A Charter Prospectus

From

The Founding Coalition
Springfield Academy for the Performing Arts

To

Commissioner of Charter Schools
Massachusetts Department of Education

350 Main Street
Malden, Massachusetts

Reply to:
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EXECUTIVE SUMMARY

The Springfield Academy for the Performing Arts (SAPA) pronounced “SAY-Pah” will provide our students with the skills needed to focus on building their potential in the performance arts while offering a viable curriculum program with innovative instructional practices presented by an enthusiastic staff.

The Academy will offer a comprehensive educational approach to teaching and empower students with the skills and knowledge to build upon their innate creative skills. The curriculum is based on competency levels to assure that students develop critical thinking, writing, speaking, listening, decision-making, problem-solving, information-gathering, computer technology, creative expression, and interpersonal skills necessary to lead productive lives.

Although a degree of flexibility is built into the syllabi and teaching, assessment of student achievement will remain within the exigencies of guidelines stipulated by standard federal, state, and local procedures. The Massachusetts Curriculum Frameworks will be used extensively as a basis for core curriculum design that includes all academic areas, with a special emphasis on reading and math. Teachers will employ a variety of teaching models and instructional strategies, including cooperative learning, guided inquiry, direct instruction, constructivism, and project-based learning.

Special education teachers will give students with special needs instructional support in one-on-one or small group settings, as well as work cooperatively with the classroom teacher in an inclusive setting. Through the Title I Program, children will also receive supplemental services in Reading and Math as needed.

Parents will work closely with teachers (as required in our Home and School Involvement Compacts), through volunteerism, formal and informal conferences, telephone conversations, and written progress reports.

Our goal is to embrace all children and give them an educational experience that will enhance their lives. We believe that every child should have this opportunity as an inalienable right. The strength of the public school system should be to celebrate and derive strength from diversity. Our students will reflect that ethic in structure, composition and behavior. We will provide equity of access for all students and adhere to every civil rights principle embossed in federal, state and local ordinances as well as the spirit of human rights as an ethical and moral imperative.

All of the prospective Board Members for SAPA have been keenly interested in parental school choice for some time and have been interested in programs that can help those in need, especially at-risk children.

SAPA has partnered with only the best community leaders at the forefront of public policy, business, and above all, education. The result of this partnership is a diverse governing entity able to recognize, comprehend, and articulate the needs of its students through educational policies and social outreach efforts. Due to this varied range of expertise, the Board of Directors of SAPA will prove to be an asset to the parents, teachers, and the community of the school. Moreover, the professional strength each Member brings to the Board will contribute to the initial and continuing success of the Academy.
Public Statement

This will be a Commonwealth Charter School that melds the successful aspects of performing arts programs with those offered by existing public school instruction with a small school atmosphere for disadvantaged students and their families, thereby providing at-risk students with an enrichment program of their own. The school will maintain a strong basis for reading proficiency, math and other academics, while providing students with opportunities for the development of the performing arts in dance, music and drama.

I. Charter School Mission

A. Mission Statement

To ensure each child's individual development will be enhanced through intensive reading, math, and literacy in a basic core curriculum, in a way that provides integration and exploration of dance, drama, and music into basic skills, so that every student can achieve personal success, and be an effective contributor in our diverse society.

B. Statement of Need

Value of the school: Recently, Chairman of the State Board of Education, James Peyser, commented in his congratulatory remarks at the opening of four new charter schools, “In all the controversy surrounding charter schools, what often gets lost is the underlying reason why these schools exist in the first place…. It simple boils down to this, we have an urgent obligation to create more opportunities for students to achieve at high levels. One way to do this is through broad-based education reform, built on a foundation of rigorous academic standards, statewide assessments, and accountability for results.” In this vein, the founders of the Springfield Academy for the Performing Arts (SAPA) seek to address this obligation for early age, diverse at-risk students in the city of Springfield.

Need for school and target population: The school initially will serve a diverse population of 80 (with plans to reach 160) early age at-risk students (grades K-5) in the Springfield Community. The school will benefit from a close partnership with one of Springfield’s most noted Performing Arts Centers, i.e., The Tyie Thomas Center for the Performing Arts which provides a rich performing arts program to its students and the community. The following information is illustrative of the expertise of the resources the Center brings to the Academy.

Tracey Thomas

Dancing since the age of four, Tracey has studied under and worked with such talents as Frank Hatchett, Maurice Hines, Gregory Hines, Judith Jamison, Mercedes Ellington Debbie Allen, and Henry LeTang. She has danced with Gregory Hines and has traveled on a European tour with “Bubblin’ Brown Sugar” with co-star Jasmine Guy. Tracey was also a teacher and participant of the nationally renowned dance conference “Dance Olympus.” She has also appeared in the play “Two of a Kind” With Gregory
Hines. Her tours also include Menudo in Puerto Rico, the Latin-American tour, the Grammy Awards and the Grammy Awards Hall of Fame. Live stage appearances include opening stints for Phylis Hyman, Lou Rawls and Peabo Bryson and Gerald Albright. She’s done a commercial for Maxwell House, and was choreographer for the ABL Pep Squad reaching Florida. As a dance instructor in New York, Ms Thomas also instructed Olivia Newton John, Cameo, Loretta Divine, Jennifer Lewis.

Faruma Williams

Faruma Williams is an internationally acclaimed dancer, best known for a style that combines today’s casually intricate foot percussion rhythms with a top-hat-and-tails grace and flair. Faruma jump-started his career as half of the dynamic tap-dancing duo that won the Star Search finals. His extensive Broadway credits include “Your Arms Too Short to Box with God”, “Sophisticated Ladies” and “Five Guys Named Moe”. On film, Faruma has performed in “A Chorus Line”, “The Cotton Club” and starred in a biography of the legendary Nicholas Brothers. In addition to being a faculty member with the Broadway Dance Center in New York City, Faruma is also on the faculty of Dance Educators of America and Dance Olympus.

No other public entity offering similar programs exist for early age, diverse, at-risk students in Western Massachusetts.

Positive impact: For over 7 years, the Tyie Thomas Performing Arts Center has served the citizens of Springfield and surrounding communities. Founded in 1998, the Center has grown from a small Center with 30 students to a current enrollment of 160 students. During that time, however, the Center has never lost sight of its mission to serve the community. In addition to its performing arts programs, service to the community has come in the form of mentoring and tutoring programs, community recitals, public performances and enrichment programs for families including music, dance and drama programs. Currently, students are enrolled in selected courses at the Center including Ballet, Pointe, Jazz, Tap, Hip Hop, Percussion, Creative Movement, Tumbling, and Aerobics, while also enrolled in Springfield Public Schools.

Type of Charter School: The school will be a Commonwealth Charter School. This organizational structure will allow the flexibility to broaden the scope of curricula options available to students in traditional public schools. It will also increase the depth of study available for early age inner-city at-risk students for a particular area of interest to students in performing arts.

