

Smith's Center for Lifelong Learning
Charter School Prospectus
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I. Executive Summary

Mission Statement

Smith's Center for Lifelong Learning's (SCLL) mission is to ensure that students are receiving quality education in a safe and secure learning environment by providing highly qualified teachers, committed administration, and other school personnel, and building positive partnerships with parents and the community. SCLL believes that it is imperative that students realize their potential and proceed to enhance their individual capabilities in order to become productive and contributing individuals in society.

Key Design Elements of the Educational Program

Smith's Center for Lifelong Learning will service the Pre-K through 2nd grade population within the Rochester City School District. The maximum number of students that will be serviced per class will be 20 students. SCLL will support and educate a diverse population. SCLL will take a comprehensive approach to students' educational program by involving all stakeholders including students, parents, teachers, administrators, and community. All stakeholders will be held accountable for meeting the needs of the students that attend SCLL. Smith's Center for Lifelong Learning will foster the idea of a partnership-community school. Students will have opportunities for expeditionary learning where they will be exposed to a variety of learning experiences inside and outside of the classroom in order to build a solid foundation for lifelong learning. Through expeditionary experiences they will gain critical thinking skills and habits, increase academic achievement and personal development. SCLL's school structure is based on building solid foundations for our students which will provide learning opportunities for students at risk of academic failure and build upon their abilities to be lifelong learners.

One of the goals of the instructional program is to nurture and preserve proficient readers and writers using research based practices, ensuring that all students leave 2nd grade exceeding and/or meeting the New York State standards and are ready for success in 3rd grade and beyond. The use of appropriate assessment tools, analyzing instruction and intervention resources to address students' needs and monitoring students' progress will further ensure readiness for 3rd grade. Early intervention for SCLL's Pre-K through 2nd grade is key to the success of students struggling with reading, writing, and math. Using research based specialized approaches and standards based curriculum ensures best practices. Professional development opportunities provided to staff is an essential component to the strong foundation that students need. Being able to address the social, emotional, and health related interventions for students is another component that Smith's Center for Lifelong Learning will incorporate into their instructional and academic program.

Student centered activities, developmentally appropriate literature (remedial and accelerated), and monitoring student performance and progress for individual students will ensure students are receiving appropriate interventions needed to succeed. Response to Intervention strategies will be incorporated daily hence identifying students that may need additional assistance beyond the instructional classroom. If students need additional intervention they will progress through the Response to Intervention Tiers. SCLL's specialist will assist at each grade level.

Formal and informal assessments are pivotal to the success of early learners of reading and writing. A variety of sources will be used to assess student performance including but not limited to standardized testing, student work, journals conferencing, and teacher observation. Evaluation of the instructional programs is pivotal to the success of early learners of reading, writing, and math in order to determine the strengths and weaknesses of students and develop appropriate Response to Intervention strategies. SCLL is committed to establishing a rigorous curriculum in a diverse style. Smith's Center for Lifelong Learning aims to meet every child's potential and hone in on every child's skills in order for them to be successful.

As part of the key design of the educational program, administrators will be visible in the classrooms ensuring quality instruction that is aligned with New York State (NYS) standards is being delivered in a safe and secure environment. In addition, administrators will be accessible to parents ensuring that they are welcomed in the building and their needs and concerns are met. Furthermore, administrators will ensure teachers receive ongoing professional development in order to keep up with research based strategies that will assist teaching and learning in order to improve students learning and achievement. Administrators will be responsible for evaluating the overall structure of the school and its programs and using the measurable student data to inform instruction. SCLL Administrators will be resourceful in allocating the budget so that it benefits all stakeholders.

SCLL teachers will be highly qualified according to NYS requirements. Within the classroom teachers will meet individual student needs by using innovative approaches to building relationships with students, using interdisciplinary, and hands on activities to allow students to explore and develop their background knowledge. Also, teachers will provide small group instruction which will be differentiated based on readiness, learning style and interests. Teachers will expose students to a variety of activities outside of the classroom including visits to age appropriate educational locations.

