

## The HonuaTree Education Affiliate Initiative (HTEAI)

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The HonuaTree Education Affiliate Initiative (HTEAI) is an innovative supplementary learning center designed to serve students from surrounding school districts and the local community, and is committed to raising academic achievement levels and providing opportunities for students to meet high expectations. The curriculum of the HTEAI links core academics, project-based learning, and technology to systemic change at each grade level and developmental level in concert with Local Educational Agencies (LEA) and aligned with the State Standards. (Correlation of the (*selected curriculum*) curriculum to the (*name of State*) state standards completed – available)

The HTEAI's mission is to provide a technology rich learning environment for a diverse group of students. The center's rigorous and relevant curriculum will focus on reading, math, science, language arts, and technology with the goal of increased student achievement, by preparing students to become knowledgeable, thoughtful and engaged citizens who will be able to think, collaborate, communicate, coordinate, and create.

### Narrative: Element I, Program – Item 1

All curriculum used by the HTEAI is aligned to (*name of State*) State Standards and to proven relevant research. To ensure effective teaching and learning, the key elements of curriculum include content, process, and product in an enriched environment with adequate resources and computer technology access.

(*The State*) Licensed and HTEAI trained instructors will provide quality classroom instruction that is researched-based and specifically designed to increase student achievement in alignment with the (*name of State*) State Standards.

The individual plan for each student will be based on the adopted curriculum, the developmental level of the student, and individualized student needs in an integrated format based on brain research.

Goals:

- Increase the number of underrepresented students who succeed in math, reading, science, language arts, and technology at each grade level. Underrepresented students include ethnic and gender students from low-income families.
- Develop strong reading, math, science, language arts, and technology skills.
- Demonstrate continuing academic performance improvement on standardized tests.
- Develop strong oral and written communication skills in each student.
- Develop strong technology skills in each student.

- Create a learning environment where parents are actively engaged in the educational process.

The HTEAI will monitor data on a weekly basis using indicators such as student achievement assessment data and student attendance. It is the intent of the Center to initiate the Value-Added Assessment Model at the beginning of the second year at a site.

Teachers will develop criteria for “evidence of mastery” and students will be required to meet or exceed the Center’s standards. The focus will be on mastering intellectual concepts by demonstrating knowledge, understanding, and growth, and not on simply completing coursework. The primary focus is increased student achievement through continuous improvement of instruction, curriculum, and standards using measurable data to support accountability and high expectations.

The HTEAI will operate by serving small groups of students in a daily 2-hour block of time, two days a week. The Center will focus academic services to small groups of students with maximum class size set at 15 students per instructor. Current research supports small teacher student ratios. The Center environment is based on small learning communities, which can be deployed on site, at the students’ school campuses, or at the HTEAI Center’s off-site facility. Vision exists for the Center to initially accommodate up to (*# of students*) students, with expansion contingent on higher demand and available approved space.

The HTEAI’s academic program is designed to merge the curriculum strands of reading, math, science, language arts, and technology. Integration of curriculum is designed around areas that are appropriate and relevant to the students’ level. Technology is the unifying component and differentiated instruction the process. The merging of the academic strands are accomplished through:

- An enriched brain compatible environment
- Real world problem solving activities
- Consistency
- Teacher/student/parent involvement
- Flexibility
- Appropriate resources

The following processes are HTEAI expectations:

- Performance on individual student goals used to plan for future instruction
- Effective vehicles to communicate to parents
- Effective vehicles a for parents to communicate with the Center
- The physical environment and school routines structured to avoid chaos and promote good behavior.
- The essential content organized and sequenced so that students have ample opportunity to learn it.
- An assessment system in place that provides for timely feedback
- Specific achievement goals set of the center
- Specific achievement goals set for each student
- Clear rules and procedures pertaining to school-wide behavior established

- Teachers engaged in staff development activities that address specific content area issues
- Students involved in a program of wide reading that emphasizes vocabulary development
- Students involved in a program of direct instruction in vocabulary terms and phrases that are important to specific subject matter content
- Students involved with feedback on their knowledge gain
- Students provided with opportunities to work on projects and presentations
- Teachers present students with clear learning goals. Teachers systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.
- Teachers systematically emphasize the importance of effort with students.
- Teachers recognize and celebrate progress on learning goals.
- Teachers identify specific types of knowledge that are important for students to learn when planning units for differentiated instruction.
- Teachers ensure that students have multiple exposures to new content presented in a variety of forms when planning integrated instruction.
- Teachers make a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered.
- Teachers organize examples into categories or groups that demonstrate the essential features of the content.
- The content considered essential for students identified
- The amount of essential content identified can be addressed in the instructional time available to teachers.
- Teachers plan integrated units of instruction that ensure students involvement in complex projects that require them to address content in unique ways.

