

Please Note: Oxford Preparatory Academy for the Advanced Studies Charter School will not make application for a charter school with, nor work in conjunction with any management company, namely Mosaica Education, or any other for-profit company.



**Preparatory Academy for the Advanced Studies
Charter School**

PROSPECTUS

I. EXECUTIVE SUMMARY

- Mission Statement

The mission of Oxford Preparatory Academy for the Advanced Studies Charter School (OPAFASCS) is to evaluate each child's basic needs and learning modality, so that he or she can meet and exceed the New York State Standards and Common Core State Standards. This can be achieved through initial assessment, incremental benchmark assessments, acute sound curriculum mapping and syllabus (for each class) development that incorporates differentiated instruction, grouping techniques, Bloom's Taxonomy and Depth of Knowledge teaching/learning methodologies, portfolio assessments, and curriculum related field trips, to prepare and develop each student to become a highly competitive candidate in the college and business arenas.

- Key Designs and Unique Characteristics

Oxford Preparatory Academy for the Advanced Studies will utilize the following -

Depth of Knowledge - The Depth-of-Knowledge (DOK) was created by Norman Webb from the Wisconsin Center for Education Research. The Depth of Knowledge is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students. Completely aligned standards and assessments requires an assessment system designed to measure in some way the full range of cognitive complexity within each specified content standard. Norman Webb identified four levels for assessing the DOK of content standards and assessment items. The DOK levels are **Recall** (Level 1) **Skill or Concept** (Level 2), **Strategic Thinking** (Level 3) and **Extended Thinking** (Level 4). Of course to accurately evaluate the DOK level, each level needs to be defined and examples given of types of student behaviors. http://my-ecoach.com/modules/custombuilder/popup_printable.php?id=9812

Bloom's Taxonomy - Benjamin Bloom (1956) developed a classification of levels of intellectual behavior in learning. This taxonomy contained three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive domain, he identified six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. <http://eduscapes.com/tap/topic69.htm>

Piano Instruction from Grades K-8 – Piano instruction supports students' cognitive abilities.

Bilingual/Dual Language and Academic Program - Students are shared between two teachers, one delivering instruction in English and the other in Spanish. Students acquire academic and social vocabulary in both languages. <http://www.ccsd.net/ellp/programs/index.html#ElemDLP>

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Foreign Language – Spanish – K- 12 - Educators say that the youngest brains have the greatest aptitude for absorbing language and that someone who is bilingual at a young age will have an easier time learning than a third or fourth language later on. Compared with adults or even high school students, young children are better able to learn German with near-native pronunciation or mimic the subtle tones of Mandarin. *By Maria Glod, Washington Post Staff Writer, Tuesday, August 8, 2006*

Curriculum Mapping- Curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. The completed curriculum map then becomes a tool that helps teachers keep track of what has been taught and plan what will be taught.

http://www.educationworld.com/a_curr/virtualwkshp/virtualwkshp004.shtml

Syllabus/ Course Outline – This includes the year span of the specified grade curriculum that identifies benchmark testing dates and retesting, enrichment and remediation strategies.

Rigorous Lesson Plans – This incorporates higher order thinking exercises, differentiated instruction, and grouping methodologies.

Nutritional Support - Healthier US Schools Challenge – United States Department of Agriculture. Students will participate in nutritional activities during lunch period.

Inclusion – Least Restricted Environment (LRE) for students with Special Needs - Student teacher ratio based on student IEP - minimum ratio is 2:1 - one (1) subject teacher/one special education teacher/one teaching assistant

Extended School Day -Period 9 – After- School Book Club (ABC) and Vocabulary Building – 25 -30 Books Read each Year – This incorporates - Reading, Writing Reports, Verbal Reporting, Leveled Reading Groups, Reading of Classics, Reading across the Genres, In-Depth Discussion – Blooms Taxonomy, Depth of Knowledge, Reading Comprehension Techniques, Author’s Purpose etc.

Teacher Looping - Core Subject Areas - Within the *Quadrants* Grade Clusters- Students keep the same teacher to safeguard against possible lost or gap in curriculum learning from year to year.

Quad 1 – Grades K-2

Quad 3 – Grades 6 - 8

Quad 2 – Grades 3-5

Quad 4 – Grades 9 - 12

Chart 1. Grade Quadrants for Teacher Looping within Core Subject Area

Instructional Principals (Assistant Principals) – Core Subject Specific Experts- Are ultimately assigned one core (when school is at 3/4 capacity) Subject Matter and Testing specialist for grades k – 12. They will explore, research, share best practices of a specified core. This administrative organizational approach assures continuity of instruction for each child academic performance from grade promotion to graduation from OPAFASCS. Further, they will –

- develop school-wide sequential subject area curriculum maps and course outlines necessary for teacher - made differentiated instruction, lesson plans.
- conduct evaluative and benchmark testing and chart and discuss each child’s data with teachers.
- conduct professional development and departmental meeting.

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- perform demonstration lessons.
- work closely with the event coordinator in planning educational mission related field trips.
- are responsible for identifying curriculum related programs in for monthly student assembly programs.

LEP Evaluation Identification - Test results provide students, teachers, and parents with an objective report of each student's strengths and weaknesses in the English language skills of listening, speaking, reading, and writing. Results help determine whether these students are making adequate progress toward English language proficiency. Test results also help the school to focus on ways to improve instruction so that LEP students become proficient in English. <http://www.p12.nysed.gov/osa/nyseslat/pg-eng-09.pdf>

Laptop Computers for Each Child – Laptop computers will be assigned to each child. Parents and student will sign a contract of responsibility and care and internet restrictions. All computers will be insured by school. Students will use the computers at home and in school to optimize research, maximize instruction and for the creation of reports, and for communication with school and fellow students. Students will return computers upon leaving OPAFASCS if he or she departs in less than a four (4) year duration.