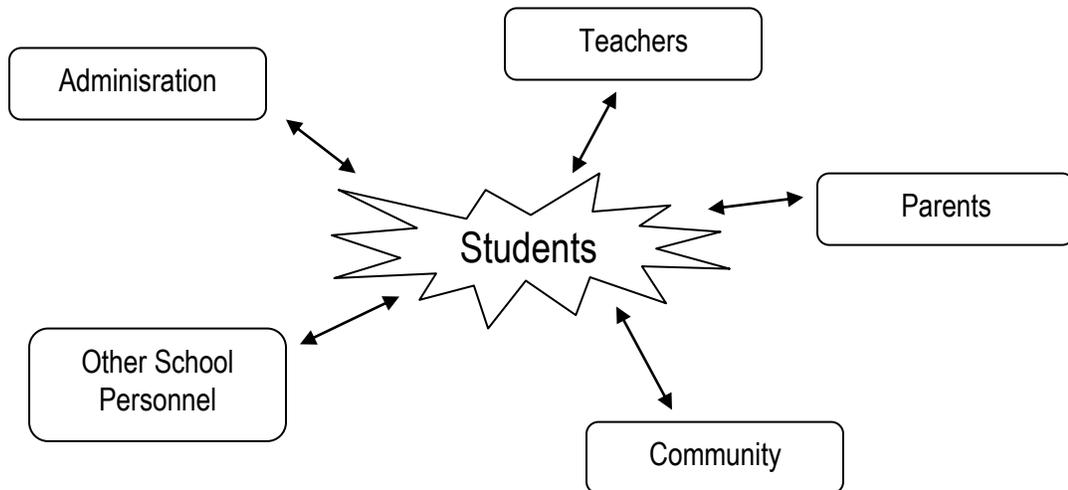
Parents will become partners in the educational process of their child, having input into the educational decisions within the building. Ongoing communication between parents, teachers, administrators, and community partners will be key to establishing the foundation for students attending our school. Building relationships will be pivotal to the success of SCLL's educational program. As students progress from Pre-K to 2nd grade they will learn what it means to be a part of a community. Students will be able to take risks, explore, make connections, and gain responsibility for their education. Students will learn lifelong skills that will prepare them for the real world and 21st century challenges.

Smith's Center for Lifelong Learning Leadership team will be accountable for the safety and security of all students and staff. All staff will be required to be fingerprinted to further ensure safety and security within the building.

Diagram 1 depicts the total community in which Smith's Center for Lifelong Learning's mission and vision is built upon. As in the proverb "It takes a village to raise a child," in order to make the community thrive all stakeholders must be accountable for the success of all students.

Smith's Center for Lifelong Learning's Comprehensive Approach
to Students' Educational Program

(Diagram 1)



Smith's Center for Lifelong Learning's Founding Group

The Smith Center for Lifelong Learning is the culmination of a family's desire to change the present condition of the students being serviced within the Rochester City School District. The founding teachers, Mrs. Zestean Smith and Mrs. Elizabeth Smith, who are spearheading this initiative are motivated and determined to see that change occurs by increasing learning opportunities for Pre-K through 2nd grade. The founding members have extensive educational background in dealing with diverse populations and meeting the needs of the underserved.

Mrs. Zestean R. Smith, teacher and administrator, has obtained her Bachelors in Business Administration from Rochester Institute of Technology, Masters in Education from Nazareth College of Rochester, and Masters in Educational Leadership from St. John Fisher College. Mrs. Smith holds a New York State certification in Pre-K -6 Elementary Education and a NYS certification in Administration. She has been a teacher for 12 years in the Rochester City School District, and for the 2009-2010 school year served as Assistant Director of Title 1/NCLB. Mrs. Smith has been involved with a number of district and parental committees within the Rochester City School District including the following:

District Involvement

- Dream Schools Initiative
- School Under Registration Review (SURR) Team
- Comprehensive District Education Plan (CDEP)
- Academic Standards and Assessment Plan Team
- Curriculum Committee
- Inclusion Committee
- Rochester Reads Committee
- Principal's Interview Committee
- Teacher's Interview Committee
- District Parent Council

Parent and School Involvement

- Parent Representative to the Rochester City School District's Parent Center Task Force (Task Force to plan and implement the opening of Parent Centers in Rochester)
- Parent Teacher and Student Association (PTSA)/Parent Teacher Association (PTA)
- School Based Planning Teams

Mrs. Elizabeth Smith, teacher, obtained her Masters in Science in Adolescent Education at Nazareth College of Rochester, as well as her Bachelors of Arts in Mathematics. She currently holds six New York State Certifications; Grade 1-6 Generalist, Grade 1-6 Students with disabilities, Grade 5-9 Mathematics, Grade 5-9 Students with disabilities – mathematics, Grade 5-9 Students with disabilities – generalist, Grade 7-12 Students with disabilities – mathematics and is eligible for Grade 7- 12 Mathematics. Mrs. Elizabeth Smith has two years of professional experience at the middle level. She taught a 15:1 7th grade math and science class as well as co-taught 8th grade in all subject areas at the middle level. She has experience grading the NYS State exams for Math, Science, and ELA. Her additional teaching experience consists of a variety of locations from rural, suburban, and urban including the Rochester City School District. Working with these diverse populations of students qualifies Mrs. Elizabeth Smith to become one of the founding members of Smith's Center for Lifelong Learning Charter School.

