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# THE CATALPA SCHOOL

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Jefferson County Public Schools  
School of Innovation Design Competition



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**Mission:** The Catalpa School is a collaboration of community members and educators providing an approach to education that blends the Waldorf tradition with Kentucky Core Academic Standards.

**Vision:** The vision of The Catalpa School is to educate the child rhythmically and respectfully by using methods inspired by Waldorf tradition. We strive to meet the academic needs of each unique child through a balance of art, music, drama, movement, and experiences in nature, thereby building each child's capacity to think creatively and critically, to understand and manage emotions, and to work in a focused and willing manner. This holistic approach to education, combined with actively reaching out to families and community, ensures that each child begins his or her path of lifelong learning on more equitable footing.

**Key Components:** The Catalpa School implementation plan is structured around four key components, all of which are innovative when compared to today's traditional practices.

#### 1. Artistic Integration

The Catalpa School will, on a daily basis, use the arts not as a supplement, but as a vehicle to knowledge. Waldorf methodology uses the arts to teach academics in a brain-based and developmentally appropriate manner. Using a curriculum rooted in the humanities, standards-based academic content is taught during main lesson blocks that incorporate integrated movement, visual art, storytelling or drama. Teachers will be trained to address special needs, both academic and behavioral, through therapeutic use of the arts. The students of The Catalpa School will not learn in a fragmentary manner, in deep contrast with the current 'sit and get' style of education that is repeatedly found to be ineffective with the at-risk population.

One key example of artistic integration in the Waldorf classroom is the main lesson book. In lieu of textbook studies, each student produces a main lesson book for every block of content. What begins as a blank journal develops into an individual record of experiences, observations, and gained knowledge, along with hand-drawn illustrations, original poetry, and essays. Utilizing this artful expression of learning, each lesson engages students on a three-fold level, by reaching the head (thinking), the heart (feeling/emotions), and the hands (physical/ academic work). “While thinking activities tax the brain, feeling activities touch emotions, and willing activities have students doing things with their bodies” (Uhrmacher, 1993, 96). Appendix A provides a template that outlines the artistic core of a curriculum-based lesson.

Technology is viewed as both a fine art and a practical art. Using technology to create products with beautiful designs is an artistic process and using technology for research, writing, technical design, mathematics, and science is a practical art. While technology does not guide instruction in the lower grades, it is an active component of many Waldorf method schools. Appendix B demonstrates the integration of technology into the curriculum of The Catalpa School.

In order to provide ample time for this essential arts integration, The Catalpa School will provide students with a consistent and structured day that follows the schedule of traditional Waldorf schools. In the morning, when students are at their most cognizant, the teacher will present the core academic instruction through the main lesson block, which includes physical movement, artistic review, and dramatic presentation of standards-based information. Students will then engage in artistic and practical special area subjects that are designed to facilitate brain and motor development, and that synthesize with the day’s content. As identified by Pellegrini and Bjorklund, "developmental studies of school-age children suggest that they both learn more

and are more attentive to classroom work when effort is distributed, rather than massed" (Pellegrini, 1997, 36). To address this issue, with frequency dependent on the age of the student, intentional breaks will be provided to address nutritional, physical and emotional needs of our students at key points throughout the day.

<u>Exemplar Daily Schedules for Transitional Grades</u>		
<u>Exemplar Early Childhood Rhythm</u>		
9:00-9:30 – Early childhood children will meet in the schoolyard at 9:00. Parents may stay until 9:20.		
9:30-10:00 – Circle		
10:00-10:35 – Outdoor Play with Social Intent and Clean-up		
10:35-10:45 – Washing hands and drinks		
10:45-11:25 – Artistic/Practical Main Lesson		
11:25-11:55 – Lunch		
11:55-12:25 – Rest		
12:25-12:50 – Outdoor Play with Social Intent and Clean-up		
12:50-1:20 – Snack Time		
1:20-2:00 – Indoor Play with Social Intent and Clean-up		
2:00-2:30 – Story		
2:30-3:30 – Academic Activity Centers		
3:30-3:45 – Dismissal Procedure: Goodbye Verse		
<u>Exemplar Elementary Grades Schedules</u>		
<u>First Grade Rhythm</u>	<u>Third Grade Rhythm</u>	<u>Fifth Grade Rhythm</u>
9:00-10:45 – Morning Lesson	9:00-11:00 – Morning Lesson	9:00-11:00 – Morning Lesson
10:45-11:20 – Snack and Play	11:00-11:30 – Snack and Play	11:00 – 11:40 – Activity Block 1
11:20-12:00 – Activity Block 1	11:30-12:10 – Activity Block 1	11:40-12:10 – Lunch
12:00-12:40 – Lunch and Story	12:10-12:40 – Lunch	12:10-12:50 – Activity Block 2
12:40-1:20 – Activity Block 2	12:40-1:20 – Activity Block 2	12:50-1:30 – Outdoor Play
1:20-2:00 – Rest and Reading	1:20-1:40 – Outdoor Play	1:30-2:10 – Activity Block 3
2:00-2:40 – Activity Block 3	1:40-2:20 – Activity Block 3	2:10-2:30 – Snack
2:40-3:30 – Play with Social Intent	2:20-3:00 – Activity Block 4	2:30-3:10 – Activity Block 4
3:30-3:45 – Dismissal Procedure	3:00-3:30 – Play with Social Intent	3:10-3:30 – Rest and Chores
	3:30-3:45 – Dismissal Procedure	3:30-3:45 – Dismissal Procedure
<u>Exemplar Middle Grades Schedule</u>		
9:00-11:30 – Morning Lesson		
11:30-12:10 – Lunch		
12:10-1:00 – Activity Block 1		
1:00-1:40 – Activity Block 2		
1:40-2:10 – Play with Social Intent		
2:10-2:50 – Activity Block 3		
2:50-3:20 – Activity Block 4		
3:20-3:30 – Break and Chores		
3:30-3:45 – Dismissal Procedure		
Activity Blocks include Reading and Math, as well as foreign language, folk dance, movement, painting, team games, projects, music, handwork, games, modeling, cooking, form drawing, gardening, practical arts, creative drawing, orchestra, singing, study hall, library, sculpture, individual sport, or chores		
** In older elementary and middle grades, Activity Block 1 may be used as an extension of Main Lesson.		

## 2. Play with Social Intent

"There is considerable research to suggest that recess has many benefits for children in the cognitive, social-emotional, and physical domains" (Jarrett, 2009, 67). In a recent study by David Mitchell, an expert on nature deficit disorder, it was found that "in fifty-four of fifty-six cases, outdoor activities in more natural settings led to a greater reduction in ADHD symptoms than activities in less natural areas" (Mitchell, 2008, 54).

The Catalpa School will take traditional recess to another level of intentionality. In light of the fact that "children's attention is maximized when their task efforts are spaced", active play is seen as both educational and as a method of combatting the childhood obesity epidemic and nature deficit disorder (Pellegrini, 1997, 39). Students at The Catalpa School will be given opportunities for creative and outdoor play in natural environments that is well-supervised by the teacher. These recesses will provide opportunities for exercise, problem solving and social skills practice as the teacher leads students through conflict resolution using the principles of restorative justice. Utilizing this restorative justice model of behavior intervention, students will be greeted with a velvet glove and an iron fist. Positive behaviors will be greeted with positive recognition, and negative behaviors will be faced with appropriate consequences, depending on the student's age and offense. Woven throughout learning at The Catalpa School, nature play will "reduce stress, sharpen concentration, and promote creative problem-solving" for our students (Mitchell, 2006, 54).

Play at The Catalpa School is much more than what society generally considers. Given time for exploration and imagination, children will strengthen gross and fine motor muscles. These times of outbreath during each day are filled with opportunities that allow children to learn to resolve conflict peacefully and teachers to listen to the needs of their students, guiding stories

and circle activities to the needs of all children in their classrooms. Children learn early problem-solving skills by building with natural materials such as tree limbs, and improve balance by crossing logs on foot. Without a stated objective, children themselves conduct science experiments with dirt and water to learn the properties of solids and liquids, and they observe the weather to learn about changes in our environment. During play, experiences transition to real-life discussions of where ESL children's families originated and how the weather differs when they go on trips to faraway places. Time after time, adults in education forget that children truly are their own teachers. The teacher's responsibility is to allow opportunities for learning, and to strategically pull knowledge out of students as it becomes appropriate for development.

3. Relationships as a Foundation: There are a variety of ways in which The Catalpa School will depend on the strength of community relationships to guarantee the success of the school.

*Integration of Early Childhood Education:* The importance of early childhood education cannot be underestimated. The preschool experience is treasured as one of the most important times in a child's academic and social development. After frontloading resources into preschool classes, children and families will remain at The Catalpa School through 8<sup>th</sup> grade. As the vision of the school is deeply connected to one of Louisville's underserved areas, where need for early childhood education is greatest, logistically, if not holistically, keeping students in the school where they attend preschool makes sense.

*Distribution of Classes:* Teachers will loop, or stay, with their classes throughout the duration of their enrollment in The Catalpa School. According to Grant, Johnson, and Richardson, "the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship"

(Grant, 1996, 15). We find this statement to be especially true in the case of children coming from high-poverty situations. Preschool and Kindergarten will be independent years, followed by a grades 1-5 loop and a 6-8 loop. Data suggests that looping saves an average of six weeks of instructional time at the beginning of each year. This allows teachers to fully scaffold instruction and create deep, lasting relationships with each student.

The Catalpa School will begin with preschool through grade 5, adding a new class each year, until pre-K through grade 8 have been filled. Continuing through middle school is essential as data repeatedly makes clear that, while early years of standardized testing do not prove remarkable for students in Waldorf methods programs, students surpass typical achievement in 8<sup>th</sup> grade (Oberman, 2008, 14). Evidence of this is available in Appendix C. By allowing students to stay in the school through grade 8, the benefits of the Waldorf methodology within the building will be fully identified.

*Ongoing Student Participation:* Graduation does not mean the end of a student's relationship with The Catalpa School. Graduates of the school will regularly be invited to visit the community in a variety of ways, including: volunteer opportunities to tutor students after school, parent-engagement panel discussions, and teen-leadership community mentoring positions. As high school students within JCPS are dismissed earlier in the day than elementary students, The Catalpa School will take full advantage of the availability of high school-age graduates.

*Family and Community Investment Plan:* It is clear from the JCPS "Envision Equity" Scorecard that the achievement gap is the result of a cycle of poverty. For example, within JCPS "in extreme poverty schools 28% of students are proficient in reading vs. a 66% in low poverty schools" (JCPS, 2013, 5). In order to break this cycle, it is crucial to involve parents and

community members in every aspect of our school life. In a study of parents' involvement and the impact on children's achievement, "research revealed that parents' involvement in children's learning was predictive of children's parent-oriented motivation in school over time; such motivation in turn predicted children's subsequent engagement in school, as reflected in their heightened self-regulated learning, which predicted enhanced achievement among children" (Cheung, 2012, 828).

The Catalpa School will facilitate community change on a grass roots level by making school life accessible and welcoming. The first step in this process is to acknowledge that parents who live in poverty are less likely to have the transportation and job flexibility to drive long distances to and from their child's school on a regular basis. Because of this, the school will be located in an area with a high concentration of students living within the defined gap group, so many families can walk to and from school. With the knowledge that participatory school environments "create a sense of ownership in and responsibility for the outcomes of those shared decisions by parents and teachers", all community members, including current and future school parents, will be invited to participate in both school volunteer opportunities and child development and nutrition education workshops (Gordon, 2009, 7).

The Family and Community Investment Plan will assist families in in gaining resources to meet the needs of students outside school that are prerequisite to school success. The proposed investment plan makes it clear that The Catalpa School approaches family services from a mindset of investment and empowerment, not charity.

Five-Fold Family and Community Investment Plan

As it has been demonstrated in William Jeynes analysis of the efficacy of different types of parental involvement programs for urban students, "programs meant to encourage parental support in their child's schooling are positively related to achievement for children", especially "initiatives that involve parents and their children reading together" (Jeynes, 2012, 730).

The Catalpa School recognizes that it is not uncommon for parents in underserved communities to have negative associations with schools. A result of their personally negative experience, a simple unknowingness of how to become involved, or an anxiety associated with what a teacher or administrator may say about their child, parents occasionally avoid becoming members of their child's school community. The Catalpa School will address this issue by engaging parents in education workshops, building a common vocabulary between parents, teachers, and students, as well as teaching and encouraging parental advocacy for children. These workshops will include, but are not limited to, academic areas.

Workshops/Parent Education	<b>Exemplar Workshops/Parent Education Experiences</b>	
	<b>New Parent Orientation</b>	- Orientation for all new parents covering frequently asked questions, campus logistics, and activities to help parents get acquainted with one another
	<b>New Student Parent/ Child Summer Camp</b>	- Parent/Child programming will be offered each summer - Parent classes will focus on routine development and the Waldorf approach to parenting - Student camps will encourage academic readiness through engaging, arts and play-based activities - Some sessions will be held for parent and child, to allow parents of new students to observe the handling of their child at The Catalpa School
	<b>Back-to-School Night</b>	- The school will host a session for all returning and new parents, faculty, and staff annually - Provides time to meet new and returning staff members, learn about new school policies and volunteer opportunities, and interact with teachers/parent groups
	<b>Parent-Teacher Conferences</b>	- At least two scheduled conferences will be held annually to review the child's work and discuss academic, developmental, and social development
	<b>Classroom Visits</b>	- Classroom visits encouraged especially in the case of challenging behavior or academic struggles
	<b>Adult Education Series</b>	- Parent education sessions about family life, health, and the basics of child development and Waldorf education - Sessions will be especially beneficial for parents of early childhood students, allowing them to meet families who have embraced what the Waldorf approach brings to the older child
	<b>Parent Mornings/Nights</b>	- Each grade and early childhood teacher will hold a minimum of four parent mornings/nights each year - Parents will be expected to attend these in order to fully support the experience their children will have daily - Important information will be shared at parent nights, which the teacher will offer through activities similar to the activities done by the students at that grade level
	<b>Study Group</b>	- Weekly meetings for parents interested in delving into the Waldorf approach and child development

Five-Fold Family and Community Investment Plan (Continued)	
Volunteer Opportunities	Reciprocity is a foundational value of the school community. Parents will be expected to become involved in their child’s school life, but not without guarantees from the school community or proper education on how to help. Parents and guardians will engage in observation hours prior to volunteering their time, allowing for a continuity in the students’ day, and minimizing disruption to the classroom routine. The Catalpa School does not work from a point of charity, but investment.
Student Support Experiences	As one would expect in any flourishing school community, parents, guardians, and community members will regularly be invited to the school campus to celebrate the success of children learning. The Catalpa School will offer theater experiences, science fairs, art shows, and a multitude of other celebratory events throughout each year.
School Outreach into Community	Emphasizing the unwavering importance of reciprocity in The Catalpa School’s mission, the school will give back to the community in which it is located. Early planning of events has already taken place, including a student/mentor Neighborhood Institute, a PAINT (Putting Art in Neighborhoods Together) Project, and a partnership with the Extension Office to maintain a community garden in collaboration with the school’s agricultural facilities. In addition, The Catalpa School will serve as a location and point of contact for the Mayor’s Office of Safe Neighborhoods.
Bridge and Link to Services	As we are a team of teachers who work with families living in poverty, the importance of medical, nutritional and other wrap-around services, to the success of our students as whole children, is fully recognized. However, as it is also understood that Louisville has a plethora of resources already in place for these services, and, with education funds being limited and so precious, The Catalpa School is hesitant to commit to duplicating available services on campus. Instead, the goal is to employ one full-time school nurse to assist with mild medical or mental health issues, and who is highly trained and specialized to act as a bridge and a link to identify what services individual families need and connect them with service providers.

Finally, and perhaps most importantly, The Catalpa School will have an extremely strong Family Resource Center (FRC) to build trust-based relationships with families in order to connect them with the specific programs and services they need outside of school. The Family Resource Coordinator will be responsible for providing support to teachers in addressing student needs, and parents in meeting the needs of their children. The coordinator will, above all, be trained in tactful follow-up to sensitive situations. By increasing accountability of teachers and parents alike, student needs will be addressed at an accelerated pace, reducing interruptions to learning and development. To aid in the Family Resource Center’s efforts, every teacher will be trained to use Louisville Linked and act as a first line of defense in recognizing service gaps to provide families with solutions. The Catalpa School will act as a bridge to connect the

wonderful services available in the Louisville Metro area with the families that need them, empowering parents to help their children and themselves.

A goal-oriented approach to partnerships enables educators and families to reach out to each other and assist students with specific results in mind (Epstein, 2009, 221). Emphasis on parent and community involvement seeks to address a number of goals within the school community. By strengthening parents' knowledge of child and adolescent development, improving communications between families and educators, identifying volunteers for the school, increasing parent's discussions and interactions with their children, encouraging parent's participation in school decisions, and building connections with community partners, a profound positive impact on student achievement will be made (Epstein, 2009, 57-58).

*Community Partnerships:* The Catalpa School has established a plethora of partnerships, pulling resources from across the community to meet the needs of the school.