Expand Educational Options: Utilizing the success of the programs at the Center, the Tyie Center and the founders of the proposed charter school see the need for additional educational and cultural opportunities to serve the student population of this school district.

Why Charter? Over the past few months Ms Tracey Thomas and Mr. Faruma Williams, have held several meetings with the founding coalition for the purpose of explaining the charter concept and receiving comments from students and parents to start a school for at-risk students in the community. They met with parents, community leaders, school administrators and other experts for counsel and advice to discuss their perspective on
starting a school for early age and high risk students who cannot participate in traditional performing arts programs. The parents unanimously voted to endorse and embrace the concept of a charter school program. It was deemed that such a program melds the successful aspects of programs offered by existing agencies with a small school atmosphere for disadvantaged students and their families and thereby providing students with an enrichment program of their own. Based on the advice and comments from parents and the public, this proposal for a charter school was developed.

II. How Will The School Demonstrate Academic Success?

A. Educational Philosophy
SAPA will instruct and instill educational excellence that will enhance the mind, body and soul. Maintaining a strong basis for reading proficiency, math and other academics, the Academy will provide an enrichment program for the development of the performing arts in dance, music and drama. With these tools, we will encourage creativity, imagination and self-expression. Each student’s multiple intelligences will be activated and strengthened through the Academy’s reading and performing arts program.

Socratic Teaching And Critical Thinking
The Academy will use Critical Thinking Across the Curriculum using the Socratic Method. This is the oldest and still most powerful teaching tactic for fostering critical thinking. In Socratic teaching, teachers focus on giving students questions – not answers. Teachers model an inquiring, probing mind by continually probing into the subject with questions. Teachers focus on the element of reasoning in a disciplined and self-assessing way.

Bloom Taxonomy
We will use Bloom’s Taxonomy to develop understanding of levels of critical thinking for students. This Taxonomy (Outlined below) categorizes levels of abstraction of questions that commonly occur during educational settings. It provides a useful structure in which to categorize test questions, since the MCAS asks questions within particular levels of abstraction. If students are taught the skills to determine the levels of abstraction of the questions, coupled with academic competency, they will be able to succeed on the test using the appropriate strategies.

<table>
<thead>
<tr>
<th>Bloom’s Competencies to Determine Levels of Abstraction</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td><strong>Comprehension:</strong></td>
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<td><strong>Application:</strong></td>
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<tr>
<td><strong>Analysis:</strong></td>
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<td><strong>Synthesis:</strong></td>
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<td><strong>Evaluation:</strong></td>
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Using this pedagogy, student’s learning is enhanced by developing a framework of general logic for reasoning since each subject taught will be share by all students who share the same framework, i.e., all students will:

- share goals and objectives (mastering the subject)
- share questions and problems (all want solutions)
- share information and data (which they all can use)
- share concepts and ideas (which helps them all to organize their data)
- share common point of view (which enables them all to pursue common goals from a common framework)

**ACADEMY PROGRAMS**

The Academy’s program will create an environment of learning with a bifocal emphasis in academic subject areas: reading writing, math, science, history, literature; and the performing arts. In focusing on the academic program, all students will be taught a lifestyle of learning, a life-long love for reading, experimenting, problem solving, independent thinking, to appreciate the world around them while simultaneously attain academic excellence and creative expression for their innate talents. The performing arts will nurture their creativity by exploring the arts as a part of history and contemporary society: what part it played, what events affected the artists, composers, performers, and writers and how these events influenced the manner in which they chose to express themselves. By the study of the performing arts, subjects will be connected, reinforced, and most importantly, practiced and therefore giving birth to understanding. The composites of both focuses will encompass the full panoply of skills and content contained in the Guiding Principles of the Massachusetts legislative mandate. Specifically, the programs offered by the Academy will include:

- All-day kindergarten.
- Intensive Reading and Literacy Program
- Performing arts, dance, and drama.
- Special Education Programs for students with special needs
- Gifted Students Resource Room.
- Family Enrichment Center

**PERFORMING ARTS ASCHOOL**

SAPA is a Performing Arts Charter School with emphasis on the different performing arts components (dance, drama, and music).

- Theatre goals are to increase students' abilities to use drama as a means of developing self-expression, individual creativity and cultural awareness.
- Dance goals are to increase students' abilities to express thoughts and feelings through physical movement.
- Music goals are to increase students’ awareness of the significance music plays in one's culture through history and strengthen their musical skills through singing and playing instruments

**B. Curriculum**

**Overview Of Curriculum**

The learning environment of SAPA will be student centered and will focus on a multicultural curriculum that is relevant to the student’s world. Technology will be integrated throughout the disciplines using programs in English. There will be a strong
emphasis on core subjects such as reading, writing, math, science, and the arts. The curriculum will follow the Massachusetts Curriculum Frameworks and will be adhered to for each grade level. The Academy will use scientific based reading methodology and the philosophy may follow a modified version of E.D. Hirsch Core Knowledge Curriculum to guide implementation of the instructional program.

Research-based Teaching Models
The Academy will use research based teaching models to teach students how to develop higher order thinking skills and adhere to the following fundamental pillars:

- Our students will believe in themselves and that they can succeed.
- Our students will be “primed” with basic skills. An inter-disciplinary teaching methodology will enable our students to think and read critically and analytically, question statements of fact and opinion, write expository and creative works, debate issues and understand advanced vocabulary and concepts.
- Our students at all age and grade levels will learn to read well by immersion in intensive phonics. The phonics method has been demonstrated to break through diagnosed learning disabilities and accelerate the progress of children who are reading below grade level.
- Our literacy program will emphasize intensive reading, writing, and recitation supported by interactive classroom discussions.
- Values and character will be instilled in our students through a learning process that utilizes “teaching moments.” These teaching moments are teacher-led discussions that will have the goal of nurturing the principles and values of self-knowledge and knowledge of others; honesty; integrity, life-long learning; social awareness, and leadership.

Curriculum and Instructional Program
The curriculum may follow a modified model of E.D. Hirsch Jr. Core Knowledge educational reform theory. That theory directs that a grade-by-grade core of common learning is necessary to ensure a sound and fair education required by the State of Massachusetts. The following courses will be required:

Academic Curriculum
- Language Arts: Reading Writing, Expository, Narrative
- Math:
- Science: Life, Natural
- Social Studies (History, Geography)
- Art, Music, Dance

Instructional Program
As stated earlier, the curriculum is based upon a modified E.D. Hirsch Core Knowledge Sequence educational reform theory. This curriculum content will comprise about 30% of the Core Knowledge Scope and Sequence. The other 70% of instruction time will consist primarily of skills such as Language Arts (reading, writing, spelling, phonics, grammar) math, and other content areas of focus enhanced with creative expression in the performing arts and knowledge standards in Social Studies and Science required by the State of Massachusetts. As a math supplement to the Core Knowledge Sequence, SAPA will initially choose the acclaimed SRA Everyday Math series. The implementation of Everyday Math has proven very beneficial for at-risk students, primarily because of the
repetition and sequencing of learning new math techniques.