### **Narrative: Element I, Program – Item 2**

Students will receive periodic reports from their instructors, with feedback showing where they have improved and which areas of their individualized programs need more work. Each report will be custom-tailored by the instructor for that specific student. Instructors will be mandated to send out these reports on at a specific timetable to be determined on a case-by-case basis. As needed, the Instructors will go over the details of the reports with the students personally, to make sure the student has full comprehension of the elements of the report. The mechanism of delivering the reports can be accomplished in various ways, including in person via computer printouts, or via email. Periodic reports will also be mailed directly to the homes of the students.

Students on their own initiative can also view their current progress by the very same methods they use to complete their class-work. Since the HTEAI program includes Internet-based technology that provides access to study materials, the same system will allow individual students to check their progress at any time they choose too. Students will only be able to view their own information, and only information that is appropriate for them.

### **Narrative: Element I, Program – Item 3**

While the HTEAI will provide its educational services from its location at (*address, city and state*), it will also provide these services in students' schools. (See attached for letter of agreement).

### **Narrative: Element I, Program – Item 4**

In addition to instructor-led educational services offered in the HTEAI physical on site and/or off-site locations, students can also access their syllabus online. This can be done in two ways; students can, 1) make use of HTEAI computer labs on a scheduled basis, or 2) access their syllabus remotely from outside our facilities via the Internet. In either case, students will receive the same in-depth instruction and monitoring, with one basic exception. Instruction provided online will be in a multimedia presentation format, that tracks and records the students progress electronically. However, whether electronically tracked and recorded or not, all student work is reviewed by his or her assigned instructor.

### **Narrative: Element I, Program – Item 5**

The HTEAI will provide adequate and reasonable services to those students that require accommodations. Specific resources allocated to special needs students will be determined as needed and on an individual basis. The primary goal will be to allow students to fully participate in all curriculum to the greatest extent possible.

For students who require more individualized instruction or specialized classroom aids, the center will take appropriate action deemed necessary by the cooperating district and the parents. The center will fully comply with any Individual learning Plan established for special need students and will participate with the Individual Education Plan Team for any enrolled student with special needs.

The Center ensures that all teachers use a variety of teaching strategies and approaches that have been proven effective in educating all students, including students with disabilities.

### **Narrative: Element II, Staff – Item 1**

#### **HONUATREEAI PERSONNEL QUALIFICATIONS**

All educators providing instruction in the HonuaTreEAI Education Affiliate Initiative will be licensed in the State of (*name of State*). At no time will any educator or other staff member be in direct contact with any student without first being fingerprinted and a complete background check performed by the (*name of State*) Bureau of Investigation or other such agencies deemed appropriate to perform such actions.

The follow will be required of all educators, as a minimum:

- **Completed Application**
- **Completed Resume**

- **Knowledge and experience in the teaching of reading and mathematics.**  
Demonstrates teaching strategy.  
Responds to specific content area questions.  
Problem solves specific issue.

**AGREES TO -**

- Flexible schedule –
- Acceptance and application of intense staff development –
- Willing to work with diversity –
- Willing to work with differentiated instruction –

**PREFERRED**

- Knowledge of relationships among content elements.
- Knowledge of characteristics of age group.
- Knowledge of students' varied approaches to learning.
- Knowledge of students' skills and knowledge.
- Knowledge of students' interest and cultural heritage.
- Knowledge of responsive instruction for diverse students.
- Knowledge of a wide range of instructional strategies.
- Knowledge of a wide range of assessment strategies.