<u>Community Partnerships by Focus Area</u>	
<b>Professional Development of Faculty and Staff</b>	
<b>Kentahten Teacher Training</b>	<p>A locally-based, Waldorf methods teacher training, Kentahten Teacher Training will be a ready resource for the professional development needs of The Catalpa School. Offering rigorous courses that are taught by a highly experienced faculty, Kentahten Teacher Training is member to the Alliance for Public Waldorf Education and will be available to teachers and administrators to ensure the implementation of the approach with fidelity.                      Contact: Cecy Cowger, Executive Director, 941-483-6505</p>
<b>Waldorf School of Louisville</b>	<p>Thriving in the Louisville community for nearly 20 years, The Waldorf School of Louisville is a keystone of the city’s educational offerings. Member to the American Waldorf Association of North America, the school has agreed to partner with The Catalpa School in a variety of ways. Most notably, however, the faculty, with years of experience in the Waldorf method, will serve as mentors to the teachers of The Catalpa School, providing a wealth of knowledge of the fundamentals of the approach.                      Contact: Rebecca Richards, Administrative Director, 502-327-0122</p>
<b>Community Development</b>	
<b>Louisville Urban League</b>	<p>A stronghold in the city since 1921, the Louisville Urban League seeks to resolve inequities for minority and struggling families. With a plethora of youth development and community involvement projects underway, a partnership between the Louisville Urban League and The Catalpa School is a natural expansion for both organizations.                      Contact: Ben Richmond, CEO, 502-561-6830</p>
<b>New Roots</b>	<p>New Roots ignites communities to come together, share knowledge, and build relationships with farmers to secure access to fresh food. New Roots’ vision is that affordable fresh food is accessible and enjoyed year round in the Louisville community. This vision is aligned closely with The Catalpa School nutrition and sustainability plan, aiding in parent education, investment, and involvement. New Roots will provide a Fresh Stop, regular cooking demonstrations, and food justice courses to the school community.                      Contact: Karyn Moskowitz, Executive Director, 502-509-6770</p>
<b>Office of Safe and Healthy Neighborhoods</b>	<p>The Office of Safe Neighborhoods is an initiative in the city of Louisville to heal some of the most underserved neighborhoods in the city. With programs in place such as the Children Exposed to Violence Collective Impact Initiative and Team Street Safe, the Office of Safe Neighborhoods and The Catalpa School have a shared vision of creating safe neighborhoods that foster lifelong success in residents. The Catalpa School will serve as a location for community events through the Office of Safe Neighborhoods, and the organizations will work together in implementing programs to help youth and community members.                      Contact: Anthony Smith, Director of the Office of Safe Neighborhoods, 502-931-1341</p>
<b>Neighborhood Institute/ Green Institute</b>	<p>An expert in neighborhood and community development in the city of Louisville for many years, Lisa Dettlinger will serve The Catalpa School as a mentor to investment. Empowering the students of The Catalpa School, the Neighborhood and Green Institutes provide a project-based seminar in which students and a mentor will build their toolbox of community activism and implement one project over the course of the Institute. Adapting the Neighborhood Institute for the children of The Catalpa School will lead to long-lasting community and neighborhood improvement and investment.                      Contact: Lisa Dettlinger, Coordinator, 502-905-4342</p>

<p>Wesley House</p>	<p>Founded in 1903, Wesley House Community Services provides affordable child care for working parents, intervention programs for young people at risk, and computer training for people entering the work force in Louisville, Kentucky. The mission is to empower families, individuals and communities toward self-sufficiency, creating hope and opportunity that result in extraordinary change in the lives of those it serves. The Catalpa School was a recent participant at the Wesley House/JCPS Opportunity Fair, and the partnership will continue, providing families the help needed to succeed. Contact: Dr. Renée Campbell, President/CEO, 502-968-8231</p>
<p>Network Center for Community Change</p>	<p>The decade of service that NC3 has provided to West Louisville cannot go without recognition. In the onset of this project, The Catalpa School and the Network Center for Community Change forged a strong partnership, sharing ideas of creating a school-community common language and offering equity-based professional development trainings to teachers and staff of the school. The momentum that NC3 has behind it in West Louisville is strong, and the ideas are still very much alive. The Catalpa School has been assured that all of the former employees of NC3 who were slated to assist the program, still intend to do so, and while the partnership has changed forms, it is ongoing. Contact: Dana Jackson, dana.jackson@makechangetogether.org</p>
<p><b>Agricultural Resources</b></p>	
<p>Kentucky State University Horticultural Extension Office</p>	<p>Responsible for the implementation and management of an experimental school garden is the KSU Horticultural Extension Office. Providing the knowledge and resources necessary for a school and a community-driven garden is one facet of the KSU Extension’s relationship with The Catalpa School. With opportunities ranging from a basic scientific method-based experimental garden for 4<sup>th</sup> graders to an aquaponics unit for 8<sup>th</sup> grade students, the agricultural experiences made available to Catalpa School students through KSU will certainly aid in the overall connection to the natural world, in addition to providing incredible hands-on opportunities for students to apply what is being learned in the classroom. Contact: Stephen Lewis, Horticultural Agent, 502-851-2842</p>
<p>Foxhollow Farm</p>	<p>Providing field experiences for students of all ages, Foxhollow Farm will be one of the most fundamental ties to nature that students of The Catalpa School will experience. Students at all grade levels will visit the farm each year, with a focus that meets the developmental needs of the age group. For example, while preschool students will have observational experiences on the farm, third grade students will learn to work the land, and middle school students will study the chemistry behind a functional agricultural operation. Contact: Janey Newton, Co-Founder, 502-241-9674</p>
<p>Feed the Dirt</p>	<p>Offering composting services to Louisville Metro, Feed the Dirt’s composting operation is a major component to the zero-waste sustainability plan. With an on-site contained compost operation, food and paper waste will be disposed of on-campus, and recycled into the school garden. Beyond the obvious benefits of this sustainable practice, students of The Catalpa School will have first-hand experiences with the cycle of growth and decay of organic matter. Contact: Josh Orr, Executive Director, 502-619-3449</p>
<p>La Minga International Collective Farm</p>	<p>La Minga is a permaculture method collective farm. Providing free access to land for all levels of farmers, La Minga has a direct emphasis on international inclusiveness and diversity. La Minga will provide agricultural proficiencies and international culinary experiences through use of the on-site outdoor kitchen, built in a traditional Latino style. Contact: Nelson Escobar, Farm Coordinator, 502-269-7840</p>

*Public Engagement:* Engagement of the general public is not an overlooked component of The Catalpa Schools' dedication to relationship building. An Advisory Committee for the school is underway, including experts in Waldorf education, community outreach, and Common Core Standards. This panel of specialists, each in their own area, will aid The Catalpa School in decision-making and help to insure that best practices are being implemented with fidelity. Furthermore, the Advisory Committee will serve as ambassadors to the community, educating the public on the practices of The Catalpa School. Community investment is of the essence to The Catalpa School's success. By making an accessible team of contacts for the community, questions are answered, support is gathered, and lines of communication remain open through all stages of growth.

#### 4. Nutrition and Sustainability

*Nutrition as an Issue of Equity:* According to Gratham-McGregor, poor nutrition in early childhood is associated with poor cognition, school achievement, and behavior in later childhood (105). The Building a Healthier Louisville campaign identifies Louisville as 14th in a ranking of 15 comparable cities when considering obesity (Greater Louisville Project, 2013), and Florence explains that "healthy eating behaviors adopted in childhood are likely to continue through adolescence and adulthood and result in a decreased risk of chronic diseases" (2008, 214). In a recent study gauging the quality of students' diets as they impact academic achievement, it was discovered that "students with an increased fruit and vegetable intake and lower caloric intake of fat were significantly less likely to fail" assessments (Florence, 2008, 212). While we know that approximately 33% of children in Kentucky are overweight or obese, putting them at risk for a lifetime of chronic disease, it is often unspoken that "obesity is an equity issue", meaning that "children of families below 130% of the federal poverty threshold are twice as likely to be

overweight than those above the threshold” (KY Dept. for Public Health, 8). Perhaps most concerning is that Kentucky ranks 47<sup>th</sup> in the nation for consumption of fruits and vegetables, while our land and climate can reliably produce the majority of the food consumed in the state (KY Dept. for Public Health, 8).

In attempt to remediate the disheartening fact that “only 17% of Kentucky’s youth eat the recommended five servings of produce daily”, The Catalpa School has a variety of methods to encourage healthful practices (KY Dept. for Public Health, 8). The school garden, a significant facet to the school environment, will allow for more than learning experiences, as it will provide a portion of the food consumed by the students as often as possible. With the knowledge that produce purchased locally is fresher, better tasting, and healthier, The Catalpa School will use the Farm to School Kentucky Handbook as a guide to work with local, natural farmers to provide the most nutritious food possible to Catalpa School students (KY Dept. for Public Health, 17).

In sync with the natural rhythms of each school day, meal times will be highly routine-based, instilling students with skills that will last far beyond their school-age years. Students of all ages will be involved in meal and snack preparation, teaching culinary, mathematic, and scientific abilities. To foster a home-like environment, students will eat from reusable plates, for which they will be responsible. Meals will be served family-style, while remaining certain and cautious that adults are responsible for the control of portions and serving sizes, in compliance with current USDA School Meal Regulations. At the end of each meal time, compostable materials will be separated by students, and dishes will be washed and stored for reuse. By including the teacher in the daily lunch routine, classroom communities are strengthened, and transitions throughout the day become less traumatic for the students. The Catalpa School will intentionally address issues of nutrition through an extensive school garden, partnerships with

local farmers, involving children actively in preparation of nutritious meals, and providing community outreach that helps parents obtain and prepare more nutritious meals at home.

*School Sustainability Plan:* In addition to the aforementioned nutritional benefits, students will be actively educated in sustainability practices, working towards a more ecologically sound and aesthetically pleasing Louisville, and helping students to become more independent and responsible adults. In order to form a zero-waste culture and community, all waste that can be composted will be processed in the compost dumpsters provided and managed by Feed the Dirt, while all other waste will be recycled. All members of the school community will be encouraged to reduce the use of nonrenewable resources. Focusing on the community in which The Catalpa School will be located, students and their families will take a proactive approach in planning and following through with clean-up and educational activities.

**Curriculum:** The Catalpa School's mission is to blend the Waldorf tradition with Kentucky Core Academic Standards. In order to provide a complete picture of what that means, it is necessary to provide both a rationale for the traditional Waldorf curriculum and its modern alignment with Common Core standards.

*Traditional Waldorf Curriculum:* The traditional Waldorf curriculum was developed at the time in which child development was first being thoroughly studied and understood. During this time period, ground-breaking experts such as John Dewey, Maria Montessori, Jean Piaget, and Lev Vygotsky were gaining attention, and the first child labor laws were being advocated. Since its earliest days, the Waldorf curriculum has been grounded in the understanding that young children acquire information in a manner much different than the fully-developed adult, and that, for education to be as effective as possible, information must be taught in accordance with the

development of the child at each stage of their early life. While the curriculum has been expanded upon and modified in conjunction with changing scientific understandings of human development, it remains inherently developmentally-based.

As explained by the Association of Waldorf Schools of North America, “The curriculum at a Waldorf school can be seen as an ascending spiral. . . . As the students mature, they engage themselves at new levels of experience with each subject. Through the main-lesson spiral curriculum, teachers lay the groundwork for a gradual vertical integration that deepens and widens each subject experience and, at the same time, keeps it moving with the other aspects of knowledge” (AWSNA). The Waldorf curriculum recognizes that people rarely acquire information in a segmented way. New information is presented in integrated, multi-disciplinary, thematic units utilizing a block schedule. Content throughout disciplines is introduced in a holistic, arts-based manner. The curriculum is designed not for surface-level attainment of knowledge, but for true depth of understanding. Both the daily and block schedules allow students to immerse themselves in integrated content for hours a day and weeks at a time. Furthermore, since the curriculum follows a largely classical model, students are allowed the time to develop a thorough understanding of chronological human history, and how language, mathematics, and science developed within human civilizations.

*The Catalpa School Curriculum:* It is not a challenge to envision how this innovative curricular approach allows for greater retention of information and real-world application and, therefore, greater mastery of state standards. Within this curricular model, the Common Core Standards will be taught intentionally and with fidelity to ensure the end test scores are indicative of College and Career Readiness. In the wake of questioning surrounding the benefits of the Common Core Standards, Diane Ravitch, recent University of Louisville Grawemeyer Award

Recipient, has stated that children need age-appropriate goals and “should learn to read, write, calculate, and explore nature, and they should have plenty of time to sing and dance and draw and play and giggle” (Ravitch, 2014, 7). When students do not have this time for play during the school day, they become frustrated. Unfortunately, this frustration is experienced by teachers, parents, and students alike. It impacts the students the most, however, as they often lack the understanding of why school required tasks are so difficult for them. Ultimately, many children gradually lose their natural enthusiasm for learning and act out behaviorally as a result.

The most profound goal of The Catalpa School is to ensure that the Common Core Standards are taught with intention and fidelity, without compromising the developmental basis of the Waldorf curriculum, allowing students to acquire new skills joyfully and purposefully, when they are naturally ready to do so. To this end, a waiver in the form of a Common Core timeline deviation is requested. Significant discussion with Dr. Dewey Hensley and his team has already taken place, and they are confident that this timeline shift is in the best interest of our children’s learning. The details of the timeline deviation can be found in the document included in Appendix D, which was created by the Alliance for Public Waldorf Education in conjunction with the Alice Birney School in Sacramento, California. The success of teaching Common Core on this modified timeframe has already been seen in the success of the end-result test scores at this school and other public Waldorf-inspired public schools that are part of the Alliance. Consult Appendix C for precise data reflecting successful end-result scores. One can fully expect the results of this innovative timeframe to shine through in not only test scores of older students at The Catalpa School, but also in their love of learning and emotional health, and the climate and culture of the school.

*Special Area Course Offerings:* An essential portion of The Catalpa School curriculum is the course offerings available to each grade level. While the class teacher will be responsible for some of the more grade-specific and standard-based special area courses, such as painting, form drawing, and sculpture, there are general roles that will be filled by five itinerant educators. When the school is expanded through grade 8, The Catalpa School will add a second foreign language, to allow for choice in the middle grades.

Special Area Course Offerings by Position with Rationale	
Librarian	The librarian will be responsible for many early literary experiences for young students, as well as for fostering a love of literacy and knowledge of research in older students, and assisting in some of the earliest curricular introductions to technology.
Instrumental Music	Instrumental music is a crucial part of the curriculum at The Catalpa School, developing fine motor skills and readiness for higher-order academic activities. While 1 <sup>st</sup> – 2 <sup>nd</sup> grade students will learn pentatonic flute, 3 <sup>rd</sup> grade students will master the recorder before moving to dulcimer in 4 <sup>th</sup> grade, and ultimately violin or cello in the middle grades. In addition to these instruments, students will also be introduced to basic piano and guitar skills in their time at The Catalpa School.
Handwork/Vocal Music	While the focus of handwork changes each year, from knitting in 1 <sup>st</sup> grade, to embroidery in 4 <sup>th</sup> grade, to puppetry and textiles in 8 <sup>th</sup> grade, the handwork teacher will remain with the students throughout their artistic journey. Furthermore, the responsibility of vocal music will be shared between the classroom and handwork teachers. Handwork naturally lends itself to song, and the teacher will engage students in song as they work. This approach both deters conversational distraction and allows students to share in community rhythms as they are established in the fine arts routine.
Practical Arts/ Agriculture/ Games	Practical arts at The Catalpa School include woodwork, structure building, and agriculture. The repetitive nature of such tasks works to develop the will work of children, allowing them to see a task from start to finish. As many practical arts courses are weather dependent in the Louisville Metro climate, this itinerant teacher will also be responsible for games, both social and independent. While competitive sports will not begin until 5 <sup>th</sup> grade at The Catalpa School, games that encourage social development will be recurring from 1 <sup>st</sup> grade throughout The Catalpa School experience.
Spanish/Folk Dancing	Foreign language in the early grades will be purely spoken at The Catalpa School, to allow for appropriate development of English grammar and spelling. Through songs, poems, rhymes, games, pantomime, and drama, children receive the whole language experience. Transitioning from story to written language comes naturally in 3 <sup>rd</sup> and 4 <sup>th</sup> grades, and by 6 <sup>th</sup> grade students will engage in continued study of Spanish, or select a new language. As language study naturally lends itself to cultural study, there is no question that folk dancing will tie in nicely to the children’s special area experience. Using movement in language acquisition ensures that students are both engaged and connecting muscle coordination with linguistic memory.

## **Assessment**

The assessment plan is in line with the core belief that educators must treat children as whole people. At the urging of Dr. Hensley and the JCPS Curriculum and Assessment Department, an alternative assessment plan has been developed. The plan is significantly more rigorous for both students and teachers, but will give a much more complete picture of where each individual student is in terms of their academic knowledge, social skills, and development.

The central component of the assessment plan involves performance- or project-based assessments that ask students to perform real-life tasks, integrating standards-based knowledge and practical skills. The New York Consortium provides many models for this sort of authentic assessment which requires students to demonstrate knowledge on a much higher level of Bloom's taxonomy than traditional tests. Assessments will be administered at the mid- and end-points of each academic block, scored with a rubric that measures progress toward mastery, and planned in conjunction with the practical arts itinerant teachers. An example of a performance-based assessment with a coordinating rubric and rationale can be found in Appendix E.

Between assessments, teachers will be trained in and highly responsible for daily check-ins. These daily observations will provide teachers with a true reading of the pulse of the class's learning.

Purely qualitative assessment will be eased into the classroom as students mature. The process will begin with one-on-one assessments such as BRIGANCE and Diagnostic Reading Assessments (DRA) for Kindergarten and lower primary grades students, and for students new to The Catalpa School in later grades. Permission has been granted from the JCPS Curriculum and Assessment Department to hold off on district standardized proficiency assessments until Grade 3, when it is appropriate to introduce such examinations as preparation for state testing. At this

time, students will begin learning test-taking strategies as a genre and practical life skill. The use of authentic assessments described previously will remain to ensure that accurate and well-rounded achievement data is received.

Throughout this process, students will be asked to demonstrate physical, cognitive, and socio-emotional development through engaging, brain-based tasks. The data collected on each student through these tasks will inform instruction and provide for differentiation by giving teachers insight into whether students are prepared for specific academic content and rigor. It will also help teachers identify students who may need to be referred for Exceptional Child Education services or developmental remediation activities. A report-card addendum documenting these findings and progress will communicate these assessments to parents.

All information collected in the manners described above will be housed, tracked and documented in a three-tier portfolio system:

- The Growth Portfolio will track students' individual growth and progress over time, helping to identify strengths and weaknesses.
- The Evaluation Portfolio will objectively document student progress against established grade-level expectations.
- The Showcase Portfolio will allow students to prepare samples of best work for public purposes, providing opportunities for self-reflection, communication about the work process, and peer review.

There are multiple positive implications of this component of The Catalpa School plan. Because teachers will loop with their classes, significant instructional time will be saved each year as teachers will embark on each school year with a thorough knowledge of students' strengths and weaknesses, developmental levels, and progress towards standards mastery from years before. Furthermore, teachers will be building upon an already existing foundation with students'

families and caregivers, ensuring that everyone involved is ready to “hit the ground running” at the outset of each school year.

*Data Collection and Action Research:* As a School of Innovation, The Catalpa School expects, and deeply welcomes, careful observation. In collaboration with the JCPS Data Management and Research Office, a plan has been developed to keep close record of student achievement over the course of their experience at The Catalpa School. As many of our students will be coming to The Catalpa School with years of traditional schooling, data in the early years may be a bit skewed in terms of truly reflecting the benefits of the program. While we do expect to see gains, it is the first classes of preschoolers who will graduate from The Catalpa School ten years later that will truly be under the microscope. Using multiple methods of data tracking and comparison, the first students of The Catalpa School will provide unequivocal data to support an alternative to today’s education. Across the community there is great confidence that the outcome will be remarkably positive.

### **Professional Development**

Teacher training will be of paramount importance at The Catalpa School for several reasons. First, there is not a prepackaged curriculum for Waldorf-inspired academics. This leaves teachers to be the primary authors of curriculum, and requires a thorough understanding of the methodology. Next, because The Catalpa School will teach academics through multiple arts, teachers will need to receive arts training with academic and developmental focuses. Third, as the proposal contains a significant nutrition and sustainability component, teachers will need to be well versed in authentic ways to include environmental stewardship, cooking, and gardening in the science curriculum. Finally, it is crucial that teachers have a thorough

understanding of the importance that they play in shaping a child's social skills through the example they set, the relationships they build, and how they teach students to mediate conflicts. For all of these reasons, considerable thought and effort has gone into the professional development needs of The Catalpa School.

Waldorf teacher training programs with a public school focus are sparse and require a long-term commitment. One of these programs, Kentahten Teacher Training, exists in Louisville and is forging a relationship with a local university. Waldorf training will be a requirement for all new teachers, unless they have already participated in a training of this nature.

In addition to this teacher training requirement, professional development days at the beginning and end of each school year will be used in a manner that ensures a strong staff community and a shared school vision. Days at the beginning of the year will be used to build community and for the Administrative Leadership Team to define specifically how the four innovative key components will be implemented at The Catalpa School. Days at the end of the year will focus on collaborative work across grades, as teachers will advance in grade level with their students and will need to put considerable effort into the progression of common core standards across the grades. Teachers will spend significant time meeting in Professional Learning Communities, sharing and gathering ideas from teachers in the grades preceding and following their own.

Furthermore, successful implementation of The Catalpa School proposal will require sustained professional development opportunities throughout the year. This aspect of the plan will require an additional ten days during the school year for multiple purposes, including giving teachers time to meet in PLCs and write curriculum, peer mentoring and observation as required,

assessment development and data analysis, visits to similar schools, and workshops with local and national experts in methods inspired by Waldorf education.