Looping - Teachers instruct in specified subjects from grades k-12. Teachers move from grade to grade with each student initially assigned, until the student excels beyond the particular quadrant.

Portfolio Assessments (includes subject/sub-portfolios) This includes student initial evaluation, learning style, life and academic goals, standardize testing results, benchmark testing, teacher made tests, writing samples, report cards, teacher's notes on student growth and evaluated needs, annual behavior and commitment contracts, and internet use contracts. Sub portfolios are subject area specific and will be maintained with the present subject area teachers. The sub-portfolios will be unabridged, to prevent lost of student performance and needs, and a gap in core instruction and success. Instructional principals/assistant principals will closely monitor the portfolios for the need to commence academic intervention or enrichment.

Current Events (Daily) – Students will read a newspaper publication (English or Spanish), for 25 – 30 minutes each day prior to the onset of school instruction, in the school's commons area. Students will discuss what they have read including new words encountered. Publications – Quad 1 – Scholastic News (ELL Appropriate)/ Quad 2 Scholastic News(ELL Appropriate)/ Quad 3 – Newsday / Quad 4 – NY Times.

Weekly Assembly Programs – The revisiting of student goals and the school mission, to highlight the school community achievements, discuss upcoming events, uniform inspection, school affirmation (perseverance, and respect for self and others), and the Principal's Address.

Physical Fitness Training- A physical fitness trainer will teach agility, technique and speed drills. This type of training will best prepare students for junior high school and high school sports.

Student Homework Help Center/ Study Hall – The common area will be opened each weekday from close of school to 6pm and Saturday Morning 10 – 1pm. Wireless internet and academic support will be provided.

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Dress for Success Attire – Dress Code of Uniformity

- Quad 1 / grades K- 2 – Burgundy Cardigan – White Polo – Blue Slacks or Skirts or Shorts – Black Shoes– Black Belt(males) – Black Socks – White tights/Socks - girls
- Quad 2 / Grades 3 – 5 – Blue Cardigan – White Polo - Blue Slacks or Skirts or Shorts – Black Shoes – Black Belt(males) – Black Socks –White tights/Socks - girls
- Quad 3 / Grades 6 – 8 – Burgundy Blazer – White Collar Shirt–Blue Necktie – Khaki Slacks or Skirts or Shorts - Black shoes – Black Belt(males) – Black Socks - White tights/Socks - girls
- Quad 4 / Grades 9 – 12 – Blue Blazer – White Collar Shirt – Burgundy necktie – Black Slacks or Skirts or Shorts – Black shoes – Black Belt(males) – Black Socks - White tights/Socks - girls

Professional Development and Preparation- Teachers will start school two (2) weeks/10 days prior to the students’ arrival each year and have one professional development day each quarter. Additionally, teachers will have one department/core meeting with instructional principals weekly.

Areas of professional development and preparation

- Oxford’s Essential Features – Mission, Uniforms, Affirmation, Looping, Quadrant Teaching
- Computer Network Systems
- NYS Curriculum
- Curriculum Mapping
- Lesson Planning
- Syllabus development
- Blooms Taxonomy
- Depth of Knowledge
- Grouping
- Differentiated Instruction
- Inclusion Teaching Techniques
- Discipline with Dignity
- Portfolio Assessment
- Balanced Literacy
- Smart Board
- Testing – Teacher Made
- Individualized Student Monitoring Techniques

- Founding Group Capacity to Effectively Launch, Oversee and Govern

✓ Experience, Educational and Background

The founding group will rest on the wealth of their vast experiences of each member and its astute practices to do research to become knowledgeable on a particular program and to seek out best practices and proven educational models that have demonstrated to be successful, in similar school setting.

Board Members

Debra Simpson, Ed. D

- Doctorate in Educational Administration
- College Field Supervisor – Teacher Observations, Evaluations, Recommendation
- Assistant to Superintendent for Human Resources– Personnel, Budget, Hiring, School Law
- Assistant Principal – KAPPA V School – NYC School 3 School years
- Professional Development for Principal
- Recipient of CSA Union Incentive Bonus for Raising Reading and Math Scores 2 Consecutive Years
- Graduate of Education Leadership Institute (ELI) Principal’s Academy - NYC
- Dissertation on Comparative Reading Programs – with an emphasis on Balanced Literacy
- Dean of Students – Discipline with dignity
- Degree in Paralegal Studies

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Claudia Barker

- College Certificate in Hotel Management
- Manager
- Active Parent Volunteer

Clara Carter

- Licensed Real Estate Broker
- Community Leader and Advocate
- Commissioner of Town Athletic Association
- Administrative Assistant for Youth Organization

Anthony Cooper

- Bachelor of Science Degree in Computer Science
- Associates of Arts Degree in Liberal Arts
- New York University Certificate in Object Oriented Programming using Java
- Computer Tech and Software Design Specialist
- Morgan Stanley, Smith Barney, *Vice President - Project Manager*
- Key legacy Stock Management system to a Web based platform.
- Designed and maintained Legal Case Management Systems,

Deshawn Lewter,

- Masters in Education
- Masters in Liberal Arts
- Certificate in School Administration
- Teacher - Elementary
- Teachers' Union/ Chapter Leader

Anthony Murray

- New York City Police Officer 14 years – Assigned Youth Officer for Kids
- US Army First Sergeant – 25.5 Years
-

Antonette Nicholas

- Masters in Elementary Education
- Bachelors in Criminal Justice and Sociology
- Science Coordinator
- Elementary/Science Teacher
- Special Education Teachers Assistant
- Family Support Case Manager
- Family Workshop Facilitator

✓ **Funds**

Charter School Planning and Implementation Grant Up to \$600,000

<http://www.p12.nysed.gov/psc/startcharter.html>

All applicants that receive a Board of Regents approved charter will become eligible to receive a Charter School Planning and Implementation grant. Funds for this grant come from the United States Department of Education under Title V, Part B of the No Child Left Behind Act of 2001

Title 1 Part A Funds – Based on host school district and surrounding school districts – Students receiving free and reduce lunch well exceeds 40%.