**Narrative: Element II, Staff – Item 2**

The HTEAI Center believes that staff development is the key to effective teaching and improved student performance. Quality staff development is a priority for all HTEAI instructional staff. The HTEAI environment will provide opportunities for research based professional development in the areas of best instructional practices and focus on the integration of technology and instruction. An effective staff development program, designed to further the Center's mission and goals, is embedded, focused, and sustained, and a culture of collaboration, learning, and reflection created in order to implement effective instructional practices ensuring an increase in student achievement in an environment that is conducive to learning. The Center provides for staff collaboration in planning, instruction, and assessment of students. The Center ensures that professional staff development activities reflect the principles of effective practice and are supported by valid research.

Initial Training –

National Reading Panel Report  
National Council of Mathematics Report  
(*The name of State*) State Standards  
Brain Based Research  
Learning Styles – Identification and Accommodating  
Integrated Curriculum Process  
High Stakes Testing  
Core Curriculum Expectations  
Technology Resources/Usage

Specific – Ongoing  
Based on assessment data  
Intensive academic intervention  
Staff identified

The HonuaTreEAI Education Affiliate Initiative's Beliefs

- That Professional Development is of major importance.
- That Professional Development is a key tool to provide staff with knowledge of instructional methods, strategies, and current/long-lasting trends that provide for educator growth.
- That without the growth of the educator the growth of the students is limited.
- That Professional Development must be geared to the needs and concerns of the student.

**Narrative: Element II, Staff – Item 3**

By using assessment tools that are built-into the curriculum as well as others, instructors will be able to determine which students are performing below grade level, and then customize curriculum as needed. The instructor can also determine which students might need more individualized attention. Since the assessment tools' reporting systems allows reports to generated at any time, with real-time data, instructors can immediately identify which students might need help

## **Narrative: Element III, Research Based and Program Effectiveness – Item 1**

The Dimensions of Reading as defined by the National Reading Panel and the components of the Center’s reading program containing these dimensions are embedded in the (*selected curriculum*) curriculum materials and teaching strategies. The Dimensions of reading are further enforced by relevant research.

<b>DIMENSIONS OF READING</b>	<b>COMPONENTS OF PROGRAM</b>
<b>PHONEMIC AWARENESS</b> Recognition that a phoneme is the smallest units composing spoken language and is the essential foundation in the alphabetic system.	Program using ( <i>selected curriculum</i> ) as core curriculum teaches children to focus on and manipulate phonemes in spoken syllables and words.
<b>FLUENCY</b> Necessary for reading comprehension.	Guided repeated oral reading with teacher guidance and feedback. Independent silent reading with minimal teacher guidance or feedback.
<b>VOCABULARY</b> Growth in word knowledge.	Methods and materials appropriate to the age and ability of the reader. Repetition, multiple exposures to vocabulary, rich contexts, incidental learning, direct instruction, and the use of computer technology are essential components.
<b>PHONICS INSTRUCTION</b> Acquisition of letter sound correspondences and their use in reading.	Program teaches phonics skills by embedding phonics instruction in text reading; phonics through spelling by teaching students to spell words phonemically; and synthetic phonics by teaching students to convert letters into sounds and then blend the sounds to form words.
<b>COMPREHENSION</b> Readers derive meaning from text.	Program components include seven strategies identified by the National Reading Panel and supported by scientific basis. Cooperative learning, comprehension monitoring, question answering, question generation, story structure and summarization. These strategies are embedded in the ( <i>selected curriculum</i> ) reading program and enhanced through teacher facilitation and the integrated curriculum.

## Narrative: Element III, Research Based and Program Effectiveness – Item 2

The (*selected curriculum*) core curriculum is aligned with the five identified mathematical proficiency strands and the State Standards through all grade levels. The instructional program is designed to enable students to develop systematic reasoning by which students learn that mathematics makes sense. The core mathematics curriculum will be delivered through an integrated process that will allow for students to make mathematical connections, understand how mathematical ideas interconnect, and recognize and apply mathematics in real work contexts.

Learning experiences are solidly based on concepts and principles and students use skills to, in meaningful ways, achieve or act on meaningful ideas. Excellent teaching is targeted to the variable learning needs of diverse students.