In accordance with the New York State Charter School's Act, the governing body of the Smith's Center for Lifelong Learning Charter School will consist of the following appointed members:

Yvonne James-Brown is a retired Chairperson of the Dance department of Buffalo, NY Public Schools. She was the Arts Program Coordinator for Buffalo Academy of Visual and Performing Arts. She was an Educational Consultant for New York State Education Department (NYSED), co-authored the Dance curriculum for Buffalo Public Schools and was a contributing author of the Framework for the Arts draft which became the Standards for Arts for New York State (NYS). She is currently an Adjunct Faculty at the State University of New York (SUNY) Empire College. She also was an honoree of the Disney American Teacher Award.

Timothy Smith has worked as a senior court assistant in the New York State Appellate Division for 26 years. He was president of Grace Urban Ministries (GUM), a community based organization, for 10 years, he presently serves as secretary of GUM. He was recognized by Mayor William A. Johnson as an Unsong Hero Award recipient in 2004. He is a parent and has been a baseball and basketball coach in the city of Rochester for the last 22 years.

Sakina Smith is a junior at Morgan St. College, Baltimore, Maryland, majoring in Medical Technology. She is a national scholar athlete. Ameen Smith is a junior at Webster Thomas High School.

Idris Smith is a financial advisor/business consultant; he obtained an Associates degree in Liberal Arts and has worked for six years in a financial institution.

Tariq Smith is a youth counselor and served six years with the United States Marine Corp. He has three years experience working with youth in a Community Based Organization. Along with the founding members, this governing body will ensure that all practices, procedures, protocol, and programs are beneficial for each student that is enrolled in Smith’s Center for Lifelong Learning.

II. Student Population

Student Enrollment

The first year Smith’s Center for Lifelong Learning will consist of four classrooms with a maximum of 20 students in each class as shown in diagram 2. In the second year of business the number of new students will enter in at the Pre-K level because the other students will advance to the next grade level. Starting in SCLL’s third year a new class room will be added at the Pre-K level thus building our total population to 100. Then there will be one classroom for each grade K-2 and two classrooms in Pre-K. By adding an additional classroom in the third year will in turn create more classrooms in the fourth and fifth year. At the time of renewal of the charter school there will be 40 students in each grade level. See diagram 2 below.

Enrollment Projection (Diagram 2)

	Year 1 (2011-2012)	Year 2 (2012-2013)	Year 3 (2013-2014)	Year 4 (2014-2015)	Year 5 (2015-2016)
Pre-K	20	20	40	40	40
Kindergarten	20	20	20	40	40
1 st Grade	20	20	20	20	40
2 nd Grade	20	20	20	20	20

Target Population

The demographic comparison table located on the NYS Department of Educaiton website as shown in Diagram 3 displays the breakdown of students with Limited English Proficiency (LEP), students who receive free and reduced lunch, as well as students with disabilitites (SWD). Since the LEP and SWD hold 9.62% and 16.35% respectively and the students who receive free or reduced lunch 82.15%, SCLL anticipates servicing an all inclusive population of students with LEP and SWD as well as students who receive free and reduced lunch. Because of our location in the Rochester City School District SCLL will attract, serve, and retain the students identified to be at-risk, see diagram 3.

(Diagram 3)

	K-12 Enrollment	#_LEP	% ELL_ LEP	#_FRPL	% FRPL	Total SWD	SWD_ BASE	% SWD
Rochester City School District	32132	3090	9.62%	26397	82.15%	6161	37673	16.35%

Upon entering Smith's Center for Lifelong Learning students will be assessed using a universal diagnostic tool to help provide consistency amongst data. Diagnostic assessments will help determine if students are below, at, or above grade level. Information collected from the assessments will be used to inform instruction. Students who are LEP/ELL will be administered a separate diagnostic test to determine program eligibility and proficiency in English. Special services will be sought out to assist LEP/ELL students both inside and outside of the classroom. Inside the classroom some instructional strategies that can be used are to increase use of multicultural materials and resources and provide afterschool tutoring. Providing pictures and labeling materials and artifacts within the classroom increases word recognition. Immersing students in the English language experiences will be a strategy that SCLL will use to accommodate LEP/ELL students. Frequent communication with parents and translated information regarding the educational programs and activities will be sent home to keep parents involved in their students' academic achievement.