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Per Pupil Funds – Estimation from Surrounding School Districts

Brentwood Union Free School District	\$13,488
Wyandanch Union Free School District	\$16,666
Bay Shore Union Free School District	\$15,355
Average Tuition	15,169
Based on 350 Students year 1	5,309,383

Chart. 2 – Tuition Income Based on 350 Students in year 1

II. Student Population

A. Student Enrollment

Grades	2012 - 2013	2013 - 2014	2014- 2015	2015 - 2016	2016 -2017
K	50	50	50	50	50
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4	50	50	50	50	50
5	50	50	50	50	50
6	50	50	50	50	50
7		50	50	50	50
8			50	50	50
9				50	50
10					50
Total	350	400	450	500	550

Chart 3. Preparatory Academy for the Advanced Studies - Years 1 -5

B. TARGET POPULATION

Outreach and Recruitment Plan

Community Outreach - Board members and community volunteers will set-up informational tables at the local libraries, supermarkets, and recreational centers. Residents will be afforded the opportunity to receive applications and informational brochures that clearly depict the school’s location, academic, and cultural offerings.

Brochures and Flyers will be handed - out at community events informing residents of the school’s information – Phone number, website, email address, location, academic offering, and enrollment process.

Website – OPAFASCS will design an interactive website that will allow parents/guardians to complete an applications. The site will have colorful illustrations outlining the school and its location, telephone number and an email address. All information including the application will be available in English and Spanish.

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Media –

- OPAFASCS will advertise on local cable and public access channels and local radio. Information such as the school academic offering, location, phone number, and website and email addresses. The information will be provided in English and Spanish languages.

OPAFASCS will advertise in the local newspapers, English and Hispanic publications that service the surrounding area. The information published the English publications will also appear in Spanish. Local readers will be provided information on how to submit an application, the school’s academic offerings, and the school’s location, phone number, and website and email addresses.

Public Meeting /Town Forum – Flyers will be disseminated at local malls, supermarkets, libraries, recreation centers, and an advertisement will be placed in the local newspaper, notifying residents of forum that will provide the community an opportunity to ask questions, share concerns, get additional information, and pick-up or complete an application.

Target Population

Preparatory Academy for the Advanced Studies will primarily service the host and surrounding school districts such as :

- Brentwood Union Free school District
- Bay Shore Union Free School District
- Wyandanch Union Free School District

School District	Free or Reduce Lunch	Limited English Proficiency	Hispanic or Latino	Black/ African American	White
Brentwood UFSD	67%	28%	71	17	10%
Bay Shore UFSD	41%	5%	31%	21%	44%
Wyandanch UFSD	56%	17%	26%	73%	1%

Chart 4.Target Population of Primary Community School Districts

Based on Chart 4. the school district and the surrounding districts that will primarily represent OPAFASCS’s student population are Brentwood Union Free school District, Bay Shore Union Free School District, and Wyandanch Union Free School District. As depicted, all three districts have a substantial free or reduced lunch population exceeding 40% and a marginally high Hispanic/Latino and Black/African Student population. The free and reduced lunch, Limited English Proficiency (LEP), and students with low-test scores identify the at-risk population.

Further, to address the LEP population, at a minimum, one bilingual class per grade will be established - this will accommodate the generous estimation enrollment of 25% LEP students and support the Spanish curriculum from K-12. Bilingual classroom instruction will be comprised of two (2) teachers (one ESL and one subject area) to address both the LEP and the Spanish learners in each course. Additionally, an ESL teacher will independently

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teach the Native language Arts (NLA) – based on NYS Learning Standards for NLA - component to LEP students. LEP students will receive 200 minutes (exceeding the NYSED required 180mins) of NLA each week.

ELA Scores

Percentage of students obtaining a Level 3- Meeting ELA NYS Standards

School District	Grade 4
Brentwood UFSD	
Laurel	65.1
Loretta	58.3
North	69.9
North East	68.7
Oak Park	72.7
South East	75.4
South West	72.5
Twin Pines	70.1
Bay Shore UFSD	
Fifth Avenue	84
South Country	89.9
Wyandanch UFSD	
Martin L King	58.3

Chart 5.Target Populations – Elementary Schools - ELA scores 2010 school Year

School District	Grade 8
Brentwood UFSD	
East Middle	53.6
North Middle	58.4
South Middle	64.4
Bay Shore UFSD	
Bay Shore Middle	74.5
West Middle	56.4
Wyandanch UFSD	
Milton L. Olive	33.3

Chart 6.Target Population – Middle School ELA Scores – Grade 8 –School Year 2009

Math Scores

School District	Grade 4
Brentwood UFSD	
Laurel	81.7
Loretta	76.1
North	82.3
North East	82.5
Oak Park	88
South East	84.1
South West	84
Twin Pines	77.8
Bay Shore UFSD	
Gardiner Manor	87
South Country	91.1

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Wyandanch UFSD	
Martin L King	85.2

Chart 7.Target Populations – Elementary Schools - Math scores 2009 School Year

School District	Grade 8
Brentwood UFSD	
East Middle	75.6
North Middle	78.6
West Middle	78.7
Bay Shore UFSD	
Bay Shore Middle	95.5
West Middle	81.4
Wyandanch UFSD	
Milton L. Olive	67.5

Chart 8.Target Populations – Middle Schools - Math scores 2008 – 2009 School Year

Plan for Attracting, Serving, and Retaining Students

Attracting – Through OPAFASCS’s aggressive advertising campaign, clearly delineating the school’s program design that is meticulous in addressing each student’s background, goals, academic need, and artistic enrichment, family will feel a sense of opportunity to take part in a well-planned accessible educational program.