A district commitment to all three of these aspects of the professional development component will ensure that the plan is implemented with fidelity. This plan has been developed in conjunction with Ms. Tish Wilson, the head of the JCPS Professional Development Department, who has committed to continue working to successfully implement this portion of the proposal. See Appendix F for more information regarding this component.

### **Three Organizational Pillars and Shared Administrative Duty**

Leadership at The Catalpa School will be a three-pillar organization.

- The faculty oversees the quality and integrity of the education the children receive.
- The parents, whose enrollment of their children into The Catalpa School make the programming possible, have targeted responsibilities in the school community.
- The administrative staff is responsible for efficient organizational operations of the school.

As a community, all employees of The Catalpa School are to commit to working together with mutual respect, goodwill, and an earnest desire to help the school and the Waldorf methodology thrive.

Description and Responsibilities of Each Organizational Pillar
<b>Faculty</b>
<ul style="list-style-type: none"> <li>- Study (ongoing) and practice Waldorf pedagogy</li> <li>- Bring together parents, educate them, and form a deeper understanding of their child’s education</li> <li>- Enhance the social life of the school through coordination of festivals, assemblies, and ceremonies</li> <li>- Maintain professional relationships that embody the ideals of The Catalpa School</li> <li>- Select new teachers and mentor all first-year teachers/experienced teachers who are new to the school</li> <li>- Assist in the evaluation of teachers in the annual review process</li> <li>- Partner with the Administration in implementation of school-wide initiatives</li> <li>- Serve on one of the three Faculty Councils:               <ul style="list-style-type: none"> <li>o Pedagogical – Assists in matters of student intervention (social or academic), parent support, and student capacity for success</li> <li>o Teacher Development – Facilitates orientation of new teachers and schedules, and monitors peer observations, new teacher mentoring, and mentor/evaluator visits and follow-up</li> <li>o Faculty Council – Ensures that policies of Faculty Handbook are adequate and followed</li> </ul> </li> </ul>
<b>Parents/Guardians</b>
<ul style="list-style-type: none"> <li>- All parents of children attending The Catalpa School are members of the Parent Community Association, whose mission is to nurture, support, and educate families while encouraging parental involvement in the school and organizing volunteer efforts and social events.</li> <li>- Parent Community Association meetings will be scheduled on a monthly basis.</li> <li>- In addition, parents may:               <ul style="list-style-type: none"> <li>o Work with Faculty and Administration on the School-Based Decision-Making Council</li> <li>o Serve as a Parent Representative and communicate with new parents to help get them involved in the community, support any parent in need, support teachers in the classroom, and attend meetings</li> <li>o Minority parents will be encouraged to serve in leadership roles</li> </ul> </li> </ul>
<b>Administration</b>
<ul style="list-style-type: none"> <li>- As The Catalpa School is to be a pre-school through middle school, administration is being requested as such. Two principals, two assistant principals, and two counselors will be needed to meet the needs of the students in a thoughtful and prompt manner.</li> <li>- The Administrative Committee is made up of the Principals, Assistant Principals, and Counselors of the school, as well as a lead teacher from each of the three areas of instruction at The Catalpa School; early childhood, elementary, and middle school.</li> <li>- Responsibilities include clarification of school policies and procedures and recommendations to the faculty regarding the school’s operation, including administrative, social, and curricular concerns.</li> <li>- While the counselors are expected to maintain ongoing relationships with the student body through their work, the principals and assistant principals of the school will spend one day (or the equivalent 7 hours) in a classroom each week. This time in the classroom each week will not only provide a broader dimension of thought in collaborative decision-making, but will also reduce the immense shifts felt within school buildings as the position of a single principal is transferred over time. Spending time as an instructor, even from an administrative role, will additionally ensure that the ultimate decision-making body of the school is not disconnected from the classroom experiences of the faculty or the needs of the students.</li> <li>- Options for an alternative administrative schedule, including office and classroom hours are as follows, depending on the needs of the school at the time. For example, if an administrator is highly trained in, or passionate about Greek mythology, they can spend morning lesson with a class throughout the entire unit, and then teach painting courses during the next block, if needed. This rotational schedule would be quite flexible, however, will allow administration to check the overall pulse of the building by interacting first-hand with the students. Care will be taken to ensure that there are never less than two administrators in the office at any given time.               <ul style="list-style-type: none"> <li>o Schedule Option A – Principals and Assistants spend one full-day each week in the classroom.</li> <li>o Schedule Option B – Principals and Assistants spend two half-days in the classroom each week.</li> <li>o Schedule Option C – Principals and Assistants spend 1.5 hours each day of the week in classrooms.</li> </ul> </li> </ul>

## **Student Assignment Plan**

Jefferson County Public Schools has stated that one of the primary reasons for opening a School of Innovation is to find new ways of meeting the needs of traditionally underserved children. As found in the Equity Scorecard, students who exist in the double jeopardy of both living and schooling in poverty are at disadvantage in the areas of literacy, discipline, school culture and climate, and college and career readiness. Each component of The Catalpa School plan has been designed with these students in mind.

There were two main criteria in the development of this plan, and, in working with Jonathan Lowe, JCPS director of student assignment, a strategy that ensures both criteria are met has been developed. First priority was given to serving the district's target population. Additionally, it was crucial to consider that students who begin their educational career at The Catalpa School may finish the program if they remain residents of Jefferson County. A plan that achieves both of these goals has been developed by creating a reside area around the school from which 60%-70% of students will be recruited. The remaining 30%-40% of students will be part of a district-wide magnet program.

As the JCPS Equity Scorecard identifies the West End, South End, and Newburg areas of Louisville to be the primary portions of the city where students are likely to exist in double jeopardy, it is expected that The Catalpa School will be located in one of these areas. Creating a reside area around the school will ensure that most students will live close enough to the school to walk. In addition to providing the assurance that the school will serve Louisville's most underserved students, this approach will also bolster family participation by removing the hindrance of parents, grandparents, or caregivers having to find transportation to the school in

order to be involved. Finally, culling most students from the reside area will help meet the goal of acting as an intricate part of our neighborhood community.

The importance of a diverse school community is recognized and valued, and, as such, will give students throughout Louisville the opportunity to apply to the district-wide magnet program. Just as with any JCPS magnet program, students will be bused to school from wherever they live in Louisville. Furthermore, the magnet program will allow transient students to have the stability of staying at their school regardless of where they move in the city, as families who are moving may be admitted to the magnet upon leaving the neighborhood. In this manner, students who begin at The Catalpa School may stay throughout their elementary and middle school career and receive the full value of the program.

As shown, this plan has been developed in conjunction with the overarching goals of both JCPS and The Catalpa School proposal. When fully implemented, the plan will ensure a diverse and stable student population with easy opportunity for family and community involvement.

**Diversity and Equity:** The Catalpa School will be innovative in reaching underserved students and families to ensure diversity and equity. Using the JCPS Equity Scorecard as a guide, the implementation plan has specific strategies to address each of the four key areas.

JCPS Equity Score Card Focus Area	The Catalpa School’s Direct Strategies
Literacy	<ul style="list-style-type: none"> <li>- Workshops and communication regarding the value of reading to young children</li> <li>- Outreach to involve parents, caregivers, and community members in student literacy</li> <li>- Curriculum that integrates literacy throughout content areas, exposes students to historical development of language and literacy, and emphasizes practical application</li> <li>- Developmentally-appropriate assessment plan emphasizing capacity-building readiness activities in the early years to ensure student success</li> <li>- Developmental remediation when necessary to ensure a more equitable education</li> <li>- Emphasis on play-based intervention to allow students to acquire language skills in a natural setting, and to provide opportunities for students to apply language skills in the context of collaboration, critical thinking and problem solving</li> <li>- Movement integration into linguistic activities emphasizing poem memorization, rhythm, and repetition to build verbal capacities</li> <li>- Daily integration of writing and arts in Main Lesson Book journals</li> </ul>

JCPS Equity Scorecard/The Catalpa School’s Direct Strategies (Continued)	
Culture and Climate	<ul style="list-style-type: none"> <li>- Warmth and beauty in school climate</li> <li>- Emphasis on meaningful, enduring relationships</li> <li>- Celebration of individual progress and best work</li> <li>- Postponing of competitive academics and gamesmanship mentality</li> <li>- Involvement of families and community from an investment mindset</li> <li>- Administrative Leadership Team to ensure that school decisions are made by people actively engaged with students and families</li> <li>- Use of Louisville Linked to remediate health and safety hindrances to student success</li> </ul>
College and Career Readiness	<ul style="list-style-type: none"> <li>- Evidence-based instructional strategies employing Waldorf methodology</li> <li>- Emphasis on educating the whole person: thinking (cognitive, academics), feeling (socio-emotional), and willing (practical and real-life application).</li> <li>- Instruction that inspires, fostering life-long love of learning.</li> <li>- Addressing of poverty-related and race-related hindrances of student success through a strong Family Resource Center</li> <li>- Developmental remediation to ensure equity</li> <li>- Consistent development of ethical values such as responsibility, autonomy, intrinsic motivation, and respect for self, others, community, and environment</li> </ul>
Discipline	<ul style="list-style-type: none"> <li>- Proactively minimization of common instigators of student behavior issues</li> <li>- Sensitive handling of emotional issues that lead to behavior problems through fundamental relationships, developmental remediation, and play-based socio-emotional development</li> <li>- Coordinated teacher/parent education efforts to ensure consistent language and expectations at home and at school</li> <li>- Quick, reasonable handling of dangerous or out-of-control behavior issues</li> <li>- Natural consequences and use of restorative justice practices to develop characteristics of individual responsibility</li> <li>- Teachers and adults model and facilitate conflict resolution</li> <li>- Whole-family solutions to behavior problems</li> <li>- Louisville Linked, Seven-Counties, school counselor, and district psychologist to address mental health needs</li> <li>- Use of teacher evaluation process in accordance with JCPS policy</li> </ul>

- Appendix G.1-4 provides significant research to support each identified strategy.

Special care has been given to the needs of the targeted gap students who will be enrolled at The Catalpa School. By recognizing and meeting the needs of students who have Individualized Education Plans or who are at the onset of their English language experience, success for all students by the completion of 8<sup>th</sup> grade can be more readily achieved.

Targeted Gap Group Services

Exceptional Child Education

School counselors and Exceptional Child Education (ECE) staff will work diligently with parents and teachers to identify students who need ECE services, and craft Individual Education Plans (IEPs) that meet the needs of the whole child; academically, socially, and practically. This process will begin by holding educational workshops for parents, facilitated by our ECE teachers and counselor, to educate parents about the ECE referral and IEP processes and help parents advocate for their children. Because ECE students often experience a higher level of academic frustration than mainstream students, parents and staff will work together to write targeted IEP goals that are shorter than common procedure so that ECE students can regularly experience the success of achieving goals and moving on to higher challenges. In addition, ECE teachers will work actively to build lasting personal relationships with their students, so that teachers are able to identify the intrinsic motivational factors for each student and use them to develop activities and rewards that operate from a delight-centered perspective. This will require that counselors and ECE teachers receive protected, respected time in which to write up this greater number of plans and hold a greater number of meetings, and to do one-on-one and small-group pull-out to develop these relationships. It will also require the family investment plan to be fully actualized, so that there is an established trust-based relationship between families and school faculty, ensuring that parents are comfortable with coming to the school to attend these meetings and familiar with the common language used in discussing their child.

Most importantly, The Catalpa School will seek to provide Waldorf Extra Lesson experiences to all students experiencing academic or social difficulties. Above and beyond meeting the required services indicated on IEPs, students in the ECE program will garner the benefits of the Waldorf Extra Lesson. This brain-based series of activities assists all students in achieving developmental readiness towards standards. Movement helps transform spatial orientation in three-dimensional space into two-dimensional space for reading and writing. This process helps them receive the information through form drawing, painting, handwork, crossing the midline, and oral rehearsal so that the students can hear and speak content before writing and reading it (McAllen, 2013). Very closely related to familiar programs such as Minds in Motion and Brain Gym, the Extra Lesson engages language and mathematics with movement and capacity building. While students with Individualized Education Plans will engage in Extra Lesson activities in addition to their designated services, all students will be exposed to the basic activities that target specific neurological developments. All Extra Lesson activity ultimately leads to success in reading, writing, math, speaking, and listening. Below is a table illustrating exemplar student activities and their evidence in targeted neurological developments.

Extra Lesson Student Activity	Targeted Neurological Developments
Repetition of early developmental movements including crawling, climbing, and hanging heart over head	Fine and Gross Motor
Body Geography (Simon Says)	Auditory Processing and Visual Motor
Walking Fingers on a Copper Rod	Fine Motor
Jumping Jacks, Yo-yos, Pick-up sticks, and Moving Marbles between Toes	Fine and Gross Motor, Vertical Midline
Above/Below Ball	Balance in Stillness (*becomes easier over time)
Handwork: cutting with scissors, paper folding, knitting, felting, etc.	Vertical Midline
Jumping Rope, Skipping, and Balancing on Boards or Balance Beams	Balance in Stillness, Horizontal and Vertical Midline
Counting Star Exercises	Eye/Hand Coordination, Vertical Midline
Writing, Form Drawing, and Handwriting Sequence	Gross and Fine Motor Development in the shoulders, arms, wrists, and hands
Painting	Hand and Eye Dominance, Eye Tracking, Eye/Hand Coordination

### English Language Learners

“Apart from testing issues, English learners also have difficulty in school when program designs, instructional goals, and human and material resources do not match these students’ needs” (Echevarria, 2013, 7). It is known that “the foundation of school success is academic language and literacy in English”, and English language learning students, “without proficient oral and written English language skills, ... are hard pressed to learn and demonstrate their knowledge of mathematical reasoning, science skills, social studies concepts, and so forth” (Echevarria, 2013, 9-10). The Catalpa School plans to use the Sheltered Instruction Observation Protocol (SIOP) Model “as an approach for teachers to integrate content and language instruction to students learning through a new language” (Echevarria, 2013, 16).

The SIOP Model is known for its sincere intentionality in lesson planning and strategic approach to integrating new vocabulary with core content. A strong emphasis lies on the movement and hands-on experiences that English Language Learners need to fully comprehend what is being covered in the classroom. SIOP is a research-backed approach to aid in English language instruction, and fits in quite gracefully with the vision and mission of The Catalpa School. All teachers will be educated in the method to allow for integration of language skills into mainstream and pull-out classrooms.

*Equity in Discipline:* The inequities evidenced in suspension rates of minority students in JCPS and nation-wide cannot be ignored. The societal disparities so prevalent are not justification for the disciplinary actions taken on young, African American males. Data has proven that just one suspension can significantly reduce a student’s likeliness to graduate with proficiency. The Catalpa School has a concise, direct, thorough, and restorative model of behavior management.

For students in the early grades there is an expected period of guidance and of learning the social behavioral expectations of school and group environments. The young student will need guidance with social interactions and physical safety. Even after initial adjustments are made, kindergarten continues to be the place where much social learning take place. During this learning process Catalpa School teachers will redirect the children toward healthy behavior in many ways, including: another play activity, joining the work of the assistant, taking a walk, or visiting another kindergarten classroom for a short time. If there is an issue of safety, including physical threat to others or dangerous use of supplies, redirection will be immediate and the child may need to be removed from the environment. In some cases, a child may receive a behavior or incident report which will communicate behaviors to the child’s parents/guardians.

When a child has escalated past the point of constructive redirection, the student may be required to leave the classroom. Time away may include a visit to a mentor teacher's classroom or therapeutic activities in the Extra Lesson Resource room for the day. In extreme cases, students may be required to offer a gift of restitution in order to return to the classroom. The gift may be in the form of an apology letter, completed missed work, a restorative action, or even a drawing.

It is crucial to remember that when a student is removed from the homeroom class it is not always an indication that the child is at risk of greater challenges in the future. The problem may be due to over-stimulation or some other passing stress in the student's life. It is the goal of The Catalpa School, in collaboration with the student, the parents, and the teachers, to best support the student through whatever trauma they are experiencing.

Students of The Catalpa School will be aware of the developmentally appropriate consequences in which all teachers and staff will be highly trained. Consequences, depending on the age of the child and the severity of the misbehavior may include:

- Redirection of the student towards more appropriate behaviors or activities
- Restricting the student's participation in school events that are less structured and may be of stress to the student
- Encouraging rest by removing the student from the negative stimulation and placing them in a calmer environment

If corrective consequences are repeatedly unsuccessful, students will be referred for a cycle of play-based therapy with the school counselor and parental intervention will be sought out to aid the student in the development of a fresh, positive relationship with the school community. A journal may be sent home on a regular basis, to facilitate this line of communication between the parents and teachers, regarding the behavior and any necessary adaptations. Behavior correction will always emphasize restoration, ensuring that students are required to take responsibility for a making right of relationships that they have harmed. Meanwhile, adaptations to the classroom

environment or procedures in order to meet the child and facilitate a positive change in behavior will be made. In some cases, students will be subject to a process known in traditional Waldorf communities as a “child study”. In a child study, all staff members who interact with a struggling student make detailed observations of the child, including behaviors, moods, or changes in physical appearance. The devotion of attention and respect of sense data leads to a series of conferences during which the school team will create an action plan for the student in need. This process is a two-fold support, aiding the student in need and the classroom teacher, who may be challenged or lack the confidence needed to meet the student’s needs alone.

At The Catalpa School, all staff members will be highly trained to recognize signs and symptoms of behavioral distress, and will make all possible efforts to aid in the student’s short- and long-term success. Students will be highly trained in respectful conversation, beginning difficult conversations with “I don’t like it when you...”, thereby taking blame off of their peer. Teachers will strive to model integrity in their every action. Children, even the most notably rebellious, are hungry for boundaries. Rules and expectations must be clear. Teachers of The Catalpa School will lead by example and with loving guidance. Behaviors will be addressed immediately and fairly, and no judgment or disproportionate punishment will be issued. By following this plan and offering teachers substantial support in their endeavors, student behaviors will be limited, and the need for discipline will diminish with increases in positive reinforcement.

## **Budget**

The budget plan was formulated after extensive meetings with district officials who emphasized the importance of each requested budget item. The Catalpa School team was fortunate to be given a generous amount of time with Mr. John Collopy, who explained the process of how funding is allocated to individual schools. He aided in the creations of a

hypothetical baseline budget following the same formula as any JCPS school of comparable size. He, along with Mr. Lowe, then recommended that only fiduciary requirements which need special Board of Education approval be included in this implementation plan. Structural and facility needs have been included, however, are comparable to a standard school operation and have not been specifically priced (Appendix J.1-2). The only undocumented expense in either of these appendices is an activity bus, which would be a one-time purchase to allow for frequent field experiences for students, and is a standard allotment for middle schools.

Appendix H represents additional staffing requirements including average salaries, which would be requested as part of the “add-on” budget. Staffing has been projected to Year 4, when all middle school grades will have been added, and should remain static at that point. For operational purposes, The Catalpa School’s elementary and middle school administrations will be treated as two separate entities. To demonstrate how positions will be phased in, the addition of the middle school positions and their average salaries has been included. However, this portion is purely for demonstrative purposes, as these positions will be funded as part of the standard allocation that any middle school receives, and is not part of the budget negotiations.