READING PROGRAM
The Academy will conduct a rigorous school-wide reading and literacy program. This program will be targeted specifically toward third graders who have scored at Level I and II on the reading portion of the MCAS. The Academy will use a variety of scientifically-based research reading instructional methods that include the five areas (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) of reading instruction into our school-wide reading program. SAPA will use the scientifically based McGraw-Hill Direct Instruction Open Court Reading for Grades K–5. Open Court Reading is a complete elementary basal reading program. It maintains strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (how to communicate with others in print). There are also applications for teaching spelling, vocabulary, grammar, usage, and mechanics, penmanship, and listening, speaking, and viewing. Open Court Reading is designed such that no assumptions are made about students’ prior knowledge, each skill is systematically and explicitly taught in a logical progression, to enable understanding and mastery. The reading program is also developed to use E.D. Hirsch’s Core Knowledge series. Students are encouraged to ask questions, discuss, research, write about, and think about the concepts and ideas centered around the themes they read. Students are pre-tested for placement at the beginning of the year to determine the appropriate level of each individual student. Most important, the Open Court Reading Program teaches the five areas (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) of reading instruction into our school-wide reading program. Teachers will focus on the development of specific phonemic and related phonics skills in the K-3 grade levels. SAPA will endeavor to provide students with 90 minutes of uninterrupted reading instruction each day. Teachers will focus on the development of specific phonemic and related phonics skills in the K-3 grade levels. The Academy will endeavor to provide students with 90 minutes of uninterrupted reading instruction each day.

Phonemic Awareness: The Academy’s teachers will teach students a systematic process that begins with blending and segmenting phonemes into words.

Phonics: A carefully selected set of explicit letter-sound relationships that are organized into a logical sequence with be taught using selected basal.

Fluency: Central to the reading program would be the engagement of students in repeated oral reading exercises. Teachers will demonstrate repeated oral reading to develop fluency as an integral part of their instructional approach.

Vocabulary: Teachers will teach students both individual words and word-learning strategies. Students are taught to recognize words automatically and read text accurately and quickly.

Comprehension: Comprehension is the reason for reading. Students will be given comprehension strategies to understand what they read, remember what they read, and communicate what they read. Some comprehension strategies may include:

- Direct instruction
- Modeling
- Guided practice
DIFFERENTIATED STRATEGIES FOR GIFTED STUDENTS
SAPA will conduct a gifted education program in the same manner as other special education programs insofar as special programs exist to address special needs of students not typically met by mainstream instruction. Our program will use teachers who are trained in meeting the needs of the special population of gifted students. We will begin in grades 2-3 and subsequently expand grade-by-grade until it becomes a school-wide effort. Teachers will identify students using the Slocumb-Payne Teacher Perception Inventory (Slocumb-Payne, 2000) to look at areas of critical and creative thinking as well as referrals from classroom teachers. A Gifted Students Resource room will be available to all Academy students.

Technology: The Academy recognizes that the work place and home will demand technology savvy people in the future - parents and students - who can use higher order thinking skills. Technology is an essential tool for instruction and it is our goal for it to become transparent in the curriculum. We will integrate state-of-the-art technology and educational software as a teaching method.

A+nyWhere Learning System Assessment computer software will be used to develop assessments to specific learning objectives, Instructional Focus Calendars and Lesson Plans for teachers. Teachers will have the capability to pretest students and the A+nyWhere Learning System program will prescribe curriculum areas targeted to the student’s mastery level.

C. Assessment System
The Academy will work with the Springfield Public Schools as appropriate to delineate the details of an assessment plan that will accommodate both district and charter school accountability requirements. The plan will begin with two fundamental benchmarks, i.e. student performance and school performance. Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a reflection of grade level, time enrolled at the Academy, and baseline levels. The following presents the foundation for outcomes expected of individual students.

<table>
<thead>
<tr>
<th>Target Goals For The Academy To Be Included In School Improvement Plan:</th>
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<tbody>
<tr>
<td><strong>Outcome Indicator</strong></td>
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<tr>
<td>Demonstrates age-appropriate behavior</td>
</tr>
<tr>
<td>Is responsible for self</td>
</tr>
<tr>
<td>Is able to work cooperatively in a team</td>
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<tr>
<td>Students will follow the &quot;Code of Conduct&quot; behavior</td>
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<tr>
<td>Actively participates in service projects</td>
</tr>
<tr>
<td>Demonstrates understanding of right and wrong</td>
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</tbody>
</table>
Developmental Scale Score

The Academy will develop a Three-Year Plan using the Developmental Scale Score (DSS) to chart the growth of student cohorts as they move across grade levels. Developmental Scale Score answers the question, “Is the student making adequate progress for each year in school? And, If this student keeps making the same amount of progress is he/she going to be ready for the 10th grade graduation testing requirements?” For those students achieving below proficiency, the Academy will be able to set annual targets for growth that will set the student on a trajectory of proficiency. Special attention will be given to students who are in the lowest 25% of students in MCAS Levels I, II, and III. In addition, teachers will monitor student progress during the term through a variety of less formal strategies. Those strategies include review of grades, teacher referrals, and student conferences. They will also serve as the vehicle for selecting and implementing intervention strategies as needed. Individual tutors, study groups, computer-assisted-instruction, study skills and test-taking.

Developmental Reading Assessment (DRA)

Test results reflecting Developmental Reading Assessment (DRA) percentages will enable teachers to observe students progress over a period of time, and evaluate the student’s word accuracy and fluency using phonemic and phonological awareness with adequate comprehension, and to plan for and teach what each student needs to learn.

Stanines – Academic Improvement Plan (AIP)

If the ITBS or Terra Nova NRTs are used as distribution measurements, students scoring in stanine distributions of less than (4) or score more than (2) negative standard deviations (S.D.) or NCE score with a known mean and standard deviation of less than (50) reflect below-average performance and will be given an Academic Improvement Plan or Individualized Learning Plan (ILP) to improve their skills. This Plan will be developed in concert with teachers, parents, students, and administrative staff for implementation.

Pretests

All students will be pre-tested to provide information about skill levels in reading and math. The pretest scores showing students’ strengths and weaknesses will be analyzed and teachers will be given test results to modify their approaches to facilitate students’ learning. Practice tests will be given periodically during the year to help teachers learn how to administer tests and students to learn how to take tests.