If a student with a disability enrolls in SCLL's charter school, we will first obtain any paperwork including the student's Individualized Education Program (IEP) for our records. Once SCLL has received the student's IEP, the student will be assigned a case manager. The case manager's role will be read through the student's IEP focusing on the Present Levels of Performance (PLEP) in which the case manager will be able to capture the essence of the student and get an understanding of the student's learning style. From the PLEP's the case manager will determine the way in which the student's IEP goals will be monitored and achieved. Weekly benchmarks as indicated in the student's IEP will be necessary to show student growth and progress with each IEP goal. Progress monitoring will be reported quarterly, or as needed per student's IEP. If student growth is not apparent from current special education services the student's IEP will be visited to give the student the additional support s/he needs in order to be successful.

In the event a student is suspected of having a disability, Smith's Center for Lifelong Learning will follow the due process procedures. In accordance with NYS law, SCLL will also follow the timeline for the Committee on Special Education (CSE) process in New York State. Initially a student must be referred for an evaluation if the current conditions calls for it, or parent or teacher have requested the evaluation. Evaluations may be performed once consent is received by SCLL from the parent/ guardian. The evaluation will be comprehensive encompassing all aspects of the student as well as team oriented.

The team will involve more than one member of the CSE who will review existing data and determine what additional data is needed. SCLL will administer any needed tests. Data will also be collected from parent or guardian regarding student's present levels. Based on collected data from tests, teacher observations, parent information, and class assessments, it will then be determined whether the student has one of the 13 documented disabilities according to the Individuals with Disabilities Education Act (IDEA) or any additional tests are needed. Smith's Center for Lifelong Learning will then determine whether the student requires needs based related services as well as test accommodations and program modifications.

Data will also support the student's IEP goals and extent of participation in general education setting. A CSE meeting will be called to determine if a student has a disability and if the student needs special education services. Once the evaluations and meetings are done, it is the job of the special education teacher to make sure all aspects of the student's IEP is implemented. The student's IEP will be reviewed annually and a re-evaluation will be given every three years to determine if special education services are still needed.

Throughout the classification process parents will be involved and informed of their rights by the special education teacher. Information packets with additional information will be given to parents for reference. Pre-annual review meetings will be set up with parents by the special education teacher to review student's current progress. Once the student graduates from Smith's Center for Lifelong Learning, the student's IEP and information will follow them to their chosen school district.

Smith's Center for Lifelong Learning's curriculum will be aligned with the New York State Standards and SCLL's approach to instruction will encompass expeditionary learning, hands on activities using manipulatives, small group activities, cooperative learning groups, building relationships within the classroom, and promoting safe and secure environments where all students feel nurtured and excited about learning and being in school. Test accommodations and program modifications will be adapted to individual student's needs. Ongoing assessments and evaluations will be done in order to determine the effectiveness of curriculum and instructional design.

Smith's Center for Lifelong Learning's plan for recruitment will be parent and grassroots focused. SCLL members will conduct outreach activities to the homes of students, passing out flyers to those homes that may be traditionally less informed than others within the RCSD. SCLL will disseminate information to local churches, schools, community organizations, and local businesses throughout the Rochester area. Also, through media advertisement and word of mouth, SCLL will communicate their existence within the Rochester community.

III. School Design

a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

In order to increase student achievement and decrease student achievement gaps in reading/language arts and mathematics SCLL will use the Response to Intervention (RTI) model, research based strategies and best practices (expeditionary learning, small group instruction, nonlinguistic representations of content, and cooperative learning).. The four steps to student success is to evaluate (gather and analyze data), plan an intervention, implement the intervention and monitor progress. The data will be collected upon enrollment into SCLL using a universal diagnostic tool. SCLL will then evaluate the data and plan for instruction and/or intervention. The intervention will be implemented using innovative ideas and best practices. Student progress will be monitored and additional intervention strategies (both remedial and accelerated) will be implemented in order to meet the needs of all students.

