitated by the removal from the regular education environment.
- Offering in class support to eligible students
- Providing students supplementary aides (e.g., alphasmarts, tape recorders, sound field systems, text with larger print and larger writing tools, etc.)
- Reviewing IEPs and the progress of each student once a year. Every three years, or sooner if the team deems necessary, conducting reevaluation consistent with state and federal law requirements.
- Providing consultative services to classroom teachers as required by a student's IEP.

Targeted Staffing

- Current staff: 2 FT SPED Teachers, 1 FT Speech & Language Pathologist, 2 FT Teaching Assistants (Learning Centers), 1 FT COTA, 1 FT School Psychologist
- Current Contracted: Physical Therapist (as needed), ESL Specialists, TVI, OT
- Proposed Additions: 1 Special Education Secretary, 1 *Title 1-type* Teacher (for children who are not making progress) OR 1 Teaching Assistant per grade level

High Risk Population

Overview: [to be completed]

Identification and Eligibility Process:

- Referred to a Multidisciplinary Team (School Psychologist, S&L, Special Ed Teacher, Reading Behavior Spec, Nurse, OT, PT)
- As indicated by academic, social/emotional behavior difficulty or evaluated for Special Education and deemed not eligible.

Specific Strategies:

Focused strategies:

- Behavioral Strategy Plans
- Remedial Reading services
- Outside Agency support
- Mentoring/Tutoring

Dovetailed Strategies (Schoolwide services with attention to high-risk needs)

- Curriculum aides for academics
- Family strategies (behavioral, social and academic support in the home)
- School Code of Conduct (behavior guidelines and expectations)
- Prevention Specialist
- Social Skills Groups (e.g. Lunch Groups, skills streaming, open circle, scripting, etc.)
- Technology learning aides.

Targeted Staffing

Gifted and Talented

MME recognizes that of all the students in a given class, those who are at **greatest** risk of learning the **least** during the year are the gifted. Since, traditionally, prior learning is rarely assessed, gifted students spend most of their time “learning” concepts they already know. (Whitmore, J. (1980). *Giftedness, Conflict, and Underachievement*. Allyn and Bacon). Strong research evidence supports the effectiveness of ability grouping for gifted students in accelerated classes, enrichment programs, and advanced placement programs. (*National Association for Gifted Children: Position Paper*. Peter D. Rosenstein, Director, Washington D.C., 1991). Therefore, the MME/HMCS will offer accelerated/enriched classes for academically talented students in Language Arts and Math.

Identification and Eligibility Process

Because the elementary population of MME includes developing young people from the ages of 3-10, a “revolving door” policy of identification and eligibility will be put in place (Joseph Renzulli. *Schools for Talent Development*. University of Connecticut: 1994). The basis of this policy is that young children are changing and need to be assessed regularly. Three times a year, MME children will be academically assessed in Language Arts and Math using a combination of the Stanford 9 nationally-normed test and current classroom pretests in reading, writing, and math. Those children scoring in the 99th percentile on the Stanford 9 and scoring 100% on classroom pretests will be identified as being eligible for accelerated instruction.

In addition, grade three students will be tested using the Torrance Creativity Test and the _____ Test of Cognitive Skills. Students scoring 90% or better on both tests will be part of a year-long "Gateway" program.

Specific Strategies

While academically talented students will be integrated into heterogeneous classrooms, we recognize that students with these special needs will require focused support. We will have an Enrichment Center to provide specialized instruction for all of our academically advanced students by:

- Providing pull-out (out-of-class) services to students who require specially designed instruction in reading, writing, and math where the benefit is significantly facilitated by the removal from the regular education environment.
- Developing real-world products with advanced students which require complex and higher-level thinking skills, and a commitment of time and energy. (e.g. Writing letters to the editor regarding concerns about town-wide issues.)
- Peer teaching in every classroom by the Enrichment Specialist to introduce gifted/talented teaching procedures to all teachers and all students. (e.g. IIM: Independent Investigation Method of research.)
- Providing consultative services to classroom teachers.
- Providing a program (*Gateway*) for academically and creatively talented students at the fourth grade level which will be based on in-depth research of a historical topic of their choice.
- Providing enrichment classes (*Pathways*) based on the multiple intelligences to grades 1 and 2 children who, according to their classroom teachers, exhibit a talent in one of these seven areas.

Targeted Staffing

- Full-time staff: 1 Enrichment Teacher
- Part-time staff: 2 Gateway teachers, 1 period per week
2 Pathways teachers, 1 period per week.