Student Portfolios

Students entering the Academy after the MCAS will have an opportunity to demonstrate reading mastery via the portfolio option. Portfolio options will benefit our third graders in the following ways:
- Students whose academic performance is not commensurate with their test taking performance on state assessments. The portfolio allows us to look at a series of credible assessments given over time rather than making a decision based on a student’s performance at one point in time.
- The portfolio can be used to identify those students who were below level when given the MCAS, but after experiencing additional instruction, are able to exhibit academic proficiency equal to a Level II student.

**Continuous Improvement Program**
The Academy will also use a continuous improvement program that combines traditional academics with performance education. SAPA will use a frequent predictive data-driven assessment-of-learning system which will provide regular feedback opportunities to students and parents about the potentials for success for each student. Student progress will be reported through parent-teacher conferences, portfolio conferences, student performances and standardized testing.

**Student Outcomes**
Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a reflection of grade level, time enrolled at the Academy, and baseline levels. The following presents the foundation for outcomes expected of individual students. SAPA focuses on components of content, process and product in its Program Evaluation Plan. This will include assessments of program process (formative) and outcomes - a continuous activity which addresses specific program performance. Formative evaluation will target the effectiveness of the school and allow it to make adjustments in serving the students. Summative (Outcomes Evaluation) will target overall program components for improvement. The overall measurable goals for the Academy which will be incorporated into the School Improvement Plan will include:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance</th>
<th>Source of Data</th>
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<tbody>
<tr>
<td><strong>Criterion One:</strong> Measure Student Attendance</td>
<td>Students will achieve 96% or better overall. 70% of students will increase attendance 5% over the previous year prior to SAPA enrollment.</td>
<td>Attendance Records</td>
</tr>
<tr>
<td><strong>Criterion Two:</strong> Measure Student performance</td>
<td>70% of students will increase MCAS scores over the previous test scores.</td>
<td>Test Scores</td>
</tr>
<tr>
<td><strong>Criterion Three:</strong> Measure Satisfaction with SAPA</td>
<td>80% of students will express satisfaction with SAPA. 80% of parents will express satisfaction with SAPA.</td>
<td>Student Survey Parent Survey</td>
</tr>
<tr>
<td><strong>Criterion Four:</strong> Measure Overall Success</td>
<td>95% of students will advance to the next academic level.</td>
<td>School Records</td>
</tr>
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</table>

**METHODS OF MEASUREMENT**
The Academy will use a variety of assessment instruments to analyze academic performance that are based upon lesson plans and curriculum integrating benchmarks of the Massachusetts Curriculum Frameworks. Among the formal measures that will be used to document academic progress and provide comparative achievement information are:

- Standard grades in individual classes
- Springfield Writes Test
- MCAS
- Course success rates
- Student Task Performance completion rates
- Grade retention rates

**STATEWIDE ASSESSMENT**

All eligible students will be included in the state accountability system. NCLB includes several important concepts which SAPA endorses:

- all students must be held to the same challenging standards
- all students must be assessed
- progress of students is to be consistent
- assessment results must be reported to parents
- student progress is monitored annually and improvements noted.

**Students with Disabilities:** Some students need accommodations to enable them to adequately access the assessment tests. The MCAS Test Administrator’s Manual contains specific instruction on determining the allowable accommodations for ESE students. Each decision will be made on an individual basis. The student’s IEP will be the beginning point for such decision although SAPA will work with the Springfield Public Schools to assist in making these decisions.

**D. School Characteristics**

**School culture:** SAPA is an academically and performing arts focused school built on the premise that the elementary years are critical to the foundation of learning. The core subjects are well defined through specific texts and programs. The school is based on a graded K-5 program which emphasizes the importance of direct instruction and infusion of performing arts in all grades levels. Good discipline is considered paramount to a positive, productive environment. SAPA strongly believes that how schools are organized to deliver instruction is important and can make the difference between a child assuming control over /his/her learning versus relying on others to “make them learn”. SAPA endeavors to create an atmosphere of learning which focuses on the basics of education to improve academic performance, self-esteem, and social responsibility of all students. We will develop the Academy as a community of teachers, parents, students, the young and old, working and learning together, in a comfortable and secure setting. We will accomplish such success by not isolating academic subjects and social skills, or parents, or big kids and little. We will provide a holistic learning space in which kids and adults can grow together and practice how to live in the world. After years of proven academic success, in its development we will welcome the opportunity to share our success with other charter schools.

**School Calendar** SAPA will provide 180 days of instruction and will mirror the Springfield Public School Academic Calendar. School hours will include Monday – Friday 8:00 am until 3:00pm. Before and after school programs will be offered to parents. The after school program will include opportunities for other non-attending students to receive performing arts instruction at SAPA for an affordable fee. Each classroom in grades K-3 will have a lead teacher and co-teacher. The student to teacher ratio will not exceed 20:1 in each grade.
Implementation of Educational Program

While SAPA is a Performing Arts school, reading literacy, science and math will be emphasized. In order to facilitate this philosophy, the school will implement modified block scheduling. At least 90 uninterrupted minutes of reading and math will be offered each day. Core subjects will be taught during the first half of the day and first period following lunch. Performing arts instruction will be offered during the second half of the day. All students will be offered performing arts instruction. Students may choose from a conservatory of arts instruction which performing arts program they wish to pursue. At least one performance (production) will be presented each year by all students in each grade level in the performance areas they are engaged.

Typical School Day

Fourth Grade students will (as will all students) begin his/her day at breakfast served from 7:30am – 8am. First 90 minute period will be math. Second 90 minute block will be Language Arts including reading. A twenty minute lunch period will be followed by 55 minutes of science and social studies. Performing arts will be taught the remainder of the day.

E. Special Student Population and Student Services

The Academy will work with the Springfield Public School District to identify the special needs of students and to meet all applicable state and federal requirements including Section 504 of the Rehabilitation Act of 1973 and the Individuals With Disabilities Education Act (IDEA). This includes but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation and selection.
- Free and appropriate public education (FAPE)

Based upon teacher or parent referral, those students who qualify for ESE services will be placed in several programs according to their needs. An Individualized Education Plan (IEP) will be developed for every enrolled student requiring or receiving exceptional education services. The Academy will work with the Springfield Public School District ESE Department to provide appropriate placement for students who can benefit from individualized educational plans of instruction offered at the Academy. In addition, pursuant to Title III of NCLB and Chapter 386 of the Massachusetts Acts of 2002, students who were not born in the United States and whose native language is other than English will be given the Massachusetts English Language Proficiency Assessment (MEPA). This will allow us to ascertain language proficiency when preparing the individualized educational plan for a student of limited proficiency in the English language. Such test will be conducted in the spring and fall to include the following:

- MELA –O: Comprehension (listening) and Production (speaking)
- MEPA- R/W: Reading and Writing

Faculty of the Academy and the parent(s) of the student will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas. In cases of extreme impairment or disability whereby the student cannot be served appropriately by the Academy’s resources, SAPA will discuss options for that student with the Springfield Public Schools District and the student’s parents.
SPECIAL STUDENTS AND LEP STUDENTS
SAPA will use an inclusion model in which an ESE and regular classroom teacher will team teach to help students. If contract services are not available with the School Board, appropriate certified individuals or companies will be contracted to serve our ESE and/or LEP student population. The Academy’s program will also address some of the needs of other federal programs including Title I, Title VI, and Title IX. As indicated, needs of ESE and LEP students will be met through individualized programs of study (IEP’s). Specifically, our program will address six regulatory components to ensure that all of our students will be treated equally. We will ensure that these components include:

1. **Assessment of ESE Student Progress**
   Assessments will be administered by SAPA to reflect aptitude and achievement levels to be as free as possible from cultural and linguistic bias.