Smith's Center for Lifelong Learning will further work to increase student's achievement and decrease the student's achievement gap in reading, language arts, and mathematics through utilizing research-based strategies that have shown success in student achievement. *Classroom Instruction that Works*, identifies nine categories for student achievement; identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues, and advance organizers (2001).

Expeditionary learning falls under generating and testing hypotheses in Marzano, Pickering, and Pollock's categories. Research has proven that expeditionary learning has increased student achievement and closed achievement gaps in reading/language arts and mathematics. According to Ulichney, Brown University, "Expeditionary learning implementation appears to be providing a strong academic curriculum that allows students from typically disadvantaged backgrounds to thrive."

Small group instruction promotes a conducive learning environment. Common goals for learning, cohesiveness and communication are essential for a group to be successful. Small groups allow students to experience diversity, acknowledge individual differences, embrace interpersonal development, actively involves students with learning, and allows for personal feedback. Setting objectives and providing feedback is another one of Marzano, Pickering, and Pollock's categories.

Nonlinguistic representations of content will provide understanding for students with disabilities and students with LEP/ELL. Manipulatives are highly encouraged because they allow students to learn and build on prior knowledge. Students who are tactile learners will benefit through the use of manipulative because they are able to get a visual impression of the concepts being taught.

Marzano, Pickering, and Pollock's category for cooperative learning holds each student within the group accountable for their learning. The skills they develop in cooperative groups will allow them to continue as lifelong learners. Cooperative learning is generally defined as a teaching arrangement in which small groups of mixed abilities work together to achieve a common outcome. "In 67 studies of the achievement effects of cooperative learning 61% found significantly greater achievement in cooperative than in traditionally taught groups" (Slavin, 1991).

It is also imperative to have safe schools in order to increase achievement and decrease student achievement gaps. "A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement." (NDCP/N, 2009)

b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);

Early childhood intervention is critical and the basis for students to become lifelong learners as they progress through their education onto graduation and higher education. Without solid foundations the challenges that arise for students will be detrimental to them becoming 21st century citizens. With good work ethic and solid foundations our students will be ready for continued education and graduation rates will increase. Smith's Center for Lifelong Learning's students will be prepared to compete and become productive and contributing members in the global economy. Although the Rochester City School District has Universal Pre-K and the district has the Head Start program, some children are still underserved or not reached. "With over 9,000 children, (ages 6 wks - 5yrs) across Monroe County living in poverty, and ABC Head Start/Early Head Start funded to serve only 1,435 children, it is clear that several thousand eligible children are served neither by Head Start/Early Head Start nor by licensed providers" (ABC Inc, 2008-2009). Even with the Universal Pre-K programs in the Rochester City School District there are limits to the funding of early childhood programs. SCLL believes that through opening our charter school we will be able to continue to fill the gaps for early learners within the Rochester City School District.

There are a huge number of early learners falling through the cracks. These students will more than likely enter Pre-K or kindergarden behind their peers socially, physically, and academically. They will not have the necessary skills to compete with their peers. They will be labeled at an early age and the opportunities for success will diminish. With many early learners entering schools unprepared to meet the standards, it is imperative that parents be provided additional opportunities for their early learners.

Smith's Center for Lifelong Learning believes that our community focus and belief that, "It takes a village to raise a child," and through our innovative means of delivering instruction (expeditionary learning, small group instruction, cooperative learning, along with traditional concepts) we will capture the essence of our students' learning capacities and build a solid foundation for all of our students. SCLL's commitment to involve all stakeholders and building that solid foundation that our students need will have a positive impact on student achievement and will be our guiding force to excellence for the at-risk population that SCLL recruits. If a child does not have a solid foundation, they cannot build on an unstable structure.

Children must be nurtured, guided, provided a safe environment, exposed to a variety of people, places, and events in order to build schema and have background knowledge. Exposure is key. The at-risk students have not been exposed to print rich environments, literacy daily, fun activities outside of the home, simple math and science explorations (counting, adding, recognizing numbers, colors, problem solving techniques), communication, awareness of similarities and differences, positive role models in the community, recognition of tools used for work or play, or musical and arts activities. SCLL believes that exposing students to a variety of opportunities beginning at Pre-K can make huge impact in the a child's success, and readiness for higher level learning. Catching students when they are young is the key.

SCLL parents will be involved in their child’s educational process from the beginning also. Parental Engagement and community involvement is pivotal to SCLL’s success. Sander (2006) states, “When children know that their parents are interested, the students just do so much better. It just makes a world of difference for them as far as behavior, as well as academics.” Sanders further states, “Community involvement lets our children know that there are other people in the community who care about them, people who are willing to work with them and do things with them.” SCLL has the same philosophy. SCLL will be a partnership-community school, focusing on building relationships with parents and the community.