Appendix I represents necessary expenditures for the crucial aspects of initial teacher training and on-going professional development. Component 1 and Waldorf Extra Lesson Training represent initial training costs and should be total cost, with the exception of adding new teachers to replace outgoing faculty. An estimate has been done to gauge the number of teachers who will require initial training upon hiring. The ECE teacher and SRT Coordinator for both elementary and middle school will need Extra Lesson training. This portion is projected to year 7 as that is how long it will take to get all our middle school teachers through training. The costs for PD components 2 and 3 would level at the Year 7 cost.

**Innovative Waivers and Deviations**

Jefferson County Representative Meetings and Outcomes			
Date of Meeting	District Representative	Outcome	Referenced within Proposal
April 23, 2014	Jonathan Lowe	We developed our student assignment plan and discussed relationships with area daycares and high schools.	Student Assignment Pages 25-26
May 2, 2014	John Collopy	We received an overview of Jefferson County budget procedures. Mr. Collopy assisted us in developing a baseline budget and provided input for the creation of an add-on budget.	Budget Pages 31-32 Appendix J.1-2
May 13, 2014	John Marshall	We received details on the changes to Jefferson County's Code of Acceptable Behavior and Discipline and the Student Bill of Rights. We discussed the restorative justice policies that are being written. We talked about pro-equity programs such as Linked-In, Cards Program, and the CADRE pd. Finally, we discussed changes in district demographics.	Diversity and Equity Pages 26-31
May 15, 2014	Dr. Mike Raisor	We discussed that if The Catalpa School were to be located in the West End, it would logistically be the easiest area for implementation. Dr. Raisor supported retaining preschool students through grade 8. He assured us that our requests would not be a problem. Dr. Raisor seemed optimistic about the financial feasibility and physical resources.	Student Assignment Plan Pages 25-26
May 21, 2014	Terina Edington	We discussed the 5 child nutrition programs currently existing in JCPS. We discussed the Catalpa School's goals for our student nutrition program and how we can achieve these goals in the existing framework.	Nutrition and Sustainability Pages 13-15
May 22, 2014	Dr. Dewey Hensley	We discussed alignment between JCPS Common Core Curriculum and Waldorf Traditions. We received a verbal waiver of the Common Core timeline implementation. Dr. Hensley gave us suggestions for extended planning time, resources for teachers, and planning with equity in mind.	Curriculum Pages 15-18
May 28, 2014	Tish Wilson	We discussed state and district guidelines for professional development. Ms. Wilson gave us various scenarios for achieving our required teacher training objectives and research on effective professional development practices.	Professional Development Pages 21-23
June 19, 2014	Kevin Nix	We discussed the alignment of our preschool program with the ECERS rating scale. Mr. Nix shared state guidelines for preschool programs. We discussed possibilities for resource personnel and the need for those individuals to be highly trained in Waldorf traditions and part of administrative decisions. Mr. Nix expressed full support of our preschool students being retained at The Catalpa School through grade 8.	Early Childhood Page 6
June 27, 2014	Justin Willis, Kim Katzman, and Mandy Simpson	We discussed successful ways to activate our community involvement including the volunteer talent center, community partners, and residential events. We discussed involving students with performances. We took a tour of the materials and production facilities available at schools. We received suggestions for marketing and fundraising materials.	Parent Community Association Page 24
June 30, 2014	Suzanne Wright and Dr. Dewey Hensley	We discussed our alternative assessment plan. Dr. Hensley and Ms. Wright offered suggestions for authentic assessment. They gave a verbal waiver of standardized assessments for grades K-2 and agreed with support of our alternative assessment plan.	Assessment Pages 19-21

**Timeline for Implementation**

Timeframe for Completion	Responsible Party	Task
Immediately upon confirmation of program funding (August 2014)	The Catalpa School Team, Dr. Mike Raisor, Marketing Office, JCTA	<ul style="list-style-type: none"> <li>- Accommodate scheduling needs of The Catalpa School Team to serve as leaders of school implementation</li> <li>- Secure location (neighborhood and building) for school</li> <li>- Begin marketing campaign for community excitement and enrollment</li> <li>- Begin JCTA negotiations for teacher contract deviations (extended teacher year, requirement for initial training professional development, administrative membership, interview questions)</li> <li>- Join the Alliance for Public Waldorf Schools</li> </ul>
August-December 2014	The Catalpa School Team, Dr. Dewey Hensley, Kevin Nix, John Marshall, Grant-Writing Office, Dr. Mike Raisor	<ul style="list-style-type: none"> <li>- Solidify curriculum maps utilizing Alliance for Public Waldorf Schools curriculum timeline and Kentucky Common Core</li> <li>- Work with Early Childhood to begin student assignment process and enrollment</li> <li>- Negotiate professional development plan to allow for spring and summer trainings</li> <li>- Write equitable school handbook for parents and students to make available at public events</li> <li>- Complete grant applications for special projects</li> <li>- Build teacher/administrative/parent resource libraries</li> <li>- Assemble Advisory Panel for Catalpa School public forum</li> <li>- Work through building modification/renovations as needed and order furniture to meet needs of enrollment</li> </ul>
January-March 2015	The Catalpa School Team, John Collopy, Dr. Dewey Hensley, Marketing Office, Jonathan Lowe, Catalpa School Partners, Dr. Bob Rodosky	<ul style="list-style-type: none"> <li>- Finalize 2015-2016 Budget</li> <li>- Host monthly parent evenings</li> <li>- Complete curriculum planning and move towards completion of alternative, rubric-based assessment plan</li> <li>- Finalize class schedules, including special area rotations based on curriculum blocks</li> <li>- Prepare for Showcase of Schools</li> <li>- Host registration event and open house for community</li> <li>- Collaborate with partners and finalize extra programming</li> <li>- Attend Alliance of Public Waldorf Schools Conference</li> <li>- Design Action Research Model in partnership with Office of Data and Research</li> </ul>
April 2015	The Catalpa School Team, Tish Wilson, Jonathan Lowe	<ul style="list-style-type: none"> <li>- Ongoing revision of all previous work</li> <li>- Begin interviews and hiring through transfer process</li> <li>- Hold spring professional development for new hires</li> <li>- Finalize student enrollment for students in preschool through 5<sup>th</sup> grade</li> </ul>
May 2015	The Catalpa School Team	<ul style="list-style-type: none"> <li>- Ongoing revision of all previous work</li> <li>- Order school/classroom supplies for 2015 school year</li> </ul>
June 2015	The Catalpa School Team	<ul style="list-style-type: none"> <li>- Ongoing revision of all previous work</li> <li>- Completion of hiring 2015-2016 faculty and staff</li> <li>- Summer Institute for teacher training</li> <li>- Administrative Leadership Team professional development</li> <li>- General Staff orientation</li> </ul>
July 2015	The Catalpa School Team and faculty	<ul style="list-style-type: none"> <li>- Ongoing revision of all previous work</li> <li>- Major community event to be held on property</li> <li>- Classroom preparation</li> <li>- Parent-child workshops by grade level to aid transition</li> </ul>

August 2015	The Catalpa School Team and faculty	<ul style="list-style-type: none"> <li>- School OPENING</li> <li>- Ongoing revision of all previous work</li> <li>- Home visits to all families enrolled</li> <li>- Welcome to School Family Night</li> <li>- Formation of School-Based Decision-Making Council and creation of essential school policies</li> <li>- Parent Community Association Kick-Off Meeting</li> </ul>
September-December 2015	The Catalpa School Team and faculty	<ul style="list-style-type: none"> <li>- Ongoing revision of all previous work</li> <li>- Modify programming as problems are identified</li> <li>- Implementation of full program, with regularly scheduled check-ins</li> <li>- Continuous professional development</li> <li>- Open House, Parent Conferences, and Class Meetings will take place</li> <li>- Collection and analysis of student data as it becomes available</li> </ul>
January-April 2016	The Catalpa School Team and faculty, John Collopy	<ul style="list-style-type: none"> <li>- Complete revision of Catalpa School programming, utilizing feedback from students, staff, parents, and community members, identifying needs and making modest revisions mid-year</li> <li>- Ongoing revision of all previous work</li> <li>- Budget for 2016-2017 school year</li> <li>- Attend Alliance for Public Waldorf Schools Conference</li> <li>- Continuous professional development</li> <li>- Collection and analysis of student data as it becomes available</li> </ul>
May 2016	The Catalpa School Team, Data and Research	<ul style="list-style-type: none"> <li>- Year-in-Review Family Night and Showcase</li> <li>- Ongoing revision of all previous work</li> <li>- Hiring of 6<sup>th</sup> grade teachers</li> <li>- Analysis of student data over the year (growth and needs)</li> </ul>
June-August 2016	The Catalpa School Team	<ul style="list-style-type: none"> <li>- Full revision of routines and procedures</li> <li>- Professional development experiences for all levels of staff</li> <li>- Horizontal and Vertical professional learning community (PLC) meetings for teachers at all levels</li> <li>- Parent-child camp</li> <li>- Analysis of student data</li> </ul>
2016-2018 School Years		<ul style="list-style-type: none"> <li>- Add 6<sup>th</sup> and 7<sup>th</sup> Grades</li> <li>- Ongoing program review</li> </ul>
2018-2019 School Year		<ul style="list-style-type: none"> <li>- Add 8<sup>th</sup> Grade, thereby, completing full grades rotation (Pre-K – 8<sup>th</sup>)</li> <li>- Ongoing program review</li> </ul>
2019-2020 School Year		<ul style="list-style-type: none"> <li>- Complete analysis of data to determine students are readily achieving proficiency</li> </ul>
Annually		<ul style="list-style-type: none"> <li>- Improve upon previous years community involvement efforts</li> <li>- Continue staff education of Waldorf methods</li> <li>- Gather data towards proficiency</li> <li>- Reevaluate budgeting of school funds and adjust as necessary</li> <li>- Adapt programming as necessary</li> <li>- Ongoing program review</li> </ul>
<p>- See Appendix K for specific and strategic SMART Goals for The Catalpa School’s first years.</p>		

**Logic Model for Implementation**

Basic Logic Model for Implementation					
Resources/Inputs	Strategies	Outputs	Outcomes	Expected Impact	Staff Personnel
Waldorf teacher training for all adults with child-centered positions	<ul style="list-style-type: none"> <li>- Professional development days dedicated to appropriate teacher training</li> <li>- Partnership with Kentahten Teacher Training, local 501c3 Waldorf methods training program</li> </ul>	All staff to be well-educated on the theories and practices of Waldorf education.	School program to be implemented with fidelity for all students.	Viable school community with high percentage of students graduating with proficiency and low reporting of behavioral incidents.	The Administrative Leadership Team, Instructional Leadership Team, Family Resource Center, Parent-Teacher Association, and classroom and itinerant teachers will share responsibility of implementation with fidelity.
Community partnerships and educational programs available to families of The Catalpa School's students.	<ul style="list-style-type: none"> <li>- Bi-weekly parent workshops offered during school days</li> <li>- Monthly evening sessions to draw in and educate community</li> <li>- Family Resource Center to provide basic needs</li> </ul>	Majority of student families to be involved and active in The Catalpa School community, at any capacity, each year.	School and families to provide mutual support to meet needs of students at all levels to allow for increased levels of proficiency among student body.		
Sufficient provision for academic, artistic, agricultural, and athletic programming.	<ul style="list-style-type: none"> <li>- Diligent grant application</li> <li>- Creation of a volunteer base of charitable families and organizations within Greater Louisville</li> <li>- Dedication to serving Title One students</li> </ul>	Financially sustainable programming to allow students to reach maximum potential towards proficiency.	Dramatic improvement in statistical data regarding high-poverty students and levels of academic proficiency and behavioral incidents.		

## **Needs Assessment**

As addressed by David Cook when introducing the School of Innovation Design Competition, a new approach to education is needed; we cannot continue to try the same strategies with the expectation of different impacts on our students (JCPS, Press Conference, 2013). The Catalpa School's needs assessment addresses this critical error in today's education, and is framed around the JCPS Equity Scorecard, outlining the "fundamental dimensions of equity that manifest in our district and larger community" (JCPS, 2013, 4). In JCPS "school poverty levels range from a low of 15% to a high of 97%" and "black students are more likely to attend extreme poverty schools compared with white students (40% vs. 21%)" (JCPS, 2013, 4).

It is clear that addressing the problems caused by concentrated poverty in the West End, South End and Newburg areas of Louisville is paramount to closing the achievement gap in Louisville. Despite efforts made to mediate the number of students exposed to concentrated school poverty, many schools remain extreme poverty schools, putting the students who live in impoverished communities in double jeopardy. The Catalpa School is ready to rise to the challenge and will serve as a catalyst for change.

After sincere review of the status of JCPS through the Equity Scorecard, The Catalpa School looks towards a brighter future for the underserved students of the district. The alignment between The Catalpa School and the JCPS Strategic Vision 2015 is strong and vibrant, and serves as testimony to the deep need for the "collaboration of community members and educators providing an approach to education that blends the Waldorf tradition with Kentucky Core Academic Standards" that The Catalpa School promises.

Alignment to the JCPS Strategic Plan: Vision 2015	
JCPS Focus Area Goals	The Catalpa School Approach
<p style="text-align: center;"><b>Increased Learning</b></p> <p>Goal 1: Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.</p>	<p>1.1 Utilizing the Common Core Standards in collaboration with the Alliance for Public Waldorf Schools’ curriculum timeline, teachers at The Catalpa School will meet students in a differentiated, developmentally appropriate way. Content will be presented to students through a variety of media, and assessed through an assortment of quantitative and qualitative tasks.</p> <p>1.2 &amp; 1.3 Through partnerships with Kentachten Teacher Training, the Waldorf School of Louisville, and a local university, instructional best practices will be institutionalized through the coordinated system of professional development that will be used in The Catalpa School.</p> <p>1.4 Combining a flourishing peer mentor program with the new TPGES evaluation system, a formal process for support and monitoring of instructional best practices will be underway.</p> <p>1.5 Assessment of student’s readiness will be comprehensive, balanced, and authentic to the students of The Catalpa School. Assessment will be brought to students as a genre study to prepare them for success in today’s highly achievement-based world.</p> <p>1.6 Literacy development in The Catalpa School will be whole child, starting in early childhood years with story, quickly transitioning into intentional literacy instruction in elementary grades.</p> <p>1.7 Early interventions will be available at first sign of need for all students in The Catalpa School, preschool through grade 8. Making great use of Individualized Education Plans and supplementing with Extra Lesson activities, all students with need will receive regular service until they are achieving at a satisfactory level.</p> <p>1.8 Program evaluations to measure, monitor, and manage successes at The Catalpa School will be ongoing. Action research will be conducted to gauge challenges and achievements as they arise.</p> <p>1.9 Students at The Catalpa School will be supported through the use of play-based therapy and Extra Lesson intervention, and through the unwavering presence of a community of employees determined to serve as a catalyst for improvement.</p> <p>1.10 The Three Pillars of Leadership: Faculty, Parents/Guardians, and Administration will provide for continuous improvement of systems designed to support student achievement at The Catalpa School.</p>
<p style="text-align: center;"><b>Graduation and Beyond</b></p> <p>Goal 2: Every student graduates prepared for his or her post-secondary choice – college, career, and life.</p>	<p>2.1 The Catalpa School will utilize all available predictive data in tandem with the child study process to best prepare all students.</p> <p>2.2 While students at The Catalpa School will not be made aware of their academic progress until it is developmentally appropriate, all student progress will be monitored closely, ensuring that students get the assistance needed as quickly as possible.</p> <p>2.3 Advisory structures at The Catalpa School include the Academic Leadership Team, SBDM Council, the Advisory Panel, and the Parent Community Association.</p> <p>2.4 The Catalpa School deeply recognizes that all students have a disposition for postsecondary education and will ensure college- and career-readiness. This is most strongly evidenced in the teaching of practical arts and utilizing motivation as a driving force for education, as a foundation of The Catalpa School is that all people are valuable and have skills to offer.</p>

	<p>2.5 Transitions between levels (elementary, middle, and high) will be strong at The Catalpa School. While early childhood transitions fluidly into elementary course work, elementary students will be well prepared for the transition into middle school. The transition in teacher (end of 1-5 loop and beginning of 6-8 loop) will prepare students for the transition out of The Catalpa School and into high school. High school entry will be eased with transitional activities (for example: shadowing and high school panel), and punctuated by a certainty that all Catalpa School graduates will be prepared for the academic endeavors ahead of them.</p> <p>2.6 Student capabilities will be developed through real-world learning, experiences that guide growth, and a true joy in learning.</p>
<p style="text-align: center;"><b>Stakeholder Involvement/Engagement</b></p> <p>Goal 3: Parents, community, and partners enrich students’ educational experiences and support their success.</p>	<p>3.1 With emphasis on vertical (inter-grade) and horizontal (intra-grade) professional learning communities and peer and advisory mentoring programs, The Catalpa School has made clear an emphasis on data-driven, sustainable planning processes to impact all students.</p> <p>3.2 Student out-of-school hours spent on academics are increased through the use of after-school tutoring, summer “camps”, and strategic planning in the implementation of special pull-out intervention sessions.</p> <p>3.3 &amp; 3.4 The Catalpa School’s Five-Fold Family and Community Investment Plan (as detailed on pages 8-9) increases the number of community-based opportunities/experiences and exemplifies one design of a community engagement centered on increased learning.</p> <p>3.5 Involving parents as one of the three foundational pillars of leadership in The Catalpa School demonstrates a dedication to increasing the “concerted cultivation mindset” among parents in the school community.</p> <p>3.6 The quality of teacher training and learning interventions at The Catalpa School is archetypal for JCPS. In conjunction with a strong advisory team within the school, Kentahten Teacher Training, the Waldorf School of Louisville, and a budding Rank 1 program ensures that teachers will receive the highest level of training to aid instruction.</p> <p>3.7 Professional Learning Communities are essential to the success of The Catalpa School curriculum implementation, as teachers truly are recognized as experts, and as such are expected to share strategies.</p> <p>3.8 Learning will be celebrated on a regular basis, ranging from showcase events to community fairs welcoming friends of The Catalpa School to join students in revelry over academic successes.</p>
<p style="text-align: center;"><b>Safe, Resourced, Supported, and Equipped Schools</b></p> <p>Goal 4: All schools are staffed, resourced, and equipped to support student needs.</p>	<p>While The Catalpa School cannot independently control all aspects of Goal 4, there is evidence to support the statement that the school will, in many ways, function as an innovative archetype for the educational practices.</p> <p>The Catalpa School is seeking out an underserved neighborhood in the city of Louisville and has designed a comprehensive system of proactive student supports and interventions to ensure the success of children who could otherwise be lost to double jeopardy (4.3, 4.4). Partnering with local and international Waldorf methods organizations creates a system of targeted professional development, and aids in the recruitment of high-quality staff that represent the diversity of the student population (4.8, 4.9). Furthermore, Professional Learning Communities are integral in providing support to teachers at The Catalpa School, and are crucial to the success of stakeholder engagement and communication (4.10, 4.11). Finally, as has been evidenced through the duration of the School of Innovation Competition, the power of the Jefferson County community has not been underestimated. Participating in events ranging from the Wesley House Opportunity Fair to the monthly Flea Off Market, the school team has demonstrated passion that cannot be exceeded. See Appendix L for community survey results. Holding a public forum at the onset of the implementation of The Catalpa School plan is the next step (4.12).</p>

**Conclusion:** Years ago, the Urban Waldorf School in Milwaukee took on this same task with much success. A study conducted about this particular school concluded that, though “the Urban Waldorf School faced many obstacles, including the effects of poverty and racism on many of the children and the high rates of crime and drug addiction in the surrounding neighborhood”, it “seems to have developed an environment in which teachers can teach, children can learn, and almost everyone feels cared for and even appreciated.” (McDermott, 1996, 120). It was also stated that, the Urban Waldorf School made clear that “the term inner city does not have to imply that children are not ready for school,” but rather, “schools are generally not ready for children who are different from middle-class expectations” (McDermott, 1992, 134). (Appendix M)

Recently, Jefferson County Public Schools has transitioned away from the historic majority/minority demographic towards a makeup comparable to Chicago. With 51% of students in a minority population, it is apparent that the age-old methods are no longer effective, and it is time to thrust ourselves into the future of education. Students have changed, while teaching has not.