2. **ESE Student Identification**
   SAPA will conduct outreach and serve as a continuous liaison with those groups below from which promotion or transfer of Exceptional Education students in need of special education may be expected. This would include students in need of special education enrolled in:
   - parent organizations
   - other public/private/parochial schools
   - the school itself

3. **ESE Parent and Community Involvement**
   **Parental Consent**
   - SAPA will obtain informed parental consent for conducting an evaluation to determine eligibility for Exceptional Education student needs. We will also obtain consent to the services proposed on a student’s IEP before providing such services.
   **Parent Participation in Meetings**
   - SAPA will ensure that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.
   **Parent Provided the IEP**
   - Immediately following the development of the IEP and without undue delay, SAPA will provide the parents with a copy of the proposed IEP together with the required notice of procedural safeguards and parents’ rights.
   **Communications are in English and Primary Language of Home**
   - Official communications with parents are in English.

4. **ESE Curriculum and Instruction**
   - SAPA will ensure that all students have access to the general curriculum that is available to all other students and receive instruction in the content areas of this curriculum.
   **Specialized Materials and Assistive Technology**
   - SAPA will provide specialized materials and equipment specified in the IEP that is of good quality and are suitable for the role they play in the IEP.
   - SAPA will provide evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided by SAPA.

5. **ESE Student Support Services**
   **Behavioral interventions**
   - For students whose behavior impedes their learning or the learning of others, SAPA will consider the student’s behavior including positive behavioral intervention, ability to follow school discipline codes, any needed code
modifications and the possible need for a functional behavior assessment.

6. **ESE Program Plan and Evaluation**

- Exceptional Education Student services and administrative areas will be regularly evaluated. SAPA will develop methods for determining the effectiveness of programs in assisting students to achieve the goals set forth in their IEPs in the least restrictive environment.

**LEP Students and Classroom Immersion**

The Academy will employ the immersion strategy as appropriate. We will hire and train staff in a “structured immersion” method to ensure that students with limited English proficiency progress toward becoming fully fluent, literate and competent in English. In addition, all students who enroll and report a home language other than English will be formally assessed by a person with certification in either Transitional Bilingual Education (TBE) or English as a Second Language (ESL) in order to determine whether or not they are capable of performing ordinary class work in English. The assessment will include both a verbal and written component. Students will be supported according to individual needs and in compliance with Massachusetts’ statutory requirements and public school regulations.

**Nutrition Program**

SAPA will participate in the food and nutritional program and provide both a lunch and breakfast program for each student every day. The Academy may choose to provide meals from its in-house capabilities (depending upon facilities), contract with local vendor, or enter into an agreement with the school district or nearby school to provide food services for the school. Children from households that meet federal income guidelines are eligible for free meals or reduced price meals. To apply for free or reduced price meals, parents must complete a certification letter stating their income.

### III. How will the school demonstrate organizational viability?

#### A. Capacity

1. **Governance Structure**

Chapter 603 CMR Section 1.02 of Massachusetts Statutes, allows public entities to organize and operate charter schools. SAPA will be an independent non-profit organization as established under the Commonwealth of Massachusetts, Not-for-profit Organizations Statutes. It will have an independent board of directors which will govern the operations of the school. Internal Revenue Services 501(c)(3) application will be submitted to allow for tax exempt status. In the instant application, the founding board will establish the governing board for the Academy. The Board will consist of 5-7 members. The final Board will include, at least, the following: one educator, member of the community, community/business leader, financial/manager, legal, and parent of students, not to exceed a total of 7 members. Selection criteria for the Board includes: (1) expressed commitment to the School’s vision and mission, (2) credibility and integrity in the community, and (3) professional, educational and/or practical expertise.

The governing board of the Academy is accountable for the academic, financial, and operational policies of the Academy. The governing board will approve all budgets, set policy, establish procedures, approve selection of the Principal, and ensure the financial
and administrative management of the Academy. Further, the governing board will ensure that the Academy’s performance standards are met or exceeded, that ongoing assessments are accomplished, that financial reports are made and controls are in place, that state and district requirements are met, and that annual progress and accountability reports are made to the sponsor and other entities as required by law. The governing board, however, is not involved in the daily administration of the Academy. The day-to-day operation of the Academy will be overseen by a Principal.

Members of the founding group that remains on the Board will be determined during the first Board meeting after the charter is approved. To preclude any potential occurrence for conflict or interest, nepotism, or violation of the Open Meeting Law, no members of the Governing Board will possess family or espousal relationships. A conflict of interest policy will be developed to preclude such relationships.

Formation of School by Founding Group

First, Ms. Tracey Thomas, Mr. Furuma Williams, and Mrs. Robin Fowlkes met with Mr. George Bruce to discuss the idea of starting a charter school. They subsequently met with the parents of students at the Center to discuss their perspective on starting a school for early age and high risk students who cannot participate in traditional performing arts programs. Second, the Center formed a charter school committee of community leaders, parents and faculty members of students attending Springfield Public Schools. Third, the committee drafted a position paper on a charter school for performing arts and submitted to the governing board of the Dance Center recommending pursuing the charter school process and developing a charter school application. In April, 2004 the governing board unanimously voted to endorse and embrace the concept of a charter school program. The group has met monthly to plan and write the application utilizing the resources of various charter schools and resource centers in the state and the nation.

Profiles of the application group and management team

The founders as a whole, have actively contributed their time, talents and professional skills towards promoting and supporting quality education and student support in the areas of urban education, special education, multicultural and diversity issues as well as the charter school movement as a whole. Paramount traits inherent in each founding member include the utmost of integrity, intelligence, and superb communication skills which will be utilized to best support the educational and social interests of all those associated with the Academy.

The strategic and developmental planning abilities of the founding members, particularly those of Mrs. Robin Fowlkes, an educator, who brings a wealth of expertise in charter school issues and leadership will produce quality educational experiences for SAPA, its students and its families. Ms. Tracey Thomas and Mr. Faruna Williams are top-notch experts in the performing arts. Mr. George Bruce has a proven track record and commitment in supporting and promoting community, civic, and social services in the community. He also maintains a distinguished and extensive background and commitment to urban issues and at-risk populations will be of great value to the school.