Serving – OPAFASCS will provide Brentwood and the surrounding communities with exceptional school planning and organization, the hiring of qualified staff, the appropriate allocation of funds, a consistency in student academic monitoring and achievement, and a respectful and productively rich climate that has receptive lines of communication between family, school, and community.

Retaining - Withal, students, professionals, parents, and community working together in a productive mode that effectuates student teaching and learning, will compel students to remain in the wholesome environment. With the sense of ownership by all involved, success and retention of students is inevitable. It is fair to believe, that a well-structured environment that demonstrates symptoms of student academic growth, safety, clear communication, mutual respect will be well desired for continuance of service.

III. SCHOOL DESIGN

Preparatory Academy for the Advanced Studies Charter School proposed school design and founding group are likely to accomplish the eligibility requirements found in Education Law section 2852(9)(a) by:

- a. Increasing student achievement and decreasing the achievement gaps in reading/language arts and mathematics by the following methodologies and strategies that are research based:

Grouping

Small-Group Instruction - Research findings

Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993).

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In a recent meta-analysis of the extent to which variation in effect sizes for reading outcomes for students with disabilities was associated with grouping format for reading instruction, small groups were found to yield the highest effect sizes (Elbaum, Vaughn, Hughes, Moody, & Schumm, 2000) .

Peer Pairing and Tutoring - Research findings

Asking students to work with a peer is an effective procedure for enhancing student learning in reading and is practical to implement because teachers are not responsible for direct contact with students. For students with LD involved in reading activities, the overall effect size for peer pairing based on a meta-analysis was $ES = 0.37$ (Elbaum et al., 2000). This finding was similar to one reported for students with LD ($ES = 0.36$; Mathes & Fuchs, 1994) and for general education students (mean $ES = 0.40$; Walberg, 1984, cited in Bloom, 1984).

The Elbaum and colleagues (2000) report revealed that the magnitude of the effects for peer pairing differed considerably depending on the role of the student within the pair. For example, when students with disabilities were paired with same-age partners, they derived greater benefit ($ES = 0.43$) from being tutored rather than from engagement in reciprocal tutoring ($ES = 0.15$). This may be a result that for the most part the tutors were students without disabilities who demonstrated better reading skills and were able to provide more effective instruction.

Goldenberg, C. (1993). *The home-school connection in bilingual education*. In B. Arias and U. Cassanova (Eds.), *Bilingual Education: Politics, Practice, and Research* (pp. 225-250). Chicago, IL: National Society for the Study of Education.

Kinney, D. W. (2008). *Selected demographic variables, school music participation, and achievement test scores of urban middle school students*. *Journal of Research in Music Education*, 56(2), 145-161.

Mathes, P. G., & Fuchs, L. S. (1994). *The efficacy of peer tutoring in reading for students with mild disabilities: A best-evidence synthesis*. *School Psychology Review*, 23(1), 59080.

Sharon Vaughn, Marie Tejero Hughes, Sally Watson Moody, and Batya Elbaum, *Intervention in School and Clinic*, Vol 36, No.3, January 2001 (pp.131-137)

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Piano

. Piro, J.M. & Ortiz, C. (2009) The effect of piano lessons on the vocabulary and verbal sequencing skills of primary grade students, *Psychology of Music*, 37(3), 325-347. Controlled experiment with 93 elementary students found that children who received piano instruction for three consecutive years had significantly better vocabulary and verbal sequencing scores on the Structure of Intellect assessment than nonparticipants.

A longitudinal study of 488 students that controlled for effects of socioeconomic status and home environment found that sixth-grade band students scored significantly higher than choir students and nonparticipants on state reading, math, science, and citizenship tests. Eighth-grade band students scored significantly higher than nonparticipants did on every subtest of the McGraw-Hill Terra Nova CTBS Multiple Assessment test except Social Studies

Curriculum Mapping

Curriculum Mapping is a procedure for reviewing the operational curriculum as it is entered into an electronic database at any education setting. It is based largely on the work of Heidi Hayes Jacobs in *Mapping the Big Picture: Integrating Curriculum and Assessment K-12* (ASCD, 1997) and *Getting Results with Curriculum Mapping* (2004, ASCD). Schools are using curriculum templates that display key components of the curriculum: content, skills, assessments, and essential questions.

In November of 2000, the Virginia Department of Education reported, "curriculum mapping is one of the 7 most effective practices having a positive effect on student performance."

The Indiana Center for Evaluation listed curriculum alignment as one of the "effective school practices" adopted by successful Ohio school districts. According to Robert Marzano, "A guaranteed and viable curriculum is the number one school-level factor impacting student achievement."

Looping

Students may be less apprehensive about the start of a new school year when returning to a looping classroom. McAteer (2001) found that looping students were happier in the fall of the second year of school than their non-looping peers. Looping students were not required to adjust to a new teacher or a new set of classmates. By looping, a transition is avoided, creating greater stability and consistency for students. Teachers remain an integral part of students' lives in the looping environment; as such, teachers are able to foster their students' social, emotional, and academic competence. Typically, students in a looping classroom are highly engaged in the learning process. In addition to increased academic achievement (Franz, et al., 2009; Pratt, 2009; Rodriguez & Arenz, 2007), looping students have higher rates of attendance and reduced numbers of behavioral incidences (Arhar, 1997; Cistone & Shneyderman, 2004; Forsten et al., 1997; George & Lounsbury, 2000).

http://en.wikipedia.org/wiki/Curriculum_mapping

Joseph M. Piro and Camilo Ortiz. *The effect of piano lessons on the vocabulary and verbal sequencing skills of primary grade students*. *Journal Psychology of Music*, 16th March 2009

<http://www.clihome.com/our-solutions-curriculum-mapper-research-curriculum-management.asp>

Franz, D. P, Thompson, N. L., Fuller, B. D., Hare, R. D., & Miller, N. C. (in press). *Evaluating mathematics achievement of middle school students in a looping environment*. *School Science and Mathematics*.