Waldorf education was first developed in 1919 when the owner of the Waldorf-Astoria Cigarette Factory asked for a school that would meet the needs of impoverished children of employees after the horrors of World War I. Since then, Waldorf Education has become a worldwide movement with a proven track record of success. Consequentially, the methodology has been pulled into the private sector, reserving an education designed for the working poor for those who can pay tuition. The Catalpa School seeks to offer a developmentally and culturally appropriate education to the children of Louisville, healthfully preparing students for whatever awaits them in life. Taking this movement back, and using these proven methods with the children who need them the most, is not only innovative, but revolutionary.

## References

All claims made in The Catalpa School's implementation plan can be backed by research-based data from a variety of reputable sources.

<p>Bennett, T., &amp; Borden, M. (2006). The secret garden. <i>Gateways</i>, 12(48), 12-14.</p> <p>Bennett and Borden look into the needs of aggressive, anxious, or ADHD diagnosed children and identify the benefits of play with social intent in a natural, outdoor environment.</p>
<p>Chauncey, B. (2006). The Waldorf model and public school reform. <i>Encounter: Education for Meaning and Social Justice</i>, 19(3), 39-44.</p> <p>Chauncey concludes with the statement that "Waldorf education presents a viable option for creating schools that teach what really matters: capacities, not facts, that evolve through life, such as judgment, service to others, and artistic expression" (44).</p>
<p>Cheung, C., &amp; Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation. <i>Journal of Educational Psychology</i>, 104(3), 820-832.</p> <p>The research of Cheung and Pomerantz "revealed that parents' involvement in children's learning was predictive of children's parent-oriented motivation in school over time; such motivation in turn predicted children's subsequent engagement in school, as reflected in their heightened self-regulated learning, which predicted enhanced achievement among children" (828).</p>
<p>Coleman, B., &amp; McNeese, M. (2009). From home to school: The relationship among parental involvement, student motivation, and academic achievement. <i>The International Journal of Learning</i>, 16, 459-470.</p> <p>This article reviews the benefits of parental involvement in the academic achievement of middle school age children.</p>
<p>Docking, K., Munro, N., Cordier, R., &amp; Ellis, P. (2013). Examining the language skills of children with ADHD following a play-based intervention. <i>Child Language Teaching and Therapy</i>, 29(3), 291-304.</p> <p>A study that reflects the sincere value of play-based intervention on students with ADHD. The largest gains were detected in language skills of the assessed students.</p>
<p>Echevarria, J., Vogt, M., &amp; Short, D. (2013). <i>Making content comprehensible for English learners: The SIOP model</i>. Boston: Pearson/Allyn and Bacon.</p> <p>A comprehensive resource book towards the instruction of English Language Learners, including lesson planning, background building, strategies for interaction, tips for lesson delivery, and use of the Sheltered Instruction Observation Protocol Model.</p>

<p>External review [Review of <i>Jefferson County Public Schools</i> by D. Hargens &amp; D. S. Hurst]. (2013, January 27). <i>AdvancED</i>, 1-24.</p>
<p>El Nokali, N. E., Bachman, H. J., &amp; Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. <i>Child Development</i>, 81(3), 988-1005.</p> <p>A study of parental involvement in schools with findings that indicated that differences in levels of parent involvement between families and changes in parent involvement within families were both predictive of children's literacy skills, and increasing parent involvement during elementary school improved literacy growth.</p>
<p>Florence, M. D., Asbridge, M., &amp; Veugelers, P. (2008). Diet quality and academic performance. <i>Journal of School Health</i>, 78(4), 209-215. Retrieved January 23, 2014, from <a href="http://www.ashaweb.org">http://www.ashaweb.org</a></p> <p>The fact that "students with an increased fruit and vegetable intake and lower caloric intake of fat were significantly less likely to fail" is only one of many conclusions made in this article, arguing the importance of quality nutrition services in elementary schools (212).</p>
<p>Gordon, M. F., &amp; Seashore Louis, K. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. <i>American Journal of Edu.</i> 1-27.</p> <p>Among the many instances in which parent involvement is shown to increase student achievement, Gordon and Louis identify the phenomenon that "in schools where teachers perceive greater involvement by parents and in schools where teachers indicate that they have a school environment where they practice shared leadership, student achievement is higher" (22).</p>
<p>Grant, J., Johnson, B., and Richardson, I. (1996). <i>The looping hand-book: Teachers and students.</i></p>
<p>Grantham-McGregor, S., &amp; Olney, D. K. (n.d.). School feeding, cognition, and school achievement. <i>Leading Article: Institute of Child Health</i>, 105-111.</p> <p>McGregor and Olney, in comparing studies in school nutrition programs, find that "if we are to get maximum returns from investments in education in high-risk populations it would seem important to combine nutritional intervention with the children's education" (111).</p>
<p>Greater Louisville Project: <i>Advancing a Competitive City.</i> (2014). <i>Building a Healthier Louisville</i> [Brochure]. Louisville, KY: Author.</p> <p>This brochure provides a glimpse into the healthfulness of Louisville's citizens. Areas of focus include education, jobs, and quality of place as they contribute to health.</p>
<p>Horning, M. (2014, January 15). A conversation with the Alice Birney Waldorf-inspired School [Interview by A. Terranova &amp; J. Nelson].</p> <p>Two members of The Catalpa School team had the honor of speaking with Principal Mechelle Horning of the Alice Birney School, a Waldorf-inspired public school in Sacramento, California. The Alice Birney School has been open for nearly 20 years and is the predecessor</p>

<p>to a Waldorf-inspired high school and multiple Waldorf elementary schools, private, charter, and public.</p>
<p>Jarrett, O., &amp; Waite-Stupiansky, S. (2009). Recess - it's indispensable! <i>Young Children</i>, 66-69.</p> <p>This article provides overwhelming statistics in the inequities of play. For example, 39% of African American students versus 15% of White students did not have recess, and 44% of children living below the poverty line versus 17% of those above the poverty line were deprived of recess (67). While understanding of the urge to restrict play to monopolize on instructional time, the study concludes with the observation that there is "no research to support administrators' assumptions that test scores required by No Child Left Behind could be improved by keeping children in the classroom" (66).</p>
<p>Jefferson County Public Schools. (2013). <i>Envision equity: A commitment to improving education for all students</i> [Brochure]. Louisville, KY: Author.</p> <p>Jefferson County Public School's most recent evaluation of data management, planning and programs. This document highlights the district's four strategic focus areas: literacy, culture and climate, college/career readiness, and discipline.</p>
<p>Jefferson County Public Schools. (2013, November 12). School of innovation design competition [Press release]. Retrieved November 20, 2013, from <a href="http://www.jefferson.k12.ky.us/projects/innovation/index.html">http://www.jefferson.k12.ky.us/projects/innovation/index.html</a></p>
<p>Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. <i>Urban Education</i>, 706-742. Retrieved January 23, 2014, from <a href="http://www.sagepublications.com">http://www.sagepublications.com</a></p> <p>Jeynes identifies the relationship between various kinds of parental involvement programs and the academic achievement of pre-kindergarten through 12th-grade school children. He found that parent involvement initiatives, voluntary or not, are associated with positive educational outcomes.</p>
<p>Kentucky Department for Public Health. <i>Farm to school Kentucky handbook</i>. (2012).</p>
<p>Larrison, A. L., Daly, A. J., &amp; VanVooren, C. (2012). Twenty years and counting: A look at Waldorf in the public sector using online sources. <i>Current Issues in Education</i>, 15(3), 1-24.</p> <p>The most recent review of the implementation of Waldorf education in the public sector. This article provides a very thorough analysis of the benefits of Waldorf education, despite its challenges, and concludes with the statement that Waldorf is a valid and reliable method to implement in public schools.</p>
<p>Ludwig, J., &amp; Mayer, S. (2006). "Culture" and the intergenerational transmission of poverty: The prevention paradox. <i>The Future of Children</i>, 16(2), 175-196. Retrieved from <a href="http://www.futureofchildren.org">http://www.futureofchildren.org</a></p> <p>An analysis of the cycle of poverty that was highly influential in our understanding of services that may best help families in high poverty situations.</p>

<p>Luther, V. (2012). The riches of literacy: Teaching reading skills to young children living in poverty. <i>The California Reader</i>, 46(1), 35-41. Retrieved January 23, 2014.</p> <p>A strong argument for the involvement of parents at all stages of their child's literacy development. Luther offers various suggestions to draw in parent involvement, which so deeply and positively impacts achievement.</p>
<p>McAllen, A. E. (2013). <i>The extra lesson</i> (7th ed.). Fair Oaks, CA: Rudolf Steiner College Press.</p> <p>McAllen's work gives careful and thorough instructions for the remedial drawing, painting, and movement exercises developed by Audrey E. McAllen. The difficulties experienced by students struggling to learn writing, reading, and arithmetic are addressed by the activities described. Students of elementary and high school age are able to find a new connection to who they are and to their tasks, thus overcoming obstacles in their learning.</p>
<p>McDermott, R. (1997). <i>The Urban Waldorf School of Milwaukee: A summary report</i>.</p> <p>A brief review of the successes of the Urban Waldorf School, Milwaukee, WI, 1991.</p>
<p>McDermott, R. (1992). Waldorf education in America: A promise and its problems. <i>ReVision</i>, 15(2), 82-91.</p> <p>McDermott discusses problems faced by the Waldorf educational method in the United States, optimistically concluding that "Waldorf education could offer our children better circumstances" with fidelity in implementation.</p>
<p>McDermott, R., Henry, M. E., Dillard, C., Byers, P., Easton, F., Oberman, I., &amp; Uhrmacher, B. (1996). Waldorf education in an inner-city public school. <i>The Urban Review</i>, 28(2), 119-140. Retrieved January 26, 2014.</p> <p>A detailed review of the Urban Waldorf School of Milwaukee, which opened in 1991. Though met by adversity and ultimately closed, the Urban Waldorf School made remarkable gains with an extremely high poverty student body. The school has set the example for multiple Waldorf-inspired public schools.</p>
<p>Mitchell, D. (2006). Nature deficit disorder. <i>Research Bulletin</i>, 11(2), 53-56.</p> <p>Mitchell's analysis of nature deficit disorder emphasizes the value of children's time spent in the natural world.</p>
<p>Nitze, P. (n.d.). <i>Thoughts on the relevance of a Waldorf education</i>.</p> <p>An address made by a graduate of a Waldorf-methods school testifying the benefits of his elementary education.</p>
<p>Oberman, I. (2008). Waldorf education and its spread into the public sector: Research findings. <i>Encounter: Education for Meaning and Social Justice</i>, 21(2), 10-14. Retrieved January 23, 2014.</p>

<p>One of the most essential arguments for Waldorf education in the public sector, Oberman's review of research and data makes evident the consistently proficient achievement of students in public Waldorf programs.</p>
<p>Pellegrini, A. D., &amp; Bjorklund, D. F. (1997). The role of recess in children's cognitive performance. <i>Educational Psychologist</i>, 32(1), 35-40. Retrieved January 23, 2014.</p> <p>Pellegrini and Bjorklund, after extensive international studies, conclude that providing breaks and breathing throughout the day results in more efficient and more effective class time for children and adults alike.</p>
<p>Ravitch, D. (2013). Reign of error. <i>Knopf</i>, 7.</p> <p>Critically evaluating the American adaptation of Common Core Standards, Ravitch challenges decisions made at executive levels, while providing deep insight and suggestions towards what may better serve children today.</p>
<p>Taras, H. (2005). Nutrition and student performance at school. <i>Journal of School Health</i>, 75(6), 199-213.</p> <p>Taras looks into the importance of nutrition services in schools based on numerous prior studies. He concludes that nutrition is essential to the prime work of elementary students.</p>
<p>Terranova, A. (2014). A study of the benefits of the Urban Waldorf program for students who are not intentional participants.</p> <p>Catalpa School team member, Abby Terranova, provides insight to the benefits of the Waldorf methodology for students who have not selected to be placed in the program. The study evidences significant growth among the majority of students, especially those who have previously been recognized as high-needs.</p>
<p>Trice-Black, S. (2013). Play therapy in school counseling. <i>ASCA: Professional School Counseling</i>, 16(5), 303-312.</p> <p>Trice-Black details the benefits of play-based behavior intervention at all levels of child development. By providing equity in school services and providing an outlet for children to express inner feelings, play-based therapy is believed to be a highly effective method of behavior management and intervention in schools.</p>

Appendix A – Exemplar Art-Integration Lesson Template

**Language Arts 5-Day Lesson Plan**

**Context**

This lesson provides practice toward proficiency in listening, visualization, reading comprehension, persuasive writing and collaboration, and the ability to gather and organize information.

- Many students previously demonstrated a low level of proficiency in distinguishing important facts from supporting detail. They also demonstrate a need to develop greater ease and proficiency in speaking with their fellow students.
- Teacher will be extremely sensitive to critical student characteristics or attributes that will affect student learning
- Today’s lesson connects to students’ sense of adventure more so than to actual life experiences to date.

**Learning Objective(s)**

As a result of this lesson, students will

1. Recall and gather relevant information, take notes, categorize information, and provide list of sources.
2. Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly, as evidenced by the collaborative “top ten” list to be generated on Day 6.
3. Listen to a story and visualize the scene described, as shown by their drawings.
4. Describe and compare two characters, referring to details in texts (will begin in this lesson, but will take about two weeks to complete)

**Connections to Common Core National Standards Language Arts: Grade 4 Students -**

- Describe in depth a character, setting or event in a story, drawing on specific details in text (e.g. a character’s thoughts, words or actions)
- Determine the main idea of a text and explain how it is supported by key details; summarize the text using evidence to support the answer
- Integrate information from two texts on same topic in order to write or speak about the subject knowledgeably
- Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly

**Resources, Media and Technology**

- Ball of yarn
- Music file on laptop: *Caves of My Young Days*, downloaded from [http://www.caves.org/committee/salons/ballads/CB\\_by\\_song.html](http://www.caves.org/committee/salons/ballads/CB_by_song.html)
- Printed copy of lyric *Caves of My Young Days*, (reflective of the content)
- Black scarf for blindfold
- Story memorized
- Black construction paper and pastel chalk, hair spray
- Chalkboard or flip chart for list of questions

- Five copies of *Caves*, by Emily K. Green
- Five copies of *Bats*, from Rigby
- One copy *Journey to the Bottomless Pit*
- writing paper and pens

Resources for Primary Source/History Center

- Copies of newspaper articles about Floyd Collins, a cave explorer who got trapped and died in Sand Cave in 1925. [Sand Cave is now part of Mammoth Cave National park.] Both AP dispatches from the NY times and the William Burke “Skeets” Miller’s Pulitzer Prize-winning interviews with the trapped Collins published in the Courier Journal are available at the Louisville Free Public Library.

Resources for Digital Research/History Center:

- Four computers, each preset with links to:
  - <http://timelines.ws/>
  - [http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)
  - <http://www.animatedatlas.com/timeline.html>
  - <http://www.brainyhistory.com/>

Resource Books for Library/Science Center:

- Allman, Toney. *Ecosystems - Life in a Cave*. 1 ed. San Diego: KidHaven Press, 2004.
- Banting, Erinn. *Caves (Biomes)*. Mankato: Weigl Publishers, 2006.
- Brimmer, Larry Dane. *Caves (True Books: Earth Science)*. New York: Children's Press (CT), 2000.
- Brucker, Roger W.. *Grand, Gloomy, and Peculiar*. First edition ed. unknown: Cave Books, 2009.
- Brucker, Roger W., and Richard A. Watson. *The Longest Cave*. Carbondale: Southern Illinois University, 1987.
- Brucker, Roger W., and Robert K. Murray. *Trapped! The Story of Floyd Collins: The Story of Floyd Collins*. Revised ed. Kentucky: University Press of Kentucky, 1983.
- Burnham, Brad. *Mammoth Cave: The World's Longest Cave System (Famous Caves of the World)*. New York: Powerkids Press, 2003.
- Costain, Meredith. *Science Chapters: Into the Earth: The Story of Caves*. Washington, DC: National Geographic Children's Books, 2006.
- Gibbons, Gail. *Caves and Caverns*. London: Voyager Books, 1996.
- Harrison, David L.. *Cave Detectives: Unraveling the Mystery of an Ice Age Cave*. San Francisco: Chronicle Books, 2007.
- Kramer, Stephen P.. *Caves (Nature in Action)*. Minneapolis: Carolrhoda Books, 1995.
- Lindop, Laurie. *Cave Sleuths: Solving Science Underground (Science On The Edge)*. Brookfield: 21st Century, 2004..
- Lynette, Rachel. *Wonders of the World - Caves*. 1 ed. San Diego: KidHaven Press, 2005.
- Lynette, Rachel. *Who Lives in a Deep, Dark Cave? (Exploring Habitats)*. New York: Powerkids Press, 2010
- Mitchell, Elizabeth. *Journey to the Bottomless Pit*. New York: Scholastic, 2004. Print.
- Morris, Neil. *Caves (The Wonders of Our World)*. New York: Crabtree Publishing Company, 1995.
- Thompson, Bob, and Judi Thompson. *Mammoth Cave and the Kentucky Cave Region (KY) (Images of America)*. Charleston: Arcadia Publishing, 2003. Print.

Books for Literature Circles, depending on reading proficiency of the actual class:

- *Quennu and the Cave Bear* by Marie Day, Marie Day (Illustrator) (ages 7 – 12)
- *Bats* – Rigby level M
- *Caves* by Emily K. Green (ages 4 – 8)
- *Days of the Cave People* by Françoise Lebrun, Ginette Hoffman (Illustrator) (ages 9)
- *How the Alphabet Was Made* by Rudyard Kipling, Chloe Cheese (Illustrator) (ages 6 – 10)
- *Story of Harriet Tubman* Kate McMullan, (Fontas & Pinnell level P)
- *Smitty's Cave Adventures* by Barbara Marro (ages 9 to 11)
- *Maroo of the Winter Caves* by Ann Turnbull (ages 8 – 12)
- *Danger at Sand Cave (On My Own History)*. By Candace Ransome (ages 6 to 8)

## Procedures

**Circle Time** (Usually part of a public school day, but not considered part of language arts time)

- 10 minutes: Holding a ball of yarn, say to a classmate: [name], it's a great day for [name an activity]. Hang on to the yarn then throw across circle to a buddy, who holds the yarn in one hand, repeats what the first person did until everyone is holding a point of the yarn in a web. Then, retrace it back to the beginning, saying to the person who threw it to you [name], have fun [activity that person named] today.
- 10 minutes
  - Day 1: The class will listen and sing *Caves of My Younger Days* due to the reflection of content (tune found at following hyperlink: [Ballad Recordings Listed by Song Title.](#))
  - Days 2 – 5, memorize verses (Gifted kids might be tasked with figuring out the melody and playing it on keyboard, recorder, guitar or other instrument of choice.)
- 10 minutes:
  - Day 1 and Day 2 - Today, the class will take turns blindfolded in the center. When you are “it,” circle of friends revolves around you, then you name an animal and point to a person who has to make the sound of that animal. You have to guess who it is. If the class doesn't get to everyone today, the activity will continue tomorrow. Purpose – relying on auditory sense.
  - Days 3 – 5 - beanbag toss name something or someone you'd find in a cave
- Day 1 - 10 Minutes: They sit, and the teacher tells the story of Stephen Bishop

## **Day 1 - Independent Work**

- 15 Minutes: Students to desks, Close your eyes and think about what you saw in your mind as the teacher was talking. What did Bishop look like? What do you imagine the inside of a cave looks like when you bring in a lantern? Now, use pastel chalk to draw a picture of what you see
- 5 Minutes: Students walk around desks, view everyone else's drawings.