Formation of a Governing Board

Following the approval of a charter school by the Commonwealth, the founders will select a board of governors to administer the affairs of the Academy. The members of the
governing board will possess at least the skills in education, management, finance, legal, and reflective of a diverse community population.

**Board Roles and Responsibilities**
The Governing Board of the Academy will interpret school district and state educational policies for the school; delegate administrative duties; make decisions on educational and budget matters; make continuous appraisal of the educational and administrative process; and administer funds for education judiciously.

**General Responsibilities of Governing Members**

**Policymaking**
The Board will develop an employment policy to hire a principal who will carry out its policy through the development and implementation of administrative directives.

**Educational Planning and Appraisal.**
The Board will acquire reliable information from responsible sources, which will enable it to make the best possible decisions about the scope and nature of the educational program. Additional Board responsibilities include:

**Staffing and Appraisal.**
- employing the staff necessary for carrying out the instructional program and establish salaries and salary schedules, and other terms and conditions of employment, as well as for personnel policies in application.
- appraising the effectiveness of its staff by providing for their regular evaluation.

**Financial Resources.**
- adopting a budget that will provide the financial base for staff, buildings, materials, and equipment, which will enable the Academy of carry out the educational program.
- exercising control over the finances of the Academy to ensure proper use of, and accounting for, all Academy funds.

**School Facilities.**
- locating and maintaining a permanent home for the school

**Communication with Public.**
- adequate and direct means for keeping the local citizenry informed about the Academy and for keeping itself informed about the wishes of the public.

**Judicial**
- acting as a court of appeal for staff members, students, and the public when issues involve Board policy and its fair implementation.

The Board will exercise the above powers and duties only when convened in a legally constituted meeting.

**Board Development**
SAPA realizes that a well-informed Board of Directors will ensure the success of the school. Emphasis will be placed upon continuous development opportunities for the board to keep abreast of current educational philosophies, administrative practices, legislative policies, financial management, development, and leadership. Yearly retreats will be conducted. Monthly meetings held publicly using sound administrative procedures to conduct orderly meetings, and attendance at state and national workshops and seminars will be mandatory for all board members.
Administrative Structure: A Principal/Director, who reports directly to the Board of Directors, will administer the Academy. The Principal will be a qualified individual with experience in education, budgeting, planning, implementing, and evaluating programs for schools. The Principal will be responsible for recommending employment, supervising, and evaluating all Academy staff.

School Advisory Council
SAPA will have a School Advisory Council which meets quarterly. This is a group of parents, community members, business representatives, teachers and other school staff. The Council will provide advice and counsel for evaluating state, school district and school performance goals and objectives.
ATTACHMENTS
BIOGRAPHICAL INFORMATION FOR FOUNDING GROUP MEMBERS

Tracey Thomas
Dancing since the age of four, Tracey has studied under and worked with such talents as Frank Hatchett, Maurice Hines, Gregory Hines, Judith Jamison, Mercedes Ellington Debbie Allen, and Henry LeTang. She has danced with Gregory Hines and has traveled on a European tour with “Bubblin’ Brown Sugar” with co-star Jasmine Guy. Tracey was also a teacher and participant of the nationally renowned dance conference “Dance Olympus.” She has also appeared in the play “Two of a Kind” With Gregory Hines. Her tours also include Menudo in Puerto Rico, the Latin-American tour, the Grammy Awards and the Grammy Awards Hall of Fame. Live stage appearances include opening stints for Phylis Hyman, Lou Rawls and Peabo Bryson and Gerald Albright. She’s done a commercial for Maxwell House, and was choreographer for the ABL Pep Squad reaching Florida. As a dance instructor in New York, Ms Thomas also instructed Olivia Newton John, Cameo, Loretta Divine, Jennifer Lewis.

Faruma Williams
Faruma Williams is an internationally acclaimed dancer, best known for a style that combines today’s casually intricate foot percussion rhythms with a top-hat-and- tails grace and flair. Faruma jump-started his career as half of the dynamic tap-dancing duo that won the Star Search finals. His extensive Broadway credits include “Your Arms Too Short to Box with God”, “Sophisticated Ladies” and “Five Guys Named Moe”. On film, Faruma has performed in “A Chorus Line”, “The Cotton Club” and starred in a biography of the legendary Nicholas Brothers. In addition to being a faculty member with the Broadway Dance Center in New York City. Faruma is also on the faculty of Dance Educators of America and Dance Olympus

George Bruce
George Bruce is one of Springfield’s most active and notable citizens in civic affairs and development. He has a Master’s of Education from UMass Amherst, was a teacher and mental therapist for many years in the Springfield Public Schools. Mr. Bruce has extensive experience in community development and fundraising. Currently, he is a fundraising consultant for the City of Springfield and is the Secretary for the Springfield Redevelopment Authority Commission. He most recently served as the past Chair of the Exhibit Hall Committee for the City of Springfield which developed the basketball Hall of Fame.

Robin Fowlkes
Robin Fowlkes, a recipient of the “Teacher of the Year” award for the Springfield Public Schools, is the perfect incarnation of a teacher who cares which has made her a pre-eminent educator. She has served in many capacities in the charter school movement. Her excellent student-teacher relationship and ability to communicate many pedagogical approaches including the world renown Marva Collins Method, and SABIS International has earned her great respect among parents, educators in the community.

20
Massachusetts Curriculum Frameworks and SAPA’s Instructional Program

Grade Kindergarten

Concepts, Skills and Learning Standards

History and Geography 2 – Use correctly works and phrases related to chronology and time.

History and Geography 5 – Tell or show what a map is and what a globe is.

Pre-K-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.

PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home.

Grade 1

Concept, Skills and Learning Standards

History and Geography 1 – Identify temporal sequences such as days, weeks, months, years and seasons. Use correctly words and phrases related to time (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).

Economics 9 – Give examples of products (goods) that people buy and use.

Economics 10 – Give examples of services that people do for each other.

1.6 – Give reasons for noting the days that mark the changes in seasons.

1.9 – Explain that Americans have a variety of different religious, community and family celebrations and customs and describe celebrations or customs held by members of the class and their families.

Grade 2

Concept, Skills and Learning Standards

History and Geography 1 – Use a calendar to identify days, weeks, months, years and seasons.

History and Geography 2 – Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).

Economics 8 – Give examples of people in the…community who are both producers and consumers.

Economic 9 – Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community.

2.8 – With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.

Grade 3

Concepts, Skills and Learning Standards

History and Geography 1 – Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing.

History and Geography 2 – Observe visual sources such as historic paintings, photographs or illustrations that accompany historical narratives and describe details such as clothing, setting or action.

History and Geography 3 – Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction and significance.