### MATHEMATICAL PROFICIENCY STRANDS

### ALIGNMENT WITH INSTRUCTIONAL PROGRAM

- |   |  |
|---|--|
| 1) <b>Understanding:</b> Comprehending mathematical concepts, operations, and relations-knowing what mathematical symbols, diagrams, and procedures mean.                       | The ( <i>selected curriculum</i> ) curriculum is aligned with Standards for school Mathematics and ( <i>name of State</i> ) State Standards. Embedded in integrated curriculum.                    |
| 2) <b>Computing:</b> Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately. | Through the ( <i>selected curriculum</i> ) curriculum, students will be able to perform computations in different ways, including computer technology.   |
| 3) <b>Applying:</b> Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.                      | Application is aligned with the core ( <i>selected curriculum</i> ) curriculum and the integrated curriculum process which focuses on identified student-learning styles.                          |
| 4) <b>Reasoning:</b> Using logic to explain and justify a solution to a problem or to extend from something known to something not yet known.                                   | Reasoning is aligned with the problem solving and critical thinking components of the core ( <i>selected curriculum</i> ) curriculum, and enhanced with the integrated curriculum student product. |
| 5) <b>Engaging:</b> Seeing mathematics as sensible, useful, and doable – if you work at it – and being willing to do the work.  | An environmental that encourages students to take risks, explore, question, share, and make adjustments.   |



### **Narrative: Element III, Research Based and Program Effectiveness – Item 3**

The (*selected curriculum*) system (see attached) allows the real-time tracking and reporting of all information regarding a student's academic progress. The HTEAI will be an authorized testing center, and can test students both on entry to the program and upon their completion, if such test scores are not already available from the students' local school district. Because of our focus on certified and accredited teaching methods and curriculum, we are confident in both our ability to increase students academic abilities and to provide consistent and timely reports to that effect.

### **Narrative: Element IV, Evaluation/Monitoring – Item 1 & 2**

The Center's curriculum focus is on math, science, language arts and technology with the goal of preparing students to think critically and applying their knowledge in our increasingly technological society. All students will be accountable to the expectations of the Center in the relationship to the standards of achievement. A dedicated team of instructors, parents and mentors will support all students.

The Center's student performance will be measured on traditional standards such as the State Student Assessment Program (SAP), curriculum related pre and post assessments, criterion referenced tests, student's portfolios and project presentations. The Center will disaggregate the data to guide modifications in curriculum, instruction, and project assessments.

The teacher's role is to use multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction. The teacher will use on-going analysis of student learning to make instructional decisions. The teacher will make adaptations to assessments that are appropriate to meet the individual needs of most students. The teacher will use assessment data to profile student learning and communicate information about student progress and achievement.

### **ASSESSMENT TOOLS**

CSAP - HonuaTreEAI Education Affiliate Initiative students will take SAPs within the assessment window determined by the State of (*name of State*).

### **OTHER Standardized Tests.**

Other standardized tests may be taken to compare the performance of HonuaTreEAI Education Affiliate Initiative students to that of comparable supplementary programs.

### **RUBRICS – Teacher developed.**

**GRADES** – Students will have regular assessments, projects, papers, presentations, and other student assignments based on rubrics. Teachers will communicate informally day-by-day with students. Teachers will communicate regularly with parents. Student reports will be in narrative.

### **Narrative: Element IV, Evaluation/Monitoring – Item 3**

The HTEAI shall provide support in building the capacity for strong parent involvement to improve student academic achievement. Parent involvement includes valuing the contributions of parents, communicating and working with them as equal partners, implementing and coordinating parent programs, and building ties between parents and the Center.

Parents will be encouraged to collaborate with the Center by:

- Enabling parents to become volunteers at school.
- Encouraging parents to become full partners in the decisions that affect children and families of the Center.
- Insuring that communication between home and school is regular, two-way and meaningful.
- Encouraging parents to play an integral role in assisting student learning.
- Welcoming parents in the Center and seeking and supporting their assistance.
- Offering online access to parents in need of tutoring assistance.

All information related to the Center and parent programs, meetings and other activities shall be communicated to parents in a language that the parents can understand.

### **Narrative: Element V, Pricing for Supplemental Education Services – Item 1**

*(The name of CBO)* offers quality education solutions at very competitive rates. While the published standard cost per student for supplemental educational services begins at \$250.00 per month, the actual charge is calculated based on the overall period of performance (e.g., three months versus five month), as defined by the LEA(s). This fee entitles the enrollee to 2 hours of instruction, two days a week for the year, or as needed. However, *(the name of CBO)* is also committed to providing the best supplemental education services possible, without charging more than is allocated by Title I funding for the LEA(s) being served.