## **Day 1 - Whole Group**

- 10 Minutes: Back to circle. Talk about something you noticed and appreciated in another's drawing.
- 15 Minutes: Whole class brainstorms an “I wonder” list of questions about Bishop and Mammoth Cave. Questions can be about events prior to the story, slavery, what happens next to Bishop, about some other aspect of Bishop's life that isn't addressed in the story, about where caves come from, what animals might live in caves, etc. Then the children and teacher will talk about how they might find the answers to questions in some of the materials at centers, and all will gather additional resources if needed.

### Day 5 – Whole Group

- 30 minutes: Put up answers given so far for the “I wonder” chart.

### Days 1 – 5 Guided Reading, Literature Circles and Centers – Small Groups/Pairs/Individual – 90 minutes

- Day 1 - 10 minutes: Mini-lesson on how to glue pockets into lesson book, how to record information on index cards and ways to organize. (Previous lesson on plagiarism.)
- All Days - 60 minutes: The teacher will hold individual 5 to 10 minute reading conferences with some students while others are at centers.
- All Days - 60 minutes (50 minutes on Day 1 b/c of mini-lesson): Students will remain at their assigned center for the entire time for each of the first three days, rotating through 3 centers. After that, the teacher and students will see where students need more time to finish. Centers will remain the same for the week, and students will complete work at each center by Thursday.
- All days: A 5 minute group physical exercise period will separate two 25 minute periods (more frequent breaks if the energy of room dictates), and a 5 minute clean-up transition period will follow.

#### The Centers:

- *Library center (science)*: INSTRUCTIONS: In the Library center, there will be books available to read about caves and cave ecosystems. The following pairs [the teacher will select the pairs] of students will choose different books about the same topic to read. Divide your book into four parts. When you've read the first quarter, pretend you are an explorer. Write a letter to your partner about your discoveries, and your questions, thoughts, and observations. Your partner is to respond to what you have said, with comments and questions. Do the same for the next three sections of the book (each partner will have four original letters and four original responses). When you finish, discuss how your books were alike and how they were different, and put a copy of letters and responses from both you and your partner into your writing folder for our next writing conference. [The teacher and children will hold individual conferences on Day 6 about what the partners' responses indicate about the clarity, thoroughness and accuracy of a student's writing, and also about technical aspects of spelling, punctuation, grammar and the like. Then sometime in the following week, each pair will have a turn to present to the class what they learned from the two texts. ]
- *Primary Source Center (history)*: INSTRUCTIONS: From the available reproductions of newspaper columns, students will make a Venn diagram comparing Bishop and Collins. Students will add to the Bishop side of the chart as we read *Journey to the Bottomless Pit*, by Elizabeth Mitchell.
- *Digital Research Center (history)*: INSTRUCTIONS: What else was going on in the world while Steven Bishop was exploring Mammoth Cave? Make a “Top Ten” list of events, discoveries and things that happened in the world from 1838 to 1857. Explain why you think they are important today and justify your decision. On Day 5, you will present your Top Ten, along with everyone else in class. The class will discuss and decide which were the most important and why.
- *Early Finishers* - will be able to do an additional book study in library center on topic of choice.

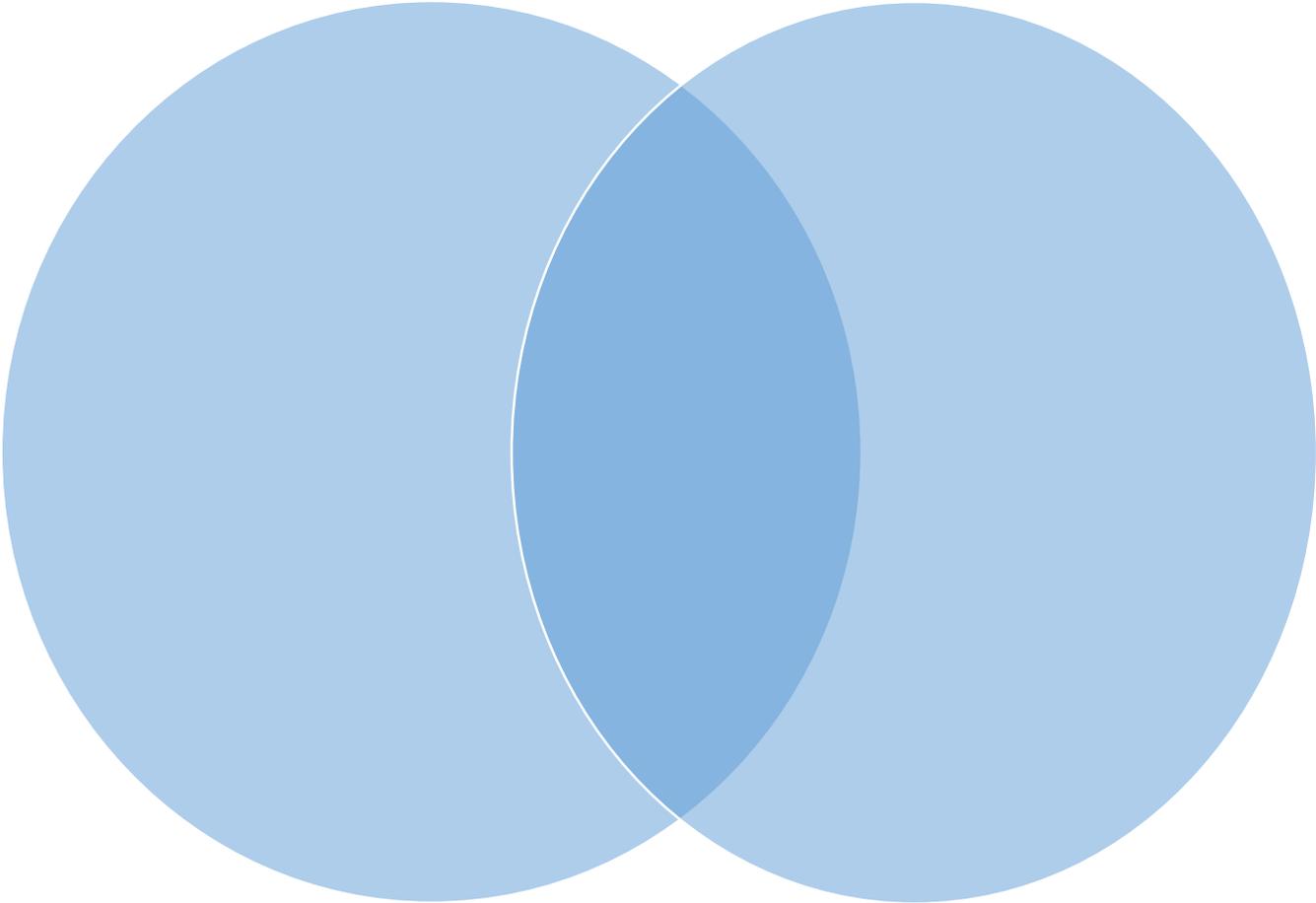
**Days 1 – 5 Whole Group – Read-Aloud** (approximately 30 minutes, including writing time) After lunch each day, (not part of main literacy time slot) the teacher will read from a fictionalized biography of Stephen Bishop, *Journey to the Bottomless Pit*. Following that, students get their Collins/Bishop Venn Diagram and fill in characteristics for Bishop.

Objective / Assessment Organizer			
<b>Objective Number</b>	<b>Type of Assessment</b>	<b>Description of Assessment</b>	<b>Adaptations and/or Accommodations</b>
Objective 1	Summative	Index cards with summary of information and correct citations	Heterogeneous ability grouping, aide to read aloud and scribe
Objective 2	Summative	Persuasive letter listing ten most significant events in time period	Aide to read aloud and scribe
Objective 3	Summative	Drawing of scene from oral story	none
Objective 4	Summative	Comparison of Bishop and Collins	Aide to read aloud and scribe

**COMPARE THE CHARACTERS**

Bishop

Collins



Both

**SCORE** \_\_\_\_\_

**Rubric**

Distinguished	Proficient	Apprentice	Novice
Ten valid points of comparison , each of which is accurate	8 to 9 valid points of comparison, 8 of which are accurate	7 to 5 valid points of comparison, most are accurate	Fewer than 5 valid points of comparison, or fewer than 3 accurate
Legible			Illegible

**RUBRIC FOR PERSUASIVE LETTER  
REGARDING TOP 10 LIST**

Criteria	Distinguished	Proficient	Apprentice	Novice
Ten Historic Events Listed	10 Events within time period found		Fewer than 10 events found	
Position Statement	Position is clearly stated for each of 10 events	Position is clearly stated for at least 9 events	Position is clearly stated for at least 8 events	Position is clearly stated for fewer than 8 events
Source	Each event has a properly cited source	At least 9 events have a properly cited source	At least 8 events have a properly cited source	Fewer than 8 events have a properly cited source
Rationale	For 10 events, rationale is clearly stated. Clear references to consequences of the event are made.	Rationale is stated for all events, but lacks clarity or references to consequences are unclear.	Rationale is stated for all events, but lacks clarity and references to consequences are unclear.	Rationale is not stated for all events, or references to consequences are unclear or missing.
Sentence Structure	All is correct	Generally correct, but some awkward sentences	Several grammatical errors	Work pays little or no attention to proper sentence structure
Spelling, punctuation and capitalization	All is correct	There is one error	There are two or three errors	There are more than three errors

**LAMINATED INSTRUCTIONS AT LIBRARY TABLE (6 COPIES)**

**How to Cite Books (MLA)**

Provide the following information in this order. Pay particular attention to punctuation.

**Author's last name, first name. Title of Book. City of Publication: Publishing company, publication date.**

The examples below will show how to cite most types of publications. Ask me if your citation is not shown below.

**A Book by One Author**

Boorstin, Daniel J. A History of the Heroes of the Second World War. New York: Random House, 1983.

**Two or More Books by the Same Author**

Garre, Thomas. American Literature is Dead. Boston: Morrow Publishers, 1907.

---. The New Language of America. Boston: Morrow Publishers, 1911.

**A Book by Two or Three Authors**

Smith, Jane, and Joshua Landis. The Truth About Baby Jane and the System That Failed Her. Los Angeles: Broughten Company, 1999.

Albers, James, Kelly King, and Jon Jones. The Beautiful Country of Scotland. London: Lofthouse Publishers, 2002.

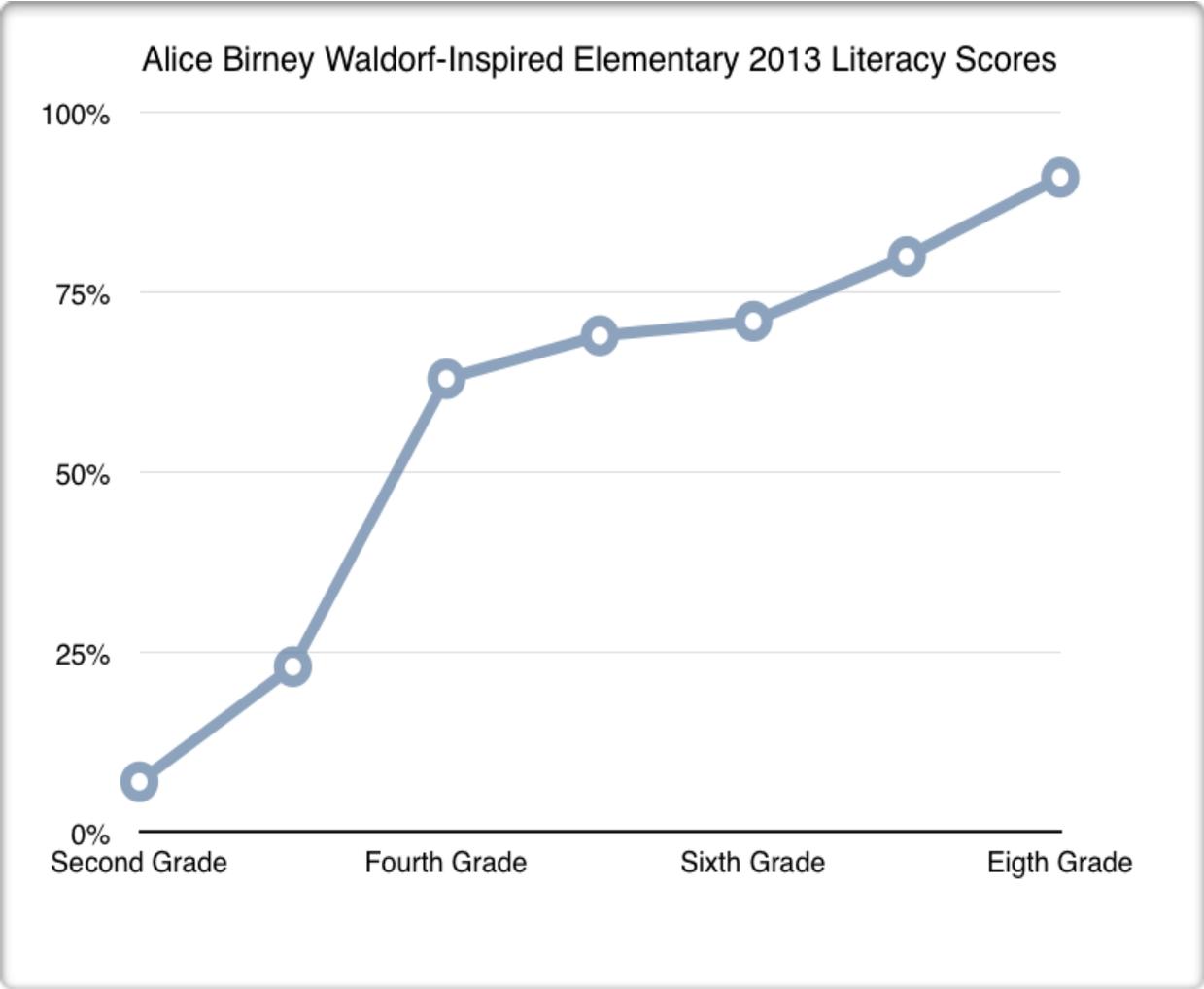
Appendix B – Technology Curriculum in The Catalpa School

Exemplar Technology Integration by Grade Level	
Grade 2	- Introduction to computer technology – Students will become acquainted with technology utilizing Raspberry Pi computer systems, learning how computers work, how to manipulate the electronic world around them, and how to program.
Grade 3	- After mastering handwritten lettering, students in 3 <sup>rd</sup> grade will begin to utilize technology to publish final documents to place into their assessment portfolios.
Grade 4	- Students will begin to utilize computer systems for researching informational topics, after receiving instruction on safe internet use.
Grade 5	- Students will begin to develop technology-based presentations to share with the class and during school showcases.
Grade 6	- Students will be educated in safe social media and trained to maintain The Catalpa School blog and social media outlets.
Grade 7	- Students will learn to use music composition software, creating musical pieces that mirror original instrumental orchestrations.
Grade 8	- Students will use sophisticated programming software to create and print 3-D forms.

Technology is not undervalued at The Catalpa School. It is delayed until a time at which students are in full regulation of the tools they are using. Children at The Catalpa School will not be exposed to technology until their development is at a stage that cannot be impacted by screen time. For example, left-to-right eye tracking, a crucial development for reading, can suffer interference when children are frequently exposed to screens. The understanding is that technology is a tool to be used, not something by which students should be controlled.

Note: Technology will be highly utilized outside of the classroom as a form of communication between parents and the school community. Current technologies such as Remind 101 and/or Class Dojo will be maintained for daily, simple, interactions with parents and guardians. The Catalpa School will also maintain e-newsletters and social media outlets, in addition to the data-tracking systems that will be in place internally.

Appendix C – Data Demonstrative of Surpassed Expectations by Grade 8



- This chart demonstrates the remarkable growth of students in an analogous Waldorf methods public school program. While students in the lower grades perform poorly on district/state issued assessments, by the end of the 8<sup>th</sup> grade year, student performance far surpasses expectations.

Appendix D – Alliance for Public Waldorf Education Curriculum Summary

## **Kindergarten Program and Curriculum Summary**

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

## **Grade 1 Curriculum Summary**

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? (Me! You!). Stones, acorns and other natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

**Science through gardening and nature study.** Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

**The arts.** Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

**Painting** in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

**Knitting** is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

**Games and movement** through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

## **Grade 2 Curriculum Summary**

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's primary independent reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter

sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Accurate use of upper and lower case printing and cursive handwriting are emphasized in second grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

**Mathematics.** The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline symmetrical forms. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows

also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

**Musical instruction** continues as in first grade and includes singing as well as pentatonic recorder. **Games and movement classes** focus on imaginative games encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. Movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children calm themselves. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

### **Grade 3 Curriculum Summary**

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

**Farming and gardening** lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

**Mathematics.** In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

**Language Arts.** The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from ancient history, from Asian, African, Norse, and American cultures, serve as a metaphor for the children's developmental experience at this age. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

**Music** is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

**In handwork**, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

## **Grade 4 Curriculum Summary**

Fourth graders begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is multicultural myths and legends. These stories speak strongly to the children at this time. Mythological and legendary beings are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the

child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

**History and geography** become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking Kentucky as an example, the child develops a sense for the world of indigenous Kentuckians, the pioneering explorers, the Appalachian culture, and the period of development along the Ohio River.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block (**Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

## **Grade 5 Curriculum Summary**

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood and cross into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

**Ancient history** in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian Empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of

the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

## **Grade 6 Curriculum Summary**

The children in the sixth grade often begins to experience an important change in their physical bodies. Growth in the skeletal and muscular systems and onset of puberty challenge the student's capacities for balance and coordination.