Civics and Government 6 – Give examples of why it is necessary for communities to have governments.

Economics 9 – Define specialization in jobs and businesses and give examples of specialized businesses in the community.

Economics 10 – Define barter, give examples of bartering.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people live and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.
Grade 4

Concepts, Skills and Learning Standards

Economics 6 – Define and give examples of natural resources in the United States.
Economics 8 – Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.

4.11 – Describe the climate, major physical features and major natural resources in each region of the U.S.

4.15 – Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

A. At least three indigenous peoples in different areas of the country
B. Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers

Grade 1

Concepts, Skills and Learning Standards

History and Geography 1 – Identify temporal sequences such as days, weeks, months, years and seasons. Use correctly words and phrases related to time (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).

History and Geography 4 – Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world.

History and Geography 5 – Identify cardinal directions (north, south, east and west) and apply them to maps…

History and Geography 7 – Define and give examples of a continent, mountain, river, lake and ocean.

Economics 9 – Give examples of products (goods) that people buy and use.

Economics 10 – Give examples of services that people do for each other.

1.9 – Explain that Americans have a variety of different religious, community and family celebrations and customs and describe celebrations or customs held by members of the class and their families.

Grade 2

Concepts, Skills and Learning Standards

History and Geography 1 – Use a calendar to identify days, weeks, months, years and seasons.

History and Geography 2 – Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).

History and Geography 5 – Read globes and maps and follow narrative accounts using them.

Economics 8 – Give examples of people in the…community who are both producers and consumers.

Economics 9 – Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community.

2.1 – On a map of the world, locate all of the continents.

2.3 – Locate the oceans of the world.

2.7 – On a map of the world, locate the continent, regions or and then the countries from which students, their parents, guardians, grandparents or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games and music of the place they came from.

2.8 – With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.

Grade 3

Concepts, Skills and Learning Standards

History and Geography 1 – Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing.
History and Geography 2 – Observe visual sources such as historic paintings, photographs or illustrations that accompany historical narratives and describe details such as clothing, setting or action.

History and Geography 3 – Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction and significance.

History and Geography 5 – Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century.

Civics and Government 6 – Give examples of why it is necessary for communities to have governments.

Economics 10 – Define barter, give examples of bartering...

3.2 – Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.

3.3 - Identify who the Pilgrims were and explain why they left Europe to seek religious freedom: describe their journey and their early years in the Plymouth Colony.

D. the purpose of the Mayflower compact and its principles of self-governments

E. the challenges in settling in America

F. the events leading to the first Thanksgiving

3.4 - Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education and work of the Puritans in the Massachusetts Bay Colony.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people live and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

Grade 4

Concepts, Skills and Learning Standards

History and Geography 1 – Use map and globe skills to determine absolute locations (latitude and longitude) of places studied.

Economics 6 – Define and give examples of natural resources in the United States

Economics 7 – Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.

Economics 8 – Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.

4.14 – Identify the five different European countries (France, Spain, England, Russia and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features and language

4.15 – Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

C. At least three indigenous peoples in different areas of the country

D. Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers

Grade 2

Learning Standards

2.7 – On a map of the world, locate the continent, regions or and then the countries from which students, their parents, guardians, grandparents or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games and music of the place they came from.

Grade 3

Concepts, Skills and Learning Standards

History and Geography 2 – Observe visual sources such as historic paintings, photographs or
illustrations that accompany historical narratives and describe details such as clothing, setting or action.

History and Geography 3 – Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction and significance.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people live and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

**Grade 1**

*Concepts and Skills*

History and Geography 1 – Identify temporal sequences such as days, weeks, months, years and seasons. Use correctly words and phrases related to time (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).

**Grade 2**

*Concepts, Skills and Learning Standards*

History and Geography 2 – Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).

2.7 – On a map of the world, locate the continent, regions or and then the countries from which students, their parents, guardians, grandparents or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games and music of the place they came from.

**Grade 3**

*Concepts, Skills and Learning Standards*

History and Geography 1 – Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing

History and Geography 2 – Observe visual sources such as historic paintings, photographs or illustrations that accompany historical narratives and describe details such as clothing, setting or action.

History and Geography 3 – Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction and significance.

3.3 – Identify who the Pilgrims were and explain why they left Europe to seek religious freedom: describe their journey and their early years in the Plymouth Colony.

A. the purpose of the Mayflower compact and its principles of self-governments
B. the challenges in settling in America
C. the events leading to the first Thanksgiving

3.4 – Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education and work of the Puritans in the Massachusetts Bay Colony.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people live and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

**Grade 4**

*Learning Standards*

4.14 – Identify the five different European countries (France, Spain, England, Russia and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features and language

4.15 – Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

A. At least three indigenous peoples in different areas of the country
B. Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers

**Grade 1**

*Learning Standards*
1.6 – Give reasons for noting the days that mark the changes in seasons.
1.8 – After reading or listening to stories about famous Americans of different ethnic groups, faiths and historical periods describe their qualities or distinctive traits.

**Grade 3**

*Learning Standards*
3.2 – Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.

**Grade 4**

*Concepts, Skills and Learning Standards*
Economics 6 – Define and give examples of natural resources in the United States
Economics 7 – Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.
4.11 – Describe the climate, major physical features and major natural resources in each region of the U.S.
4.15 – Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:
E. At least three indigenous peoples in different areas of the country
F. Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers

**OTHER CURRICULUM FRAMEWORKS THAT ARE APPLICABLE TO SAPA EDUCATIONAL PROGRAMS**

**ARTS CURRICULUM FRAMEWORKS**
Dance 1.3 - Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo (prek-4)
Dance 1.6 – Demonstrate partner skills of copying, leading, following and mirror imaging. (prek-4)
Dance 1.7 – Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances.(prek-4)
Dance 4.1 – Describe the role of traditional and nontraditional dances and the circumstances and settings in which these dances would be performed.(prek-4)

Music 1.3 - Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.(prek-4)
Music 1.8 – Sing music representing diverse genres and cultures…(grades 4-8)

Theatre 1.1 – Read, listen to and tell stories from a variety of cultures, genres and styles (prek-4)

**MATHEMATICS CURRICULUM FRAMEWORKS**
KN.1 – Count by ones to at least 20.
KN.2 – Match quantities up to at least 10 with numerals and words
KN.3 – Identify positions of objects in sequences (e.g. first, second) up to fifth.
SCIENCE AND TECHNOLOGY/ENGINEERING CURRICULUM FRAMEWORKS

Life Sciences 1 – Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air and water. (prek-2)
Technology/Engineering 1.1 – Identify and describe characteristics of natural materials (e.g. wood, cotton, fur, wool). (prek-2)
Technology/Engineering 1.2 – Identify and explain some possible uses for natural materials (e.g. wood, cotton, fur and wool)...(prek-2)
Technology/Engineering 2.1 – Identify tools and simple machines used for a specific purpose, e.g. ramp, wheel, pulley, lever. (prek-2)
Technology/Engineering 2.2 – Describe how human beings use parts of the body as tools (e.g. teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies. (prek-2)
Technology/Engineering 2.1 – Identify a problem that reflects the need for shelter, storage, or convenience. (grade 3-5)