Graduation rates within the Rochester City School District must begin to increase. “The graduation rate continues to be a problem for the district. In 2006, 37 percent of the students graduated on time. There have been substantial improvements, but, as of 2008, the graduation rate of 52 percent was still well-below the statewide average of 70.9 percent. The Rochester City School District’s high school graduation rate has dropped to 46 percent as of 2009.” (WXXI, 2010). Smith’s Center for Lifelong Learning’s students will be ready to progress and meet higher standards. SCLL students will be ready and able to compete with their peers upon entering 3rd grade. They will carry their skills acquired at SCLL through graduation and beyond.

- c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable); N/A**
- d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;**

Smith’s Center for Lifelong Learning will use a variety of highly-quality assessments to measure understanding and critical application of concepts in the following subject areas: Reading, Writing, and Math. Diagram 4 shows the assessment tools used in Reading.

(Diagram 4)

Measurement Tool	Component of Reading	Explanation of Assessment
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Phonemic Awareness Phonics Fluency Vocabulary	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. http://www.dibels.org/dibels.html
EDRA (Early Reading Diagnostic Assessment)	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Most of these subtests have been adapted from other norm-referenced assessments. Some subtests are optional depending on teacher choice and student performance on other subtests. A flowchart is provided at each grade level -- if students do poorly on certain subtests, this assessment recommends other subtests that can be administered to examine the students' difficulties in more detail. http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=207

(Diagram 4 continued)		
DRA (Developmental Reading Assessment)	Phonics Fluency Vocabulary Comprehension	At the beginning of the school year your child will read a benchmark book to the teacher and then retell the story. The test will be scored and matches your child to an appropriate level of text difficulty. This system starts with level A, for the easiest books, and then switches to numeric levels, running from 1 to 80. http://www2.scholastic.com/browse/article.jsp?id=10216
Woodcock Johnson Reading Mastery	Phonics Vocabulary Comprehension	Measures: Cognitive ability, academic achievement, and scholastic interest provide a co-normed set of tests for measuring cognitive abilities and academic achievement. http://concordspedpac.org/TypesTests.html#WJ
Program Assessments	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Through SCLL's educational program, regular assessments will be given to provide checkpoints of student's progress throughout the year.
Running Reading Record	Phonics	A running record allows you to assess a student's reading performance as she/he reads from a benchmark book. Provide two benchmark books at each level: one fiction and one non-fiction. You can always opt to read the book before doing a running record if you prefer using previously-read text for your running record. http://www.readinga-z.com/guided/runrecord.html
Get Ready to Read (Pre-K)	Phonics	Use this 20-question research-based screening tool with your four-year-old. The score will show if your child's pre-reading skills are weak, strong, or somewhere in between. http://school.familyeducation.com/reading/early-learning/46528.html

Writing assessments can be measured in three different ways. Assessments can be criterion-references, norm-referenced, and self-references. Located in Diagram 5, these are examples of tools used to measure student growth among the categories.

(Diagram 5)

Measurement Tools	Reference	Explanation of Assessment
Observational Checklists	Criterion Self	Checklist will be used by teacher to target specific behaviors in students writing. If the students are missing certain concepts in writing the teacher will have data to inform further instruction.
Rubric	Criterion	Rubrics will be based on the 6+1 Traits of Writing. Ideas, organization, voice, word choice, sentence fluency, conventions, and presentation and the concepts focused on to improve student writing.
Common Writing Assessments	Criterion Norm	Common Writing Assessments will be use to show students growth and progress amongst peers. A common writing assessment will be given every grade level (1-2) to show growth with individual students as well.
Portfolios/ Journals / Notebooks	Self	Students collect a variety of ideas and topics in their notebook they begin the process of moving out of the notebook to drafting paper. Students will work through the writing process to accomplish a finished piece. Once students' writing pieces are finished they will be placed in a portfolio for students to revisit and reflect upon throughout the year.
Conferences	Self	Writing conferences provide students with the opportunity to meet with teachers on an individualized basis. Teacher will be able to see if the student is following the writing process. Teachers can check the content of the writing piece or strategies learned in class. Conferences allow seeing if individual writing goals are being met. Individual writing conferences will help to drive instruction.
On Demand Writing Samples	Norm	On demand writing samples are a diagnostic tool that is a highly effective way for a teacher to collect baseline data. Teachers then analyze the student pieces and note what strategies students are demonstrating and what strategies students would benefit from learning.