**Science.** With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

**Physics** is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

**Mathematics.** These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

**Geometry** instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Europe and North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their development. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of egotistical confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman Empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

**English Language Arts.** The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

## **Grade 7 Curriculum Summary**

The seventh grade can be a tremendously challenging and rewarding year for the children. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a

symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean Theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics is emphasized. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

## **Grade 8 Curriculum Summary**

Eighth grade children are preparing for the transition to high school, and so are at a crossroads. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchical orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Exemplar Timeline Waiver (Grade 2 – Language Arts Curriculum Timeline)

**Common Core Standards, Grade 2**  
**English Language Arts: *Language***

Common Core Standards, ELA Grade 2: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	Same Grade Level As CC	At Different Grade Level	Notes and Comments
<b>Students at Grade 2:</b>			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 3	Use in Gr. 2 Identify in Gr. 3
L 1a. Use collective nouns (e.g., <i>group</i> ).	Y		
L 1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	Y		
L 1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	Y		
L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	Y		
L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Y	Gr. 4	Use in Gr. 3 Choose in Gr. 4
L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).		Gr. 4	
<b>L 1g. Create readable documents with legible print. CA</b>	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 3	
L 2a. Capitalize holidays, product names, and geographic names.	Y		
L 2b. Use commas in greetings and closings of letters.		Gr. 4	Introduced in Gr. 2
L 2c. Use an apostrophe to form contractions and frequently occurring possessives.		Gr. 4	Introduced in Gr. 2
L 2d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).		Gr. 3	

L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Gr. 3	
<b>Knowledge of Language</b>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Compare formal and informal uses of English.		Gr. 3	
<b>Vocabulary Acquisition and Use</b>			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	Y		
L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	Y		
L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <b>in all content areas. CA</b>		Gr. 3	Gr. 7 digital
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	Y		

\*\* This information template is available grades K-8, for all standards. All Common Core Standards are thoroughly taught by the culmination of Grade 8.

Appendix E – Exemplar Assessment Rationale/Rubric

**Rationale**

The goal of this assessment is to identify the proficiency levels of individual students in standard 4.NF.B.3.D (Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem) by asking them to apply their knowledge in a real-world situation. By fourth grade, our students will have spent significant time working in the school garden, making it an appropriate environment for practical application. This assessment task asks students to demonstrate knowledge concretely, semi-concretely and abstractly, thus allowing the teacher a complete picture of each child's proficiency for the purpose of informing ongoing instruction. It also reflects the interdisciplinary nature of the Main Lesson Block schedule by requiring mathematical, written and hands-on components.

**Assessment Directions for Students**

Our class needs to grow lettuce, peas and radishes for our family salad celebration at the end of the school year. How could you divide a garden bed into parts to grow enough of each? First, use graph paper to draw a plan for how you could divide a 6 ft. by 3 ft. garden bed into parts to grow each of the three crops. Your plan must be neat and include measurements and labels. You must identify what fractional piece of the garden bed will be used for each crop, and include an equation that demonstrates how your three fractional pieces add to one whole garden bed so that no space is wasted. You must include a written explanation of your plan to show your thinking, and discuss this explanation with your teacher. Finally, you will put your plan into action during your afternoon garden time by dividing your garden bed in accordance with your plan and planting your crops.

## Fraction Garden Assessment for Fourth Grade

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Mathematical Accuracy of Plan</b>	Plan is neat with clear measurements and labeling for all components. Equation accurately adds parts to whole.	Plan is neat with clear measurements and labeling for most components. Equation accurately adds parts to whole.	Plan provides clear measurements and labeling for most components. Equation may have minor inaccuracies in adding parts to whole.	Plan does not show measurements clearly or is otherwise inadequately labeled. Equation is partly or wholly inaccurate.
<b>Scientific Knowledge</b>	Explanations indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations indicate an accurate understanding of scientific principles underlying the construction and modifications.	Explanations indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations do not illustrate much understanding of scientific principles underlying the construction and modifications.
<b>Modification/Testing</b>	Clear evidence of troubleshooting, testing, and refinements based on data or scientific principles.	Clear evidence of troubleshooting, testing and refinements.	Some evidence of troubleshooting, testing and refinements.	Little evidence of troubleshooting, testing or refinement.
<b>Accuracy of Implementation</b>	Garden is segmented accurately according to assignment specifications and plan.	Most of garden bed is segmented accurately according to assignment specifications and plan.	Most or all of garden is segmented accurately according to either specifications or plan.	Garden is segmented entirely inaccurately.

Notes:

Appendix F – Professional Development

	Initial Training (Component 1)	Ongoing Development (Component 2)	Best Professional Practice (Component 3)
<b>Content Information</b>	<ul style="list-style-type: none"> <li>- Initial training for new or previously untrained teachers</li> <li>- Requirement will necessitate a JCTA contract deviation</li> </ul>	<ul style="list-style-type: none"> <li>- Time for community building and PLC work during the Gold Days at the beginning and end of each school year</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work of curriculum and assessment creation, data analysis, peer observation and mentoring, and self-reflection</li> </ul>
<b>Budget Information</b>	<ul style="list-style-type: none"> <li>- Teacher compensation for additional service as negotiated with JCTA</li> <li>- Training cost of \$1,000/teacher for four years of initial certification</li> </ul>	<ul style="list-style-type: none"> <li>- Standard Gold Day teacher salary</li> </ul>	<ul style="list-style-type: none"> <li>- 10 additional working days added to the work calendar of each teacher, as negotiated with JCTA, to be paid by the district</li> </ul>
<b>Content May Include</b>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Culture and Climate</li> <li>• Diversity</li> <li>• Data Management</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• English as a Second Language</li> <li>• Learners with Special Needs (ECE)</li> <li>• Math</li> <li>• World Languages</li> <li>• Arts and Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Living</li> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> <li>• School Safety</li> </ul>
<b>Session Information</b>	<ul style="list-style-type: none"> <li>- PD will ensure that teachers are fully prepared to implement The Catalpa School proposal with fidelity</li> <li>- Teachers will learn how to design and assess curriculum aligned with both Common Core Standards and the Waldorf tradition</li> <li>- Teachers will receive practical, hands-on instruction in academically- and developmentally-appropriate curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- PD will be to ensure a positive, consistent school environment and successful implementation of strategies learned in Kentahten Teacher Training</li> <li>- Teachers will participate in community building activities, create school routines and procedures, and work as PLCs</li> </ul>	<ul style="list-style-type: none"> <li>- PD is designed to allow teachers an opportunity to complete work that cannot be done in the presence of students</li> <li>- Teachers will work in horizontal PLCs to align and create curriculum and lessons, prepare materials, design assessments, and analyze data</li> <li>- Teachers will work with peer mentors and attend workshops given by local and national experts</li> </ul>
<b>Audience</b>	All Certified Teachers	All School Staff	All Certified Teachers
<b>Schedule</b>	Four two-week institutes (9:00-5:00) Monday-Friday – to be completed over the course of 4 years	PD will take place on district’s regularly scheduled Gold Days	PD will take place over the course of 10 days during the school year in on identified non-instructional days
<b>Credit Options</b>	Mandatory PD Credit	PD credit in the same manner as any other district Gold Day	This PD will be for salary at normal daily rate
<b>Presenter / Facilitator</b>	Contracted with facilitators of Kentahten Summer Institute	This PD will be facilitated by The Catalpa School Administrative Leadership Team	Certified staff and mentors, guest experts

Appendix G – Needs Assessment, Services Plan, and Evidence Based on the JCPS Equity Scorecard

G.1 – Literacy	
<ul style="list-style-type: none"> <li>- "At every level, large disparities exist in reading proficiency rates between some schools" (JCPS, 2013, 5).</li> <li>- "The cascading disadvantages for students that progress through their schooling careers without the basic reading skills further perpetuates inequities evident in other domains" (JCPS, 2013, 5).</li> <li>- "Only 2 in 10 Black students on free/reduced lunch are proficient in reading district-wide" (JCPS, 2013, 6).</li> </ul>	
Services Plan	<p>“Waldorf education follows a learner-centered pedagogy within a specific curricular framework including content suffused with texts from mythology and classic literature” (Larrison, 2012, 2). Following the model of a fully integrated main lesson block, “students are able to have significant context allowing for greater ability for meaning making, something that is well recognized in the brain sciences as critical for learning” (Larrison, 2012, 2).</p> <p>In observation of the Urban Waldorf School in Milwaukee, a team of researchers identified that “the memorization of poems and stories is encouraged, and repetition and rhythm are considered a constant invitation to engagement” (McDermott, 124). Only one aspect of many that identify the deep integration of all subjects in a Waldorf School, literacy is embedded into all academic areas. When connection with students, rather than control of them, guides the classroom, the quantity of instructional time increases and is more valuable each day. “Cognitive tasks... interwoven with rhythms and movement” ensure that all students develop the necessary literacy skills (McDermott, 1996, 128). “Eurythmy is the art of making speech or musical tones visible through body movement” and is thought of in the Waldorf community to be a therapeutic aid to language instruction (McDermott, 1996, 129). In the case of a struggling student, it is the classroom teacher who will provide an integrated intervention to assist the child’s understanding.</p> <p>Finally, Docking and Munro’s study of language skills of children with ADHD before and after play-based intervention provides a strong testimony towards the value of play with social intent in The Catalpa School. They explain: “Play is the most natural context for learning language. Children learn to interact and build the foundations for pragmatic skills used for conversation, such as turn-taking; share concepts; and verbalize thoughts and ideas through play. In play, children are given the opportunity to learn from each other, express themselves, cope with their emotions, and connect concrete and abstract thinking. Children also use language to organize pretend play, develop and practice skills for problem-solving in a variety of situations, and explore interactions.” (Docking, 2013, 293). In a time where “teachers of today are seeing more and more children ... suffer from anxiety related issues” and ADHD (Bennett, 1995, 12), the findings of Dockings study, that “both children with ADHD with and without co-morbid language difficulties significantly improved their play skills from pre- to post-play-based intervention” comes as an exciting shift from the strict academic opinions commonly held today (Docking, 2013, 302).</p>

Literacy (Continued)	
<p>Research-Based  Strategies</p>	<p>"Poor children are three times as likely not to have a parent read to them as non-poor children and are less likely to recognize all letters of the alphabet or be able to write their names before kindergarten" (Luther, 2012, 36).</p> <p>"Waldorf education holds that when children relate what they learn to their own experience, they are deeply engaged and readily integrate what they learn" (Chauncey, 2006, 40). The Catalpa School aims to embody this belief in all courses of study, with a deep focus on literacy as the absolute foundation of studies. Meaningful literacy has been defined as including "ability to experience and derive meaning from music, from the visual arts, and from dance", three tasks that imply that "schools that neglect the arts will graduate semiliterate students", and this is the standard of literacy to which we plan to adhere (Chauncey, 2006, 42).</p> <p>In a world in which "nearly 40% of U.S. 4th graders do not achieve basic levels of reading proficiency", it cannot be assumed that all parents are prepared to assist their students in literacy development (JCPS, 2013, 5). "Therefore, to help improve the reading skills of our students from impoverished homes, we must not just teach the children; we must also teach the parents" (Luther, 2012, 39). When questioning the effectiveness of involuntary parent participation within elementary schools, Jeynes found that "it is apparent that parental involvement initiatives that involve parents and their children reading together (i.e., engaging in "shared reading") ... have a noteworthy relationship with academic outcomes" (Jeynes, 2012, 730). By "instructing preservice teachers about how to be on the parents' side", it is hoped that the parent-school connection will produce positive results in developing school literacy (Jeynes, 2013, 733).</p> <p>"The Waldorf model embodies aspects of a vision for what schools should teach: judgment, critical thinking, meaningful literacy, collaboration, and service", and it is the goal of The Catalpa School to fully enliven the curriculum for every student, enabling each of these capacities (Chauncey, 2006, 43).</p>

Appendix G – Needs Assessment, Services Plan, and Evidence Based on the JCPS Equity Scorecard

G.2 – Culture and Climate	
<ul style="list-style-type: none"> <li>- "Three decades of empirical research has demonstrated that a positive school climate promotes safety, healthy relationships, engaged learning and teaching, and school improvement efforts" (JCPS, 2013, 14).</li> <li>- "Higher poverty levels were associated with slightly lower ratings amongst students and teachers" (JCPS, 2013, 14).</li> <li>- "Higher poverty concentration of the school was associated with lower teacher retention" (JCPS, 2013, 15).</li> <li>- "Teacher transfer requests were a better predictor of school achievement gains than a student or teacher school survey data" (JCPS, 2013, 15).</li> <li>- "ECE students rate their sense of belonging lower than other student groups" (JCPS, 2013, 16).</li> </ul>	
Services Plan	<p>"Waldorf student outcomes at 8<sup>th</sup> grade are on par with those of some of the top schools in the state, while in the early grades Waldorf students fall below" some averages (Larrison, 2012, 15). Knowing that "a more holistic approach is possible in a public setting even in the era of accountability", Larrison emphasizes that there is need to "support the [Waldorf] approach as reliable and valid" (Larrison, 2012, 16). Students who begin school inequitably cannot be expected to dive into academics at 4 or 5 years old and achieve on an equitable level. Beyond educating students in the completion of practical skills for adulthood, The Catalpa School will directly engage this problem through community and parental outreach. Parents and community members will be encouraged to be involved in the school and educational workshops even before their students are old enough to attend school. We will provide resources such as nutrition, hygiene and practical assistance, and early parenting workshops to help parents foster a home-life more conducive to early education and kindergarten readiness. "An involved parent can have an immensely positive impact on their child's learning, and overall school experience", allowing the child to let go of anxiety and reach proficiency (Coleman, 2009, 460). Building an early foundation and fostering parent buy-in The Catalpa School model will increase program sustainability. The practical skills that Waldorf-based education offers to its students cannot go unmentioned. When students learn trades alongside of their academic content, "teachers and children ... come together, [learn] to live together, and [learn] to do well in school together", despite initial inequities (McDermott, 1996, 2). Building the children's <i>capacity to do</i>, stays with them far beyond their graduation date and into adulthood.</p>
Research-Based Strategies	<p>Ray McDermott, in his work considering the Waldorf method of education, recognizes that the education system in America today is "in danger of bequeathing our children a world in which a few profit from the gamesmanship mentality while the rest are put aside to a life of constraints set by the intentions of others" (McDermott, 1992, 13). McDermott continues, however, voicing that "Waldorf offers a counter to that world, and it offers our children some relief" (McDermott, 1992, 13).</p> <p>The benefits of the looping of teachers with students to create rapport, establish firm expectations, and monopolize on academic time at the beginning of each school year are evident when considering school culture and climate. By allowing students to stay within the school from preschool through grade 8, the feeling of community held is much stronger. Teachers are expected to model appropriate behavior in social and professional situations at all times for the children. Looking further into this idea, the "aesthetic qualities [of a school] affect the way one feels, and the way one feels affects the way one thinks" (Uhrmacher, 1993, 102). The teachers of The Catalpa School are models, both in classroom management and personal poise.</p> <p>The Waldorf approach, in recognizing that parents "are their child's first and most important teacher", seeks to draw in parent involvement before behavior becomes reactive (Luther, 2012, 40). "Parent involvement is a pathway through which schools enhance the achievement of under-performing children" (Nokali, 2010, 988).</p>

Appendix G – Needs Assessment, Services Plan, and Evidence Based on the JCPS Equity Scorecard

G.3 – College and Career Readiness	
<ul style="list-style-type: none"> <li>- "Lack of school completion and preparation of life beyond school simply perpetuate current and growing inequities in our community and nation" (JCPS, 2013, 11).</li> <li>- "Regardless of racial group, students on free/reduced lunch have the lowest rates of college/career readiness. Only 3 out of 10 black students and less than half of white students on free/reduced lunch graduated college/career ready in 2013" (JCPS, 2013, 12).</li> <li>- "At one high school, only 44% of the students report they plan to go to college vs. 98% at another school" (JCPS, 2013, 13).</li> </ul>	
Services Plan	<p>“Waldorf schools must work against the culture of competition for the highest test scores and educate parents to the purposes of a more balanced developmental approach” (Larrison, 2012, 15). “Waldorf teachers agree that the use of carefully told stories is the heart of the early elementary curriculum”, both as a vehicle for developing literacy, but also to proactively educate children in their moral development (McDermott, 1996, 128).</p> <p>Beyond adhering to a policy of moral education, there are basic needs that students must have met to positively engage in their school’s culture. For example, “studies of absenteeism rates among students offered breakfast at school found that children are more likely to attend school and have low rates of tardiness when a school breakfast program exists” (Taras, 2005, 199). Nutrition Services will offer farm-fresh foods, high in nutritional value, to best prepare students to interact each day.</p> <p>The Academic Leadership Team is another aspect of The Catalpa School that will positively impact the culture and the climate of the school among the staff. Finding governance with a group of teachers allows for a democratic method of decision-making and promotes “a shared purpose and direction and establishes expectations for student learning” (Hargens, 2013, 2).</p>
Research-Based Strategies	<p>"Waldorf teachers talk about alternating 'thinking', 'feeling', and 'willing' activities. While thinking activities tax the brain, feeling activities touch emotions, and willing activities have students doing things with their bodies" (Uhrmacher, 1993, 96). Quite significantly connected to Howard Gardner's Multiple Intelligence Theory, Waldorf-inspired education seeks to connect all elements of each student, allowing for a true memory of the content being taught. In interviewing alumni of Waldorf-inspired programs, Nietzsche was met by a student who voiced, "For each of us our school had helped us develop a confidence in our capability as a whole person, made up of deeply interconnected body and intellect" (Nietze, 17). Nietzsche's research article continues, telling the stories of Waldorf school graduates who found themselves as computer technicians, doctors, architects, lawyers, artists, and philosophers in their adult lives.</p> <p>"Long ago, Erik Erikson (1961) argued that the ultimate mark of a good school was that it offers children not just learning, but an active engagement and even confrontation with the problems and contradictions of their culture" (McDermott, 1996, 135). McDermott found such learning at Urban Waldorf, "an unusual inner-city elementary school that [seemed] to have moved beyond disrepair and gloom and created a positive learning environment" by implementing a Waldorf approach to learning (McDermott, 1996, 119).</p> <p>Installation of a life-long love of learning to students who may have the odds against them. Despite the untimely closing of the Urban Waldorf School in Milwaukee, the success of the school cannot go without mention; "the rate of suspended students dropped from 3% to 0%, and attendance stabilized between 91% and 92%. In a school of 350 children, the number of parents attending at least one parent-teacher conference showed an increase from an impressive 334 in 1991-1992 to an even more remarkable 374 in 1992-1993" (McDermott, 1996, 135). These are the statistics that The Catalpa School will strive towards in developing our students' college/career readiness.</p>

Appendix G – Needs Assessment, Services Plan, and Evidence Based on the JCPS Equity Scorecard

