

Las Américas ASPIRA Academy Charter Renewal Pages 57 and 58 Appendix

<i>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</i>		
Item	Description	Evidence
Scope and Sequence	Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.	Scope and Sequence Document
<i>English Language Arts</i>		
Item	Summary	Evidence
High Quality Instructional Resources	<p>Teachers College Reading and Writing Project’s Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards.</p> <p>The Teachers College Reading and Writing Project’s approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:</p> <ul style="list-style-type: none"> • High volume of high-success, high interest reading 	<p>Research Base Underlying the Teachers College Reading and Writing Project’s Approach to Literacy Instruction</p> <p>Reading Units of Study Common Core Standards Alignment</p> <p>Writing Units of Study Common Core Standards Alignment</p>

	<ul style="list-style-type: none"> ● Knowledge-base through nonfiction reading ● Comprehension skills and strategies to support reading achievement ● Value of Interactive Read-Aloud ● Foundation Skills/Phonics Instruction ● High volume of writing ● Literacy-rich content areas ● Argumentation across the curriculum ● Vocabulary acquisition ● A workshop approach that gives access to all students ● Support to English Language Learners ● Learning Progressions to accelerate student progress ● Assessment-based conferring and small group instruction ● Demonstration teaching as a scaffold towards greater independence ● Emphasis on staff development 	
<p>Sample Learning Experiences</p>	<p>Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs. Each session begins with a mini-lesson. Students sit with a long-term partner while in the mini-lesson. The mini-lesson ends with the students practicing independently. As students work, the teacher confers with them and leads differentiated small groups.</p>	<p>Literacy Sample Lesson Plan Sample Standards Assessment</p>

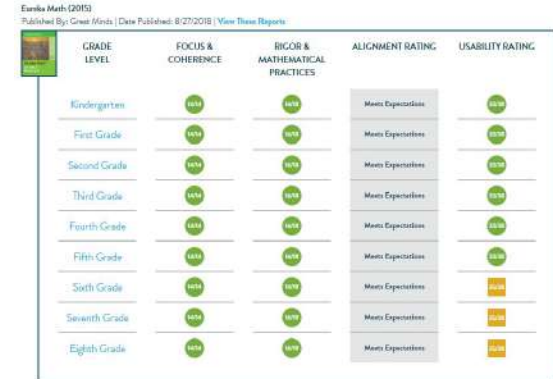
	<p>Assessments are aligned to the daily teaching point/objective and the Common Core State Standard, allowing students to demonstrate mastery of the strategy and standard.</p>	
<p>Professional Learning</p>	<p>Select teachers have attended various institutes at Teachers College Reading and Writing Project (2011-Present). The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices.</p> <p>The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/feedback sessions to our veterened, more experienced workshop teachers.</p>	<p>Institutes staff have attended:</p> <ul style="list-style-type: none"> ● Summer Reading Institutes ● Summer Writing Institutes ● Coaching Institute on the Teaching of Writing K-8 ● Phonics Institute Grades K-2 ● Toolkits to Support Reading Comprehension K-8 ● Saturday Reunion Days <p>Trainings developed as a result of those institutes:</p> <p>Balanced Literacy Professional Development (updated yearly)</p> <p>Methods of Staff Development</p> <p>Phonics Professional Development</p> <p>Ongoing coaching support:</p> <p>Videos to support units of study implementation</p> <p>Sample Teacher Coaching Reflection (General Education)</p> <p>Sample Teacher Coaching Reflection (Special Education)</p>

<p>RTI Process</p>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of reading intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<p>Screening:</p> <ul style="list-style-type: none"> • RTI Cycle Calendar <p>Diagnostics Testing:</p> <ul style="list-style-type: none"> • Fall Testing Calendar • Winter Testing Calendar • Spring Testing Calendar <p>Interventions:</p> <p>LAAA Intervention Menu</p> <ul style="list-style-type: none"> • Ready Common Core (Comprehension) • Wilson Reading • Foundations (phonics, high frequency words, fluency, vocabulary): multisensory and systematic approach • Sharon Walpole • Leveled Literacy Intervention: LLI is a small-group supplemental literacy intervention system designed to help struggling K-2 students quickly achieve grade-level competency. It emphasizes systematic and explicit instruction in phonological awareness, phonics, fluency, comprehension, and the expansion of oral language skills. In the course of 12-18 weeks, students participating in LLI increase their literacy by participating in daily lessons that utilize a series of leveled texts
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		<p>developed to align with the F & P Text Level Gradient</p> <ul style="list-style-type: none"> ● Achieve 3000: The efficacy of the program has shown that when students used it with fidelity, their lexile scores did increase. The platform focuses on content-area knowledge, academic and cross-disciplinary vocabulary. Literacy skills and targeted test practice to bridge gaps for students as they work to succeed across curriculum and prepare for the rigor of state assessments. <p>Progress Monitoring tools:</p> <ul style="list-style-type: none"> ● Ready Assessment Book ● AIMSweb ● Walpole ● Foundations ● Read Works ● Teen Biz Boost ● Common Lit
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Mathematics		
Item	Summary	Evidence
High Quality Instructional Resources	The curriculum analysis group EdReports gave our math curriculum, EngageNY (a.k.a. Eureka Math), very high marks. There are no additional resources needed to support the 3 yellow ratings in middle school as all 3	EdReports page

ratings received are in the usability area and our teachers have been trained and are proficient in navigating the resources.