McAteer, M. (2001). *In the loop*. *Teacher Magazine*, 13(1), 17–19.

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"Looping" is an essentially simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year (Grant et al., 1996). Some loops are two consecutive years with the same group of students, while others may be three or more years with the same group. Despite enthusiastic practitioners, the experience of European school systems, and favorable research, looping is still uncommon enough in the United States to be considered innovative (Burke, 1996).

Milburn (1981) studied two elementary schools of similar socioeconomic areas, which were not experiencing major problems. One school used a traditional grade-level structure, and the other used an extended teacher-student relationship approach where students remained with the same teacher for more than one year. This study found that students in the extended relationship school were less likely to report disliking school or to find it "boring." Additionally, the young students in the extended relationship school outperformed their counterparts in the traditional school on basic skills tests.

Blooms Taxonomy

As history has shown, this well known, widely applied scheme filled a void and provided educators with one of the first systematic classifications of the processes of thinking and learning. The cumulative hierarchical framework consisting of six categories each requiring achievement of the prior skill or ability before the next, more complex, one, remains easy to understand. Out of necessity, teachers must measure their students' ability. Accurately doing so requires a classification of levels of intellectual behavior important in learning. Bloom's Taxonomy provided the measurement tool for thinking. **Mary Forehand**, The University of Georgia

Depth of Knowledge

The Depth-of-knowledge (DOK) was created by Norman Webb from the Wisconsin Center for Education Research. The Depth of Knowledge is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students. Completely aligned standards and assessments requires an assessment system designed to measure in some way the full range of cognitive complexity within each specified content standard. Norman Webb identified four levels for assessing the DOK of content standards and assessment items. The DOK levels are *Recall* (Level 1), *Skill or Concept* (Level 2), *Strategic Thinking* (Level 3) and *Extended Thinking* (Level 4). Of course to accurately evaluate the DOK level, each level needs to be defined and examples given of types of student behaviors.

Arhar, J. M. (1997). *Interdisciplinary teaming and the social bonding of middle level Students*. In J. Irvin (Ed.), *Transforming middle level education: Perspectives and possibilities* (pp. 139–161). Boston: Allyn & Bacon.

Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum and Assessment K-12* SCD, 1997)

Milburn, D. (1981). *A study of multi-age or family-grouped classrooms*. PHI DELTA KAPPAN, 62(7), 513-514. EJ 242 413.

Burke, D. L. (1996). *Multi-year teacher/student relationships are a long-overdue arrangement*. PHI DELTA KAPPAN, 77(5), 360-361. EJ 516 053.

Grant, J., Johnson, B., Richardson, I., & Fredenburg, A.(Ed.). (1996). *THE LOOPING HANDBOOK*. Peterborough, NH: Crystal Springs Books. ED 399 083.

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Vocabulary Development & Word Wall

Excerpt By Ohio Reading Teacher, Summer 2002 by Rycik, Mary

Linda Allen (1998) combined the approaches set forth by Cunningham and Gaskins and developed a framework she calls the "Integrated Strategies Approach (ISA)." It develops direct word identification through the use of authentic literature. Students choose words for study from literature and other curricular areas. An essential instructional tool in this framework is the use of the word wall, which is used to directly teach and support students' spelling and reading activities. The use of the ISA framework in a tutoring situation was found to be very beneficial. According to Allen, "the data for the past three years indicates that the program has been consistently successful: 100% of the tutored children read well below grade level in the fall of each year, and at least 70% of the children could read grade-level materials by May" (Allen, 1998, p. 266).

Early Vocabulary Development and Future Reading Success by Carolyn Jaynes PhD on 02-08-2010 05:26 PM
Research shows that children can learn over 800 words per year, from birth through age 12. On average, children know 6000 words by the end of 2nd grade, while some know only 3000. The importance of fostering vocabulary development even in the preschool years becomes clear when we couple these findings with evidence that children who know more words early on find it easier to understand what they read in the years to come. At a time when children are learning their ABCs and 123s, it may be easy to overlook the lasting value of nurturing a broad vocabulary as well. But in truth, vocabulary development begins even before children start to learn their letters.

Balanced Literacy

A successful balanced literacy program, it is argued, must combine a balance of teacher directed instruction (including teacher modeling of skills, strategies and processes) and student centered activities (Au, Caroll & Scheu, 1997; Freppon & Dahl, 1998; Pressley, Rankin & Yokoi, 1996; Snow, Burns & Griffin, 1998). In addition, recent research suggests that essential components of literacy should mirror principles of effective learning and teaching. Therefore, well- implemented balanced literacy programs must include elements of community, authenticity, integration, optimism, modeling, and student control and connectedness (Asselin, 1999; Pearson, 1999). To best achieve this goal, research suggests that teachers need to: a) emphasize reading, writing and literature by providing long, uninterrupted periods of successful reading every day, b) create a positive, reinforcing, cooperative environment in the classroom, c) set high but Balanced Literacy 5 realistic expectations for all students, and d) thoroughly integrate reading and writing across the curriculum (Asselin, 1999; Pressley & Allington, 1998).