<p>G.4 – Discipline</p>	
<ul style="list-style-type: none"> <li>- "Just one suspension doubles the chance of dropping out" (JCPS, 2013, 8).</li> <li>- "Close to half of the Black population (43%) was suspended at least one time during middle school" (JCPS, 2013, 9).</li> <li>- "85% of all students suspended in JCPS are NOT proficient in reading" (JCPS, 2013, 9).</li> </ul>	
<p>Services Plan</p>	<p>“Research suggests that students attending Waldorf schools show more mature social and moral impulses, as well as better social skills, and a reduction in bullying of peers” (Larrison, 2012, 3). When behavior situations arise, however, restorative justice is used and often children will be found “negotiating with adults in a gentle, rational fashion” (McDermott, 1996, 130). Within the Waldorf community, “the best measure of order in a school is given by how much the children can negotiate it with each other”, often without the need for extrinsic rewarding of students (McDermott, 1996, 131). Perhaps most importantly, when conflict among the students does arise, “the teacher handles each confrontation in detail and with a soft calm”, as “attention to the individual children involved” is the guiding principal of discipline (McDermott, 1996, 132).</p> <p>The inequitable number of student suspensions, based both on poverty and race, and the long-term effects of suspensions revealed in the Scorecard provides significant evidence that student discipline is a key area of concern in terms of equitable outcomes in education. Unfortunately, there are not enough resources in schools to address and assist students who demonstrate extreme behavioral concerns, so suspension continues to be a default regardless of its clear inefficacy.</p> <p>The Catalpa School will invest in a highly-trained early-childhood staff and resource support staff that will make it a priority not only to identify students who are suffering from discipline concerns, but also to identify the express cause or causes of each child’s problems. Using deep connections, concerns will addressed through targeted and systematic therapies, remediation and differentiation so that each child is truly able to find success.</p>
<p>Research-Based Strategies</p>	<p>It is becoming evident that strategies of removal from the classroom, often in the form of suspension, are not satisfactory in producing proficient students. The Waldorf approach to behavior correction acknowledges that young students often do not have the capacity to voice emotions of being overwhelmed or inadequate, and these feelings surface as negative behaviors. To help students in actualizing themselves into productive members of the school and larger communities to which they are member, McAllen established the Waldorf Extra Lesson, an additional time each day during which struggling students have their needs met through the "development of faculty" (McAllen, 2013, 1). At The Catalpa School, play therapy will be combined with the Extra Lesson approach to address and correct student behaviors as they arise.</p> <p>"The use of play in the school setting, specifically by school counselors, can help students as they strive to overcome many challenges that may impede social and academic growth and success" (Trice-Black, 2013, 303). "Play therapy provides a culturally sensitive approach because students of diverse cultures, socio-economic status, and varying academic language abilities can communicate through the vehicle of play" (Trice-Black, 2013, 304). "Play, art, storytelling and music can be integrated with multiple theoretical approaches and infused across delivery systems including classroom guidance, individual and group counseling experiences, and preventative programming to address academic, social/emotional, and career development domains for all students" (Trice-Black, 2013, 304). Utilizing developmental benchmarks, such as spatial orientation, crawling, crossing vertical midline barriers, establishing dominance, and motion, Audrey McAllen's work in developing the extra lesson provides a large set of activities that teachers, counselors, or parents can easily complete with children to help them find comfort within their bodies to be successful throughout the school day (McAllen, 2013, 13-14).</p>

Appendix H – Projected Additional Staffing Budget

<b>The Catalpa School</b>				
<b>Phased Staff Additions</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Elementary</b>				
Family Resource Center Coordinator	63,300.00			
Orchestra Teacher	59,200.00			
Reading Recovery Teacher	59,200.00			
Itinerant Teacher	59,200.00			
Foreign Language Teacher	59,200.00			
Practical Arts Teacher	59,200.00			
Nurse	29,200.00			
Additional Instructional Assistants (6)	111,600.00			
<b>Preschool</b>				
Preschool Teachers (3)	177,600.00			
Preschool Early Childhood Instructor II (3)	72,300.00			
Preschool Bus Monitors (3)	50,100.00			
<b>Middle School</b>				
Middle School Principal		105,100.00		
Middle School Librarian		69,500.00		
Middle School Student Response Team Coordinator		65,100.00		
Middle School Goal Clarity Coach		59,200.00		
Middle School Instructional Assistant		18,600.00		
Middle School Assistant Principal			94,400.00	
Middle School Instructional Assistant			18,600.00	
Middle School Counselor				85,300.00
Middle School Instructional Assistant				18,600.00
<b>Total Phased Staff Additions By Year</b>	<b>\$800,100.00</b>	<b>\$317,500.00</b>	<b>\$113,000.00</b>	<b>\$103,900.00</b>
<b>Total Phased Staff Additions</b>	<b>\$800,100.00</b>	<b>\$1,117,600.00</b>	<b>\$1,230,600.00</b>	<b>\$1,334,500.00</b>

Appendix I – Projected Professional Development Budget

**The Catalpa School  
Professional Development**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>Component 1</b>							
\$ per Teacher Trained	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
# of Teachers Trained	10	12	14	16	6	4	2
Total Component 1	\$10,000.00	\$12,000.00	\$14,000.00	\$16,000.00	\$6,000.00	\$4,000.00	\$2,000.00
<b>Component 2</b>							
No additional cost (funded in a manner consistent with other JCPS gold days)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Component 3</b>							
Daily Contracted Rate	\$316.58	\$316.58	\$316.58	\$316.58	\$316.58	\$316.58	\$316.58
Add'l Days Per Year	10	10	10	10	10	10	10
# of Teachers	15	17	19	21	21	21	21
Total Component 3	\$47,487.00	\$53,818.60	\$60,150.20	\$66,481.80	\$66,481.80	\$66,481.80	\$66,481.80
<b>Waldorf Extra Lesson Training</b>							
Cost Per Person	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00		
# of Teachers Trained	2	4	4	2	0		
Total WELT	\$15,000.00	\$30,000.00	\$30,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00
Professional Development	\$72,487.00	\$95,818.60	\$104,150.20	\$97,481.80	\$72,481.80	\$70,481.80	\$68,481.80

Appendix J.1 – Structural Needs for The Catalpa School

<b>Structural Space Needs</b>	<b>Explanation and Justification of Needs</b>
Outdoor Space	The Catalpa School will need three outdoor play spaces. Each will be designed to have gardens, natural play equipment, and with age appropriate materials to manipulate for physical play. Play spaces will not be typical as they will contain logs, balance beams, plant life, water play spaces, sandboxes, garden beds, rocks and pebbles, and fruit trees.
Consumer Kitchens	There will be three consumer laboratory kitchens. The first will be used by the Early Childhood staff to have interactive snack preparation daily. The second will be to instruct Elementary students and families on healthy meal preparation. The third will be for Middle grades students.
Resource Library	The resource library will be available for pedagogical and parent information purposes. It must be stocked with informational and literary texts to support families and aid in lesson development.
Extra Lesson/ECE Sensory Room	The Extra Lesson/ECE Sensory room will be a large space equipped with physical and fine motor manipulatives for one-to-one therapy sessions. It should be large enough to hold up to 5 children and one teacher.
Lunchroom	The Lunchroom will hold up to 4 classes or 2 grade levels at a time.
Music and Theater Room	This space will need to be large enough to hold the entire student body and families for productions and assemblies.
Office and Welcoming Atrium	The atrium will have a greeting area. The office will be a space for administration and staff to perform administrative and clerical work. A conference room is also needed.

Appendix J.2 – Facility Needs for The Catalpa School

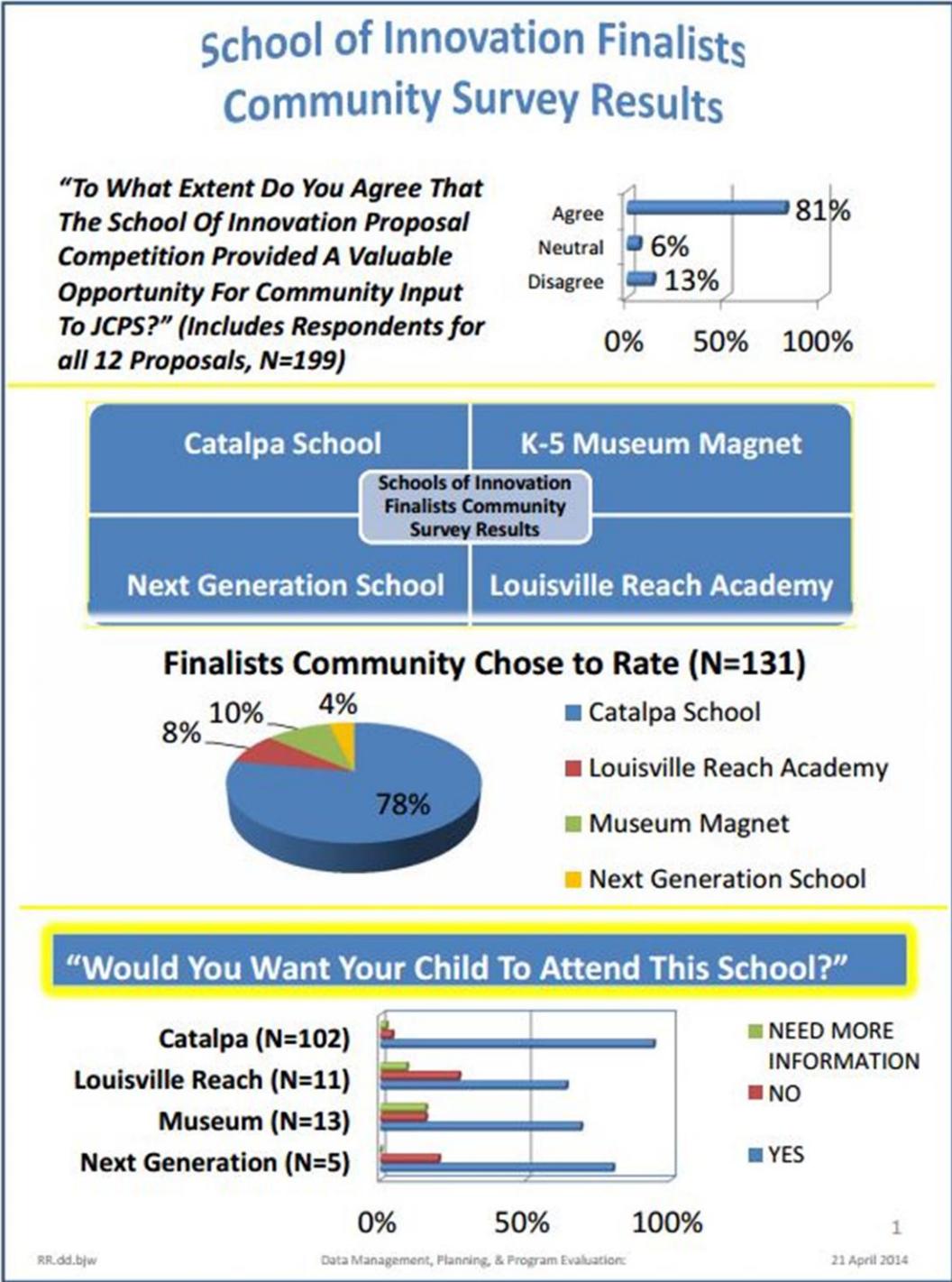
Facility Needs	Explanation and Justification for Needs
Block Crayons	Teachers guide students retelling of information and narrative through drawings. The use of block crayons develops fine motor capabilities and is used as a foundational writing tool.
Main Lesson Books	Students use main lesson books as documentation of information learned and they serve as a textbook of content studied beginning in Kindergarten with retelling information through drawings.
Colored Pencils (Ferby Brand)	These special writing pencils are introduced in grade 3 when fine motor capabilities have reached mastery of holding writing utensils. They are similar to primary writing pencils found in most school supply stores, however, they are made in various colors for creating form in artistic expression, triangular shaped for proper grip, require less sharpening, and are most suitable for beginning writers.
Watercolor Painting Supplies	Helps to reiterate the importance of rhythmical contrasts found in Literacy and Mathematics. (i.e. paint brushes, jars, jar holders, paints, paper, stands for instruction, sponges)
Beeswax	Used to mold characters of stories, plant and animal life in science, historical figures, and develops fine motor capabilities.
Clay	Develops fine motor skills in the sculpting of characters, plants, animals, and historical figures.
Lunch Clean-up Supplies	Lays the foundation for ownership, responsibility and honor. (i.e. rags, buckets, soap)
Dining Materials and Cutlery	Used for modified family style dining. This will allow the school to sustain environmental conscience and reduce waste. (ie. reusable dishes and silverware for dining, cutlery for cooks and food servers)
Chalkboards	Teachers need ample space for guided writing lessons and drawings that review content covered the previous day. Chalkboards are preferred to dry-erase boards due to the vivid colors and blending of artistic chalks.
Resource Pedagogical Library	Educators and staff need the proper tools to teach children and continue to be inspired by others who work with children. Our resource library will be filled with great works to develop strong lesson plans and assessments for students.
Moveable classroom furnishings	These classroom furnishings give children who need to move and receive sensory input from weighted objects a chance to get what they need right in the classroom. This style of classroom furniture provides a space to practice spatial reasoning, balance, vertical and horizontal midline work, as well as incredible classroom versatility.
Musical Instruments	Class sets of recorders, dulcimers, and violins as needed for instruction.
Woodworking tools	Woodworking begins as a concentrated focus in the third grade and teaches a love for creating objects with a specific purpose in mind. (i.e. hand tools, wood to be crafted with, safety materials, etc.)
Extra Lesson and ECE Materials	Teachers who work with children to meet delay of development needs must have the appropriate materials to implement therapeutic practices. Teachers need the correct number of materials for developing students to create an inclusive environment. (i.e. balancing furniture and beams, copper balls, copper rods, bean bags, swings, etc.)
Developmentally Appropriate Play Materials	Children within Early Childhood classrooms need to have materials to for imaginative play. It is well known that children imitate experiences from their lives and it is necessary for them to have the opportunity to express them in their play. (i.e. silks, wool, play kitchens, play stands, play fabrics, clothespins, other play building materials)

Technology needs for educators, office staff, and students	Although technology use is postponed until primary grades, it is essential that the use of technology is professionally modeled. All teachers will need their own laptop, office staff will need desktops, and students will need access to desktops in the Library/Computer Lab. Student desktops will be used for learning how computers are constructed and appropriate uses of technology.
Lunchroom furnishings	Tables should be round for educating the children on proper dining etiquette, appropriate volume level, and conversation.
Instructional furnishings	Each educator from grades 1-8 will require a desk and a chair, preferably wooden. Each educator from Preschool through grade 8 will require appropriate filing drawers, preferably built into the existing cabinetry or closets.
Weather appropriate apparel	The Catalpa School children will spend a substantial portion of their day outdoors and will need the appropriate apparel for all types of weather. (i.e. boots, raincoats, hats, gloves, winter coats, slippers or soft soled shoes for indoors)
Cabinets and shelving for storage	In order for teachers to keep their classroom space orderly and beautiful they need ample space for storing classroom materials. Cabinets and shelving will be kept organized to model caring for belongings, an important scaffolding tool in design.
Science laboratory materials	Since children will be attending The Catalpa School through grades 6-8 after our initial year of opening it is crucial that we have the lab and materials needed to teach Chemistry.
Student Library books	Students will check out books to allow for literacy extension into home life.

Appendix K: SMART Goals and Strategies of Achievement

Focus Area	SMART Goal/Strategies to Reach Goal
Academic (Literacy) Proficiency	Goal: A proficiency rate of 85% or above for 8th graders who have spent all or almost all of their elementary and middle school years at The Catalpa School, to be evident within 5 years.
	Strategy: Every child will be involved in the highly-engaging Waldorf-inspired teaching system that incorporates the Multiple Intelligences for differentiated needs. Remedial work and integration of brain-based best practices will be present in every classroom.
Culture and Climate	Goal: 80% of parents/guardians involved regularly in the school community at certain points throughout the school year, and student, teacher, and parent satisfaction rates of at least 85% annually.
	Strategy: The Catalpa School will address the root causes of poverty-based inequity by providing services through our Family Resource Center.
College/Career Readiness	Goal: An average of 50% of students will graduate College/Career ready, with a goal to increase by 5% annually. This goal compares to the 21% of students graduating College/Career Ready in high-poverty schools across the district.
	Strategy: By offering students a secondary curriculum of practical skills and capacities, children who graduate from The Catalpa School will be college/career ready and prepared for life as adults.
Discipline	Goal: A suspension rate at or below 10%, far below the district's current 33% average in extreme poverty schools, and below the district's 11% average in low poverty schools.
	Strategy: Rather than removing students from school after behavior incidents, The Catalpa School will seek to remediate children from a place of trust using play-based therapy, extra lesson remediation, and counseling. Suspension at The Catalpa School will only be in response to violent or otherwise threatening behavior.

Appendix L: School of Innovation Community Survey Results

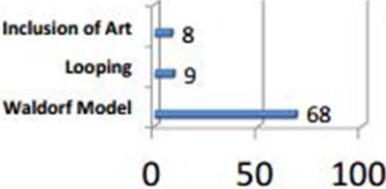


# School of Innovation Finalists Community Survey Results

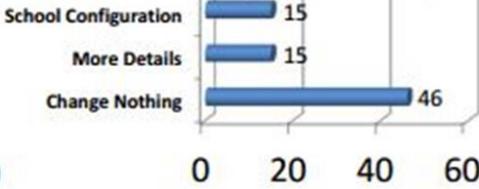
## Most Frequent Comment Themes

Catalpa School

What Specifically Did You Like?

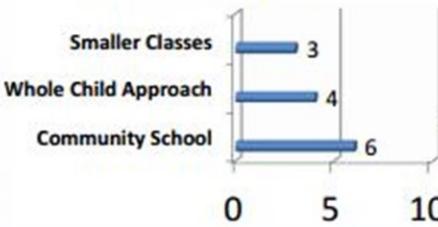


What Specifically Would You Change?

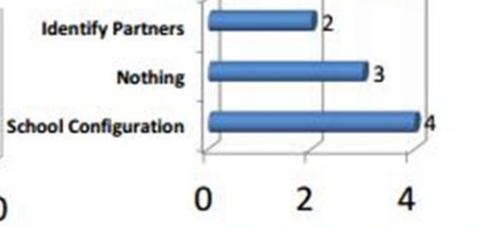


Louisville Reach Academy

What Specifically Did You Like?

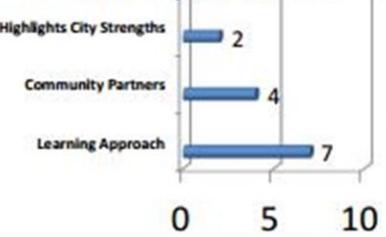


What Specifically Would You Change?

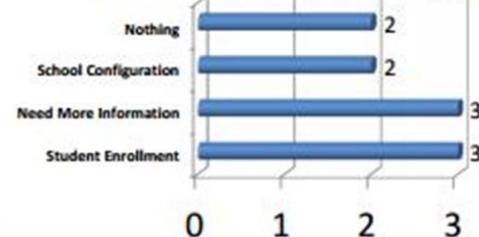


K-5 Museum Magnet

What Specifically Did You Like?

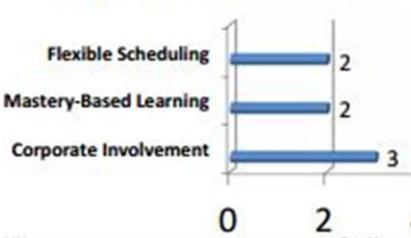


What Specifically Would You Change?

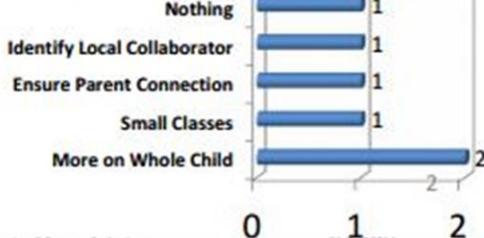


Next Generation School

What Specifically Did You Like?



What Specifically Would You Change?





Appendix M – The Urban Waldorf School (Milwaukee) – 8 Key Descriptors

- It has a developmental view of the child.
- The teacher stays with the class.
- It emphasizes interrelatedness across subjects and how knowledge relates to life.
- It emphasizes moral and emotional as well as intellectual development and insists that children gain practical knowledge and experience.
- It sees the teacher as a creative artist who can bring out the best in each child.
- Curriculum is decided by the teacher, and parents are encouraged to become actively involved in noncurriculum areas.
- All children are taught a foreign language from kindergarten on.
- It emphasizes good nutrition and healthy habits: Homemade natural foods are provided for all children on a daily basis.

(McDermott, Henry, Dillard, Byers, Easton, Oberman, Uhrmacher, 1996, 123).