SCLL's math assessments will be given in a variety of ways as shown in Diagram 6.

(Diagram 6)

Measurement Tool	Explanation of Assessment
<p style="text-align: center;">AimsWeb TEN (Test of Early Numeracy)</p>	<p>Based on research examining the development of children's informal mathematical knowledge, each measure requires the student to demonstrate a skill that provides a foundation for the latter acquisition of formal mathematics taught in school. http://www.aimsweb.com/measures/numeracy/</p>
<p style="text-align: center;">CBM probes (Curriculum Based Measures)</p>	<p>Provide educators narrow-band tests (lots of items across a limited grade-level or type of math computation problem) that are simple to administer and score, that are time-efficient, and that are sensitive to improvement. www.easycbm.com</p>
<p style="text-align: center;">Assessing Math Concepts</p>	<p>The assessments are designed to be integrated into daily instruction and focus on important Critical Learning Phases that must be in place if children are to understand and be successful in mathematics. http://www.mathperspectives.com/assess.html</p>
<p style="text-align: center;">GMADE (Group Mathematics Assessment and Diagnostic Evaluation)</p>	<p>G-MADE is a norm-referenced group diagnostic mathematics test that measures individual skills in the main areas of math as identified by the National Council of Teachers of Mathematics (NCTM) including Concepts and Communication, Operations and Computation, and Process and Application. Use this in-depth test to help you pinpoint areas where students need instruction. http://www.pearsonschool.com/index.cfm?locator=PSZ3Rd&PMDbSiteID=2781&PMDbSolutionID=6726&PMDbProgramId=28121&level=4&prognav=po</p>
<p style="text-align: center;">MAP (Primary) (Measures of Academic Progress)</p>	<p>Provide information to guide instruction during the early stages of a student's academic career. Early learners enter school with a wide variety of educational experiences. Early identification of achievement levels is foundational for teachers establishing an environment for early academic success. Identify the needs of all primary grades students, from struggling to advanced learners. http://www.nwea.org/assessments/primary.asp</p>

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

As the push for technology in the classroom increases, the need for accurate computer programs emerges to assess and inform instructional practice, decision-making, and effectiveness of schools. The local instructional improvement system is designed to hit upon all aspects of Smith's Center for Lifelong Learning's stakeholders. "Local instructional improvement systems marry curriculum, assessment, and reporting to offer teacher tools for instructional effectiveness, principal tools for continuous improvement, district administrator tools for planning and monitoring, parent tool portals for involvement and enrichment, and student portals for self-direction and anytime access" (Schoolnet, 2010).

Throughout the founding members experience working with computer software programs there is an advantage to having current software that will benefit the accountability of all stakeholders. Administrators will have software in which they are able to track performance indicators, professional development, teacher evaluations, formative assessment, and curriculum design. Administrators will be able to use the software to make decisions about daily operations and future changes in Smith's Center for Lifelong Learning. Through the use of teacher tools, teachers will have access to lesson planners, grade book, student's data, and progress monitoring. It is important that teachers across all grade levels are consistent in the reporting of student data and recorded documentation. The use of a software program which aligns with the local instructional improvement systems will help in maintaining and tracking student's data for teachers. SCLL will obtain a software program that will allow teachers to create specific reports that show data as needed to inform instruction. By looking at data on computer systems, administrators and teachers will be able to determine the effectiveness of current instruction.

Parents will also have the ability to benefit from technology. Through Smith's Center for Lifelong Learning's website, parents will be able to access forms, resources, and dates when needed. If the parent is unable to have access to computer there will be such information at the school or can be sent home with child upon request. Internet databases such as Infinite Campus can allow parents to access student grades and progress throughout the school year. Teachers can keep parents informed of student's homework assignments through the use of email addresses. As SCLL moves into the 21st century classroom, students will have access to a variety of technology. One aspect that aligns with the implementation of the local instructional improvement system will be the use of computer assisted instruction. Students can go onto teacher's website for online assessments, resources, supplemental assignments, and educational games. We will provide a safe and secure environment on the computer and internet with firewall to exclude inappropriate websites. Students can also have to opportunity to get homework assignments online. SCLL understands computers and the internet are not always easily accessible outside of the classroom. We will provide students opportunities to be on computers at school when the time is appropriate.

f. Partner with low-performing, local public schools to share best practices;

As Smith's Center for Lifelong Learning establishes its roots within the Rochester City School District, we will be a high performing school. We will make every attempt to collaborate with existing low performing schools within the Rochester City School District in order to share ideas and best practices. Through this collaborative outreach effort SCLL intends to gain knowledge from existing programs as well as share best educational practices.