Allen, A (1998). An integrated strategies approach: *Making word identification instruction work for beginning readers*. The Reading Teacher, 52(3), 254-268.

Au, K. H., Caroll, J. H., & Scheu, J. A. (1997). *Balanced literacy instruction: A teacher's resource book*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Freppon, P.A. & Dahl, K. L. (1998). *Balanced instruction: Insights and considerations*. Reading Research quarterly, 33, 240-251.

Pressley, M. & Allington, R. (1998). *The nature of effective first-grade literacy instruction*. Accessed: <http://cela.albany.edu/1stgradelit/index.html>.

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Portfolio Assessment

Portfolio Assessments, RES5560-800, by Sheila Smith - excerpts

A portfolio is a collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas (Paulson, Paulson, and Meyer, 1991). Fogerty and Pete (2005) described portfolio assessments as an appraisal tool that engages students in the collection, selection, and reflection of their work over a period of time. They provide a visible record of growth and development, evidenced by artifacts of the student's work. The focus with portfolios is on self-assessment. Using portfolios as an alternative assessment complements traditional forms of assessments.

A large number of authors and researchers concluded that students can and do improve in their ability to assess their strengths and weaknesses and progress in core curriculum areas (Frazier & Paulson, 1992; Lamme & Hysmith, 1991; Tierney, Carter, & Desai, 1991).

Spanish K-12

Saunders, C. M. (1998). The Effect of the Study of a Foreign Language in the Elementary School on Scores on the Iowa Test Of Basic Skills and an Analysis of Student-participant Attitudes and Abilities. Unpublished dissertation, University of Georgia. Saunders specifically examined the performance of third grade students enrolled in the Georgia Elementary School Foreign Language Model Program. She compared students who had not received any foreign language instruction with students one year younger who had received four years of instruction, five days each week, for thirty minutes per day. She found those students in the ESFL program scored significantly higher on the Math portion of the ITBS than the older students had scored. They also performed better on the Reading portion, but the difference was not statistically significant.

Armstrong, P. W. and J. D. Rogers. (1997). Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language Arts. Learning Languages, Spring, 20-31.

This carefully constructed study demonstrated that third graders who were taught Spanish for thirty minutes, three times per week showed statistically significant gains in their Metropolitan Achievement Test scores in the areas of math and language after only one semester of study. This study verifies two earlier studies that showed that foreign language instruction either had no detrimental effect on basic skills or a positive effect on students' achievement in basic skill areas. The results of this study are particularly interesting since one class of students in the experimental group had actually received one-and-one-half fewer hours of math instruction per week, yet still outperformed the students in the control classes in math.

Frazier, D., & Paulson, L (1992). *How Portfolios Motivate Reluctant Writers*. Educational Leadership, 49, 62-65.

Lamme, L.L. & Hysmith, C. (1991). *One School's Adventure into Portfolio Assessment*. Language Arts, 68, 629-640.

Paulson, L.; Paulson, P.; and Meyer, C. (1991). *What Makes a Portfolio a Portfolio?* Educational Leadership, 48, 60-63.

Tierney, R., Carter, M., & Desai, L. (1991). *Portfolio Assessment in the Reading-Writing Classroom*. Norwood, MA: Christopher-Gordon Publishers.

Pete, Brian M., and Robin J. Fogerty. *How to Differentiate Learning*. Thousand Oaks: Corwin, 2005. Print.

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The authors examined English reading scores of students of varying levels of intelligence who had had one to two years of Spanish instruction in grades five and six. They found an especially significant relationship between high scores in reading and extended foreign language study in the cases of children of average intelligence. The data gathered indicate those students of average intelligence, rather than above-average intelligence, may benefit the most from early instruction in a second language.

Nash, J. M. (1997). Special Report: Fertile Minds. *Time*, 149/5. Reprinted on: <www.time.com>.

Nash summarizes much of current research on the development of the human brain. She states that there are a series of “windows for developing language. The window for acquiring syntax may close as early as five or six years of age . . . The ability to learn a second language is highest between birth and the age of six, then undergoes a steady and inexorable decline.” She concludes, “it is clear that foreign language should be taught in the elementary school, if not before” (8).

b. Through a constructive approach exercising instructional methodologies, academic support, social, physical, and nutritional well-being will be an intricate and deliberate part on the focus of Oxford Preparatory Academy for the Advanced Studies in serving high school students’ at-risk population. The following will be implemented to maximize sound instruction -

- Bilingual and ESL Programs
- Curriculum Mapping
- Instructional principal
- Looping of teachers in quadrant
- Initial Assessment and benchmark assessments
- Ongoing data analysis
- Academic Intervention Strategies
- Homework Help/Study Hall
- Portfolio Assessment
- Nutritional, physical and wellness instruction
- Oxford’s Essential Features

c. The incremental growth of the middle school, will allow OPAFASCS student body to incrementally become acclimated to the school’s essential features and structured learning environment, which incorporates researched, based analytical methods. Upon reaching grade 8, students whom entered at grade 6 will have had three (3) years of Bloom’s Taxonomy and Depth of Knowledge reasoning. In addition, listed are additional strategies and instructional methods that each student will consistently utilize and become familiar with, to maximize academic achievement and thereby preparing him or her for his or her transition into high school.

- Annual and Initial Assessment and Benchmark Testing
- Academic Intervention
- 25 Books and Vocabulary building
- Looping – Teacher Move with Grade
- Reading Newspaper Daily
- Arts, Piano, and Spanish
- Balanced Literacy - Reading and Writing workshops
- Technology and Typing Skills
- Social, Nutritional, and Physical Well-being

Garfinkel, A. and K. E. Tabor. (1991). *Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship*. *Foreign Language Annals*, 24/5, 375-382

Nash, J. M. (1997). *Special Report: Fertile Minds*. *Time*, 149/5. Reprinted on: <www.time.com>.