History Standards for Grades K-4
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1A: The student understands family life now and in the recent past: family life in various places long ago.
Grades K-4: For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider such things as communication, technology, homes, transportation, recreation, school and cultural traditions. [Distinguish between past and present]
Grades K-4: Examine and formulate questions about early records, diaries, family photographs, artifacts, and architectural drawings obtained through a local newspaper or historical society in order to describe family life in their local community or state long ago. [Formulate historical questions]
Grades K-4: Compare and contrast family life now with family life in the local community or state long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, and cultural traditions. [Compare and contrast]

Standard 1B: The student understands the different ways people of diverse racial, religious and ethnic groups, and of various national origins have transmitted their beliefs and values.
Grades K-4: Explain the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language. [Obtain historical data]
Grades 3-4: Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared. [Compare and contrast]

Standard 2A: The student understands the history of his or her local community.
Grades K-4: Create a historical narrative about the history of his or her local community from data gathered from local residents, records found in early newspapers, historical documents and photographs, and artifacts and other data found in local museums and historical societies. [Construct a historical narrative]
Grades K-4: From resources that are available in the local community, record changes that have occurred in goods and services over time. [Establish temporal order]
Grades K-4: Describe local community life long ago, including jobs, schooling, transportation, communication, religious observances, and recreation. [Obtain historical data]
Grades K-4: Identify historical figures in the local community and explain their contributions and significance. [Assess the importance of the individual in history]
Grades 3-4: Identify a problem in the community’s past, analyzing the different perspectives of those involved, and evaluate choices people had and the solution they chose. [Identify issues and problems in the past]

*Standard 2B: The student understands how communities in North America varied long ago.*
Grades K-4: Compare and contrast the different ways in which early Hawaiian and Native American peoples such as the Iroquois, the Sioux, the Hopi, the Nez Perce, the Inuit, and the Cherokee adapted to their various environments and created their patterns of community life long ago. [Compare and contrast differing sets of ideas]
Grades K-4: Draw upon written and visual sources and describe the historical development and daily life of a colonial community such as Plymouth, Williamsburg, St. Augustine, San Antonio, and Fort Vincennes, in order to create a historical narrative, mural, or dramatization of daily life in that place long ago. [Construct a historical narrative]

**Topic 2: The History of Students’ Own State or Region**

*Standard 3A: The student understands the history of indigenous peoples who first lived in his or her state region.*
Grades K-4: Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or Native Americans who are known to have lived in the state or region, e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimos/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians (Cahokia), or the Mound Builders. [Formulate historical questions]
Grades K-4: Draw upon legends and myths of the Native Americans or Hawaiians who lived in students’ state or region in order to describe personal accounts of their history. [Read historical narratives imaginatively]
Grades 3-4: Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago. [Compare and contrast differing sets of ideas]

*Standard 3B: The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.*
Grades 3-4: Gather data in order to analyze geographic, economic, and religious reasons that brought the first explorers and settlers to the state or region. [Obtain historical data]
Grades 3-4: Reconstruct in timelines the order of early explorations and settlements including explorers, early settlements, and cities. [Establish temporal order]
Grades K-4: Examine visual data in order to describe ways in which early settlers adapted to, utilized, and changed the environment. [Draw upon visual data]
Grades 3-4: Analyze some of the interactions that occurred between the Native Americans or Hawaiians and the first European, African, and Asian-Pacific explorers and settlers in the students’ state or region. [Read historical narratives imaginatively]
Grades K-4: Use a variety of sources to construct a historical narrative about daily life in the early settlements of the student’s state or region. [Obtain historical data]

*Standard 3C: The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long-ago and recent past.*
Grades 3-4: Develop a timeline on their state or region and identify the first inhabitants who lived there, each successive group of arrivals, and significant changes that developed over the history of their state or region. [Establish temporal order]
Grades K-4: Use a variety of visual data, fiction and nonfiction sources, and speakers to identify the groups that have come into the state or region and to generate ideas about why they came.
Grades 3-4: Describe the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced in housing, the workplace, and the community. [Appreciate historical perspectives]

Grades 3-4: Draw upon historical narratives to examine the sources of strength and determination, such as family, church, synagogue, community, or fraternal organizations that various groups drew upon in attempts to overcome problems during this period. [Consider multiple perspectives]

**Standard 3D:** The student understands the interactions among all these groups throughout the history of his or her state.

Grades 3-4: List in chronological order the major historical events that are part of the state’s history. [Establish temporal order]

Grades 3-4: Analyze the significance of major events in the state’s history, their impact on people then and now, and their relationship to the history of the nation. [Analyze cause-and-effect relationships]

Grades 3-4: Examine various written accounts in order to identify and describe regional or state examples of major historical events and developments that involved interaction among various groups (e.g., the Alamo, the Underground Railroad, the building of the Transcontinental Railroad, and the California Gold Rush). [Consider multiple perspectives]

Grades 3-4: Investigate the influence of geography on the history of the state or region and identify issues and approaches to problems such as land use and environmental problems. [Reconstruct the literal meaning of a historical passage]

**Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to its Cultural, Economic and Political Heritage**

**Standard 4D:** The student understands events that celebrate and exemplify fundamental values and principles of American democracy.

Grades K-4: Describe the history of holidays, such as the birthday of Martin Luther King Jr., Presidents’ Day, Memorial Day, the Fourth of July, Labor Day, Veterans’ Day and Thanksgiving, that celebrate the core democratic values and principles of this nation. [Demonstrate and explain the influence of ideas]

Grades 3-4: Describe the history of events, such as the signing of the Mayflower Compact and the Declaration of Independence, and the writing of the Constitution, the Bill of Rights, and the Emancipation Proclamation. [Demonstrate and explain the influence of ideas and beliefs]

**Standard 6A:** The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.

Grades K-4: Draw upon a variety of stories, legends, songs, ballads, games, and tall tales in order to describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country. [Read historical narratives imaginatively]

Grades 3-4: Examine art, crafts, music, and language of people from a variety of regions long ago and describe their influence on the nation. [Draw upon visual and other historical data]

**Topic 4: The History of Peoples of Many Cultures Around the World**

**Standard 7A:** The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia and Europe.

Grades 3-4: Investigate the ways historians learn about the past if there are no written records. [Compare records from the past]

Grades K-4: Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students’ own family lives. [Compare and contrast]

Grades K-4: Analyze the dance, music, and arts of various cultures around the world to draw conclusions about the history, daily life, and beliefs of the people in history. [Draw upon visual data]