Choosing the right partner(s) will be key in this endeavor. SCLL will want to establish long lasting relationships with those whose ideals are parallel to our own. SCLL will seek out local schools who share the same overall goal of a high quality education and who intend on achieving so with similar practices to our own. This collaborative effort will not only bring new ideas to SCLL, but allows it further affect the community it plans to serve.

The exchange of ideas in this setting will allow SCLL to become an even more informed party in the educational arena. Having the knowlegde of what is working (or not) elsewhere, will be key to developing effective progams and practices that promote high performance among the students. The overall goal is not only to improve the educational environment of SCLL, but to provide tools and resources to others in order to continually increase academic performance on a broader scale.

g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

Overcoming challenges when opening a charter school, is to understand why others have failed and to learn from their mistakes. According to the NYS Department of Education, many charter schools were terminated due to poor academics and poor fiscal management. Smith's Center for Lifelong Learning's founding members and founding group are determined to show success through effective management techniques. Planning, organization, directing, and leadership are the basis for management techniques used at SCLL. The beginning phases of planning are already being put into action. The Letter of Intent has been accepted and SCLL is submitting this Prospectus for review. The third phase shows the specific planning needed for SCLL Charter School. We will be asked to show SCLL's educational, organizational, and financial plan in detail. The organizational structure will include a location which is conducive to a quality education and safe and secure educational setting. The budget proposal will allocate where SCLL will receive funding from a variety of sources i.e. grants, per pupil revenue, Title I. SCLL will continuously seek out other revenue sources to ensure operational efficiency and to sustain SCLL.

Services provided by Smith's Center for Lifelong Learning will be operated in an organized fashion. Establishing defined roles will be another tool to overcoming early obstacles. Providing a detailed description of the roles of all involved will ensure that less challenges occur throughout the early stages of this process. Having detailed job descriptions for all parties involved from teachers and administrators to other school personnel will alleviate confusion with tasks and duties. The administrator will direct the daily operations of the charter school and make sure all teacher and staff are fulfilling daily requirements and are in compliance with New York Charter Schools Act.

Leadership plays an important role in overcoming start-up challenges. Having people in leadership positions that have a large amount of experience in the educational field is essential. Five characteristics we present as the formula for a successful leader include the ability to be insightful, have positive strong interpersonal skills, show self-growth, flexible, and the ability to keep in touch with the community (Langley & Jacobs, 2006).

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

As per the New York Charter Schools Act, The Rochester City School District will be responsible for overseeing the allocation of the funds for Smith's Center for Lifelong Learning Charter School. SCLL understands that the enrollment, attendance, membership and count of students with disabilities will be reported to the district in a timely manner. SCLL understands that the district will report enrollment, and attendance to the department. SCLL further understands that the district will pay basic tuition for each student enrolled in the charter that resides in the district. The district will also pay the charter any additional federal or state aid attributable to students with disabilities in proportion of the level of services in which the charter school provides services. SCLL understands that the district will pay the charter the amounts projected for the first year and reconcile any differences at the end of the charters first year. If the district fails to make payments required, the state comptroller will deduct that amount from state funds which are due to the district, an amount equal to the unpaid obligation. The comptroller will then, under the certification of the commissioner, pay that sum to the charter.

i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

Smith's Center for Lifelong Learning will provide access to viable education alternatives in the academic, social, emotional, physical, and management areas. SCLL will provide access to before, and after school tutoring and recreational programs. Smith's Center for Lifelong Learning will open their facilities to assist children coming from low-performing schools within the Rochester City School District in order to provide Supplemental Educational Services. SCLL's members realize there are a number of students that may need additional assistance in an alternative setting. SCLL will partner with local Community Based Organization for recreational activities. Because there may be a lack of services in some students' regions, these services will be provided onsite. SCLL will partner with community agencies' educational departments to deliver presentations to students on a variety of topics including: safety, health, bullying, hygiene, self-esteem, and character building. SCLL will partner with local health agencies to assist with the social and emotional concerns that may arise at SCLL. Further, all staff will be provided professional development in behavioral management and conflict resolution strategies which will be implemented daily at SCLL.

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