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d. OPAFASCS will utilize of a variety of high quality assessments in reading, math and science that will indicate each strand of its content such as -

- ***Kaplan Advantage New York***

Grade Level(s): 3–8

Subject(s): English Language Arts, Mathematics, Science

Program Length: Up to 24 hours per subject

Eligible Funding: Title I, 21st CCLC, GEAR UP, TRiO, i3, RTTT

Build critical-thinking strategies and prepare students for success on newly revised New York State Tests

Kaplan Advantage: New York State Test programs for elementary and middle school students use New York State Standards–aligned instruction to provide targeted and strategic review of key content on the New York State Test.

Students build the critical-thinking skills they need for each question type on the New York State Test. Scaffolded lessons, ongoing test practice, and research-based Kaplan methods help your students bridge the gap between content knowledge and performance on the New York State Test.

Through a mini practice test and a full-length practice test in the idiom of the New York State Test, you can diagnose student needs, regularly monitor performance, and measure improvement.

- ***ELA and Math Practice – Continental Press – Grades 2-8***

The *New York State ELA (English Language Arts)* series is directly aligned to the Performance Indicators and Literacy Competencies of the NYS English Language Arts Core Curriculum. These grade-specific books give students instruction and practice for skills and testing formats found on the New York State ELA Test.

The *New York State Mathematics* series gives students instruction and practice for the Performance Indicators of the NY State Learning Standard for Mathematics and provides exposure to the testing formats found on the New York State Mathematics Test. Books are directly aligned to the State Education Department's new *Grades 3-8 Mathematics Testing Program Guidance, September-April/May-June:*

The grade 2 book prepares students for the grade 3 mathematics test. Lessons are written at a second-grade level and are aligned to the grade 3 standards.

****NEW! ***Transition from the New York Mathematics Core Curriculum to the Common Core State Standards***

- ***Science – Continental Press – Grades 4-8***

Introducing *New York State Science* for grades 4 and 8, a two-book series to help students master challenging science standards and prepare for the New York State Science Test.

- ***The Empire State NYSESLAT***

The *Empire State NYSESLAT* provides clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers.

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Student Book

Full-color books engage and motivate young learners.

Units for speaking, listening, reading, and writing familiarize students with the types of questions they'll face on testing day.

The last unit focuses on the comprehension skills needed to transition to the New York State ELA test (grades 2-8 books) or Comprehensive Regents Exam (grades 9-12 book) and mirrors the test in presentation, length, and difficulty.

Question types parallel those found on the NYSESLAT: multiple-choice, short written response, extended written response, and oral response.

Students are exposed to informational, literary, and functional passages-the same genres found on the NYSESLAT.

Annotated Teacher's Edition

- User-friendly resources provide excellent support for every teacher!
- Comprehensive activities extend lessons and offer additional practice.
- Complete scoring forms and correlations to the ESL and ELA standards help you grade with ease.
- Parent letters in multiple languages promote at-home involvement.
- Skill analysis and proficiency charts track progress in the transition unit.
- A reference chart shows how to advance students from the transition unit to the *Empire State ELA* and *New York State ELA* workbook series (grades 2-8).
- Audio CD -Grade-specific audio CDs provide oral reading of the listening activities from the teacher's edition in native voices, both male and female.

- **Practice Testing – Continental Press**

Builds confidence for testing day. The *ELAP Plus* booklets familiarize students with the presentation, length, and difficulty of the New York State Test so students can put test-taking anxiety behind them. Skills are directly aligned to the **Performance Indicators and Literacy Competencies of the NYS English Language Arts Core Curriculum**. Also available in a CD format with instant scoring and diagnostics.

Three forms are available for grades 3-8:

Form A: Identify weak areas to help you assign the right skill-specific lessons from the *New York State ELA* or *Empire State ELA* instructional workbook.

Form B: Measure progress after students have completed the workbook lessons.

Form C: Provide extra practice at any time.

Forms A and B are set up in session booklets that mirror the New York State ELA Test:

Grades 2, 3, 5, and 7: Each form includes two session booklets

Grades 4, 6, and 8: Each form includes three session booklets

Item formats are aligned to those on the New York State ELA Test, **depending on grade level:**

multiple-choice

extended-response

short-response

editing and proofreading listening

Comprehensive Teacher's Guides include:

Directions for administering the sessions

Performance Indicators and Literacy Competencies of the NYS English Language Arts Core Curriculum

- Answer keys for the sessions
- Scoring rubrics
- Reading/Listening
- Writing mechanics
- Reproducibles:
- Skill analysis chart

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- Proficiency chart

An easy and effective diagnostic tool for the Performance Indicators and Literacy Competencies of the NYS English Language Arts Core Curriculum? *ELAP Plus Assessment Links* CDs feature the traditional New York State ELAP Plus Form A–C assessments, along with instant scoring and reports that pinpoint areas of need and prescribe instruction.

Each grade-specific CD features:

- multiple-choice items for forms A, B, and C of New York State ELAP Plus
 - instant student scoring
 - prescriptive student report with student answers, correct answers, standards tested, elapsed time for testing, and direction to specific Empire State English Language Arts and New York State ELA workbook content
- **The New York State MAP Plus assessment series is directly aligned to the Performance Indicators of the NY State Learning Standard for Mathematics and helps prepare students for the NYS Test.**

Standards covered:

Forms A and B test standards for a full academic year.

Form C tests standards from March of the previous year to March of the current year.