Sample Learning Experiences

Our math lessons consist of a warm up, launch, exploration, share out, and closure. Teachers create a cognitive need for the exploration during the launch and during the exploration students grapple with the mathematics then negotiate mathematical meaning during the share out and closure.

[Sample unit/lessons](#)
[Sample assessment](#)
[Structure of our math lessons](#)

Professional Learning

During the 2018-2019 school year we partnered with the Delaware Math Coalition as they helped us as we began implementing a new curriculum (EngageNY) as well as a new warm up structure (Number Talks). Furthermore, we hired a math supervisor in August of 2018 to support our teachers in improving their math instruction. The supervisor would meet with math teachers on a bi-weekly basis to initiate a coaching cycle of plan, observe, debrief.

Slides:
[LAAA Math PD August 2018 Day 1](#)
[LAAA Math PD August 2018 Day 2](#)
[LAAA Number Talks for Teaching Content September 2018](#)
[LAAA Math PD November 15 2018](#)
[LAAA Math PD Jan 2 2019](#)
[LAAA Math PD Feb 4 2019](#)

<p>RTI Process</p>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of math intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<p>Screening:</p> <ul style="list-style-type: none"> • RTI Cycle Calendar <p>Diagnostics:</p> <ul style="list-style-type: none"> • Fall Testing Calendar • Winter Testing Calendar • Spring Testing Calendar <p>Interventions:</p> <ul style="list-style-type: none"> • Ready Common Core • Zearn • Touch Math <p>Progress Monitoring Tools:</p> <ul style="list-style-type: none"> • AIMSweb • Ready Common Core • Ready Assessment Book • Khan Academy • Zearn • Touch Math
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Science		
Item	Summary	Evidence
<p>High Quality Instructional Resources</p>	<p>STEMscopes has provided their research studies from multiple case studies across the United States.</p> <p>STEMscopes has provided a case study from Cascade School District- Turner, Oregon. In this case study the</p>	<p>STEMscopes Research Summary Document</p> <p>STEMScopes Case Study</p>

	district shares their success with implementation of STEMscopes.	
Scope and Sequence	Scopes are aligned to the NGSS and CCSS. Each Scope aligns to standards and phenomena that guides the learning.	Scope and Sequence K-5 Scope and Sequence 6-8
Sample Learning Experiences	Scopes/units follow a 5E model (Engage, Explore, Elaborate, Evaluate). In Engage students are able to explore the phenomena that goes along with the topic. In Explore students are able to participate in a variety of labs or experiments that will help answer the investigative phenomena. In Elaborate students are able to access cross-curricular activities to enhance their understanding. Finally, in Evaluate students have the opportunity to communicate what they have learned from the investigations into the phenomena.	K-2 Lesson 3-5 Lesson 6-8 Lesson
Professional Learning	The Professional Development trainings have been provided by STEMscopes. STEMscopes provided time for educators to learn how to implement STEMscopes, the NGSS standards and 5E Model into their lesson plans.	STEMscopes PD Agenda
Accessibility	STEMScopes lessons are integrated with the SIOP model to support English Language Learners in science.	ELL Supports

	Teachers are provided with a toolbox of interventions for students with disabilities, which include: communication development, physical development, cognitive development, social or emotional development, adaptive development, and tiered intervention support.	Interventions/Scaffolds for Special Education Students
Monitoring of Science Instruction	Our teachers are observed by their supervisors twice a year using the Educator Effectiveness Framework. In between the observations teachers work closely with an Instructional Coach. During the coaching sessions coaches use the Six Steps to Effective Feedback model, observing on a biweekly basis and providing specific actionable feedback items for educators to use. This is a sample of a coach's feedback to science teacher focusing on accessibility for all learners.	Sample Feedback Form

<i>Social Studies</i>		
Item	Summary	Evidence
Scope and Sequence	<p>Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Social Studies Standards.</p> <p>K-5 Social Studies units include a combination of the Delaware Recommended Curriculum, shared reading texts, and Rozzy Learning.</p>	Scope and Sequence Document

	<p>6-8 Humanities Curriculum, <i>Networks</i> (McGraw Hill ConnectEd), is an equal blend of both ELA and Social Studies. Students will learn Social Studies content while reinforcing English Language Arts skills through Reading and Writing with a focus on fiction and informational text. Fictional work are selected with a focus on historical content, for example while learning about Ancient Greece they will also focus on Greek Mythology. With blended content, students will be able to obtain information aligned to both English and Social Studies Standards equally.</p>	
<p>Sample Assessment</p>	<p>K-8 assessments are aligned to state standards focusing on student achievement of standards.</p> <p>The sample assessments for K-5 have been created in conjunction with the Delaware Social Studies Coalition during the 2017-2018 school year.</p> <p>6-8 assessments focus on equal mastery of both ELA and Social Studies standards. These assessments are a blend of text analysis, writing, and project-based learning. Within project assessments there is cross-curricular aspect that aligns with content areas such as Spanish, Science and/or art.</p>	<p>K-5 Sample: G3 Production and Allocation of Goods G3 Obtaining Goods in an Ancient World</p> <p>6-8 Sample: Informational Text Analysis- Summative Cross Curricular Assessment- Summative</p>
<p>Schedule</p>	<p>K-8 has scheduled time allotted for social studies instruction in each grade. K-5 is approximately 30 minutes per day. Due to the blended nature of the</p>	<p>Schedule</p>

	<p>curriculum for 6-8 grade, one hour per day is provided for the instruction of English and Social Studies, as well as one hour dedicated to SLA and Social Studies as they are embedded/blended together.</p>	
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