Forms A and B are set up in session booklets that mirror the New York State Mathematics Test:

grades 2, 3, 5, 6, and 7: Each form includes two session booklets

grades 4 and 8: Each form includes three session booklets

The grade 2 forms prepare students for the grade 3 mathematics test. Questions are written at a second-grade level and are aligned to the grade 3 standards.

Item formats are aligned to those on the New York State Mathematics Test, depending on grade level:

multiple-choice

short-response

extended-response

Comprehensive teacher's guides include:

- directions for administering the sessions
 - answer keys for the sessions
 - scoring rubrics
 - answer sheets for the sessions
 - cut-out tools, at appropriate grade levels
 - skill analysis chart for the sessions
- Performance Indicators of the NY State Learning Standard for Mathematics
 - reproducibles:

- ***Also available in Spanish: Estado de Nueva York MAP Plus***
- ***MAP Plus Assessment Links* CDs feature Forms A–C of the New York State MAP Plus assessments, along with instant scoring and reports that pinpoint areas of need and prescribe instruction.**

Standards covered:

Forms A and B test standards for a full academic year and are aligned to the State Education Department's new Grades 3-8 Mathematics Testing Program Guidance, September-April/May-June.

Form C tests standards from March of the previous year to March of the current year.

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e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness can be achieved by goal oriented summer planning, devising an OPAFASCS's calendar indicating, prior to the onset of the school year, dates for portfolio assessment review, curriculum mapping and pace review, professional development, departmental meetings, school base meetings, quarterly review of academic and operations, initial and benchmark testing, and departmental individualized student-tracking reviews.

f. OPAFASCS will develop an ongoing professional relationship with low performing local public schools to shared best practices. This can be achieved and maintained through –

- Develop Open Channels of Communication - Emailing, mailing, telephoning
- Monthly Networking Meeting - To discuss teaching/learning concerns and corrective action plans
- Professionals Inter-Visitation – School and classrooms
- Periodic Walk-Through – To gain a sense of the school climate
- Shared Professional Development – Best practices

g. Through obtaining appropriate physical space, sound academic planning and through obtaining a stimulus charter school grant, OPAFASCS will overcome start-up challenges.

Physical Space

Preparatory Academy for the Advanced Studies has located a former school building within the Brentwood School District for lease that has 52000sq. Ft. not including the shared (with a Preschool) auditorium, full cafeteria and full gymnasium. The previous occupant, a private school, closed in June 2009. The building is in good condition. There are 14 classrooms, a library, 14 offices, 2 large common rooms and a large center hall.

Further, there is additionally space-permitting OPAFASCS to ultimately grow to grade 12 in the upcoming years.

Academic Planning

OPAFASCS's board will conduct interviews in a timely manner in recruiting highly qualified professionals and staff members. The charter school will advertise in the NY Times, the local newspapers, and online, and offer competitive salaries necessary to attract the best talent. All employees will undergo fingerprint and background clearance checks.

Administrators and Administrative Assistants will be the first hired under the following guidelines -

Principal (1) Development/Planning– 11 Month Employee – (will start planning/working once charter is approved) One month prior to start of school – Professional Development, Curriculum Mapping, NYS Standards and Common Core State Standards, Professional Development planning for staff, Curriculum, Textbooks, Computers, Office Preparation

Assistant Principal (2) Development/Planning - 11 month Employees – One month prior to start of school – Professional Development, Curriculum, Professional Development planning for staff, Curriculum, Textbooks, Computers, Office Preparation, Evaluation Test

Teacher will have a three (3) level interview process – Administrative Interview, Grade Appropriate Demonstration Lesson, and a Board Interview

Teachers (1) - 10month plus 2 weeks Employees – Teachers will report to work to Two (2) weeks before students

- Professional Development
- Classroom Preparation

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- Syllabus Development
- Organize and Receive Supplies
- Textbooks/Computers
- Portfolios

Administrative Assistants (4) 11 month and Teaching Assistants 10 month plus 2 weeks -

All other personnel report 2 weeks early – Planning Purposes

Students – One week of orientation, that includes -

- Portfolio Setup
- Evaluation/Assessment Tests - Core Curriculum & NYSESLAT Samplers
- LEP Identification Process
- Goal Setting
- School Acclimation
- Mission statements
- School Affirmation
- Textbooks
- Syllabus Review
- Affirmation
- Computer use

Start Up Grant

Charter School Planning and Implementation Grant Up to \$600,000

<http://www.p12.nysed.gov/psc/startcharter.html>

All applicants that receive a Board of Regents approved charter will become eligible to receive a Charter School Planning and Implementation grant. Funds for this grant come from the United States Department of Education under Title V, Part B of the No Child Left Behind Act of 2001. Guidelines are available at <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>.

h. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district

OPAFASCS will support the school district of location with best practices, professional development, interschool and interclass visitations. Further, the ongoing relationship between OPAFASCS and Brentwood School District will be deliberate in consistency and continuance; this can be achieved by presetting networking dates to ensure periodic conferences with the school district's key staff to discuss school issues.

i. OPAFASCS will construct a sound academic and school culture design that will provide students in the region access to a viable education alternative, where there are lack of alternatives. The charter school will offer

- Inclusion
- Bilingual Language and Academic Program
- Teaching Methodologies (Bloom's Taxonomy and Depth of Knowledge) – K-12
- Piano k-8
- Foreign Language – K-12
- Book club and vocabulary building
- Portfolio Assessments
- Newspaper Reading -Daily
- Homework help/Study Hall - Daily and Saturday
- Balanced Literacy
- Word Wall –Vocabulary Building
- Dress for Success - Dress code of Uniformity
- Looping
- Instructional Principals – Core Specialist
- Initial Evaluation/Assessments and Benchmark Assessments
- Class Syllabus/Course Outline (NYS Based)
- Physical Fitness, Nutritional, and Social Well-being
- Grouping