A.1 Educational Philosophy

This document provides an excellent overview of the Leman Academy of Excellence philosophical approach to increasing pupil achievement in the target population. The educational philosophy of The Leman Academy of Excellence will direct and guide the institutional approach and establishes the school mission, core values, core beliefs, and expectations for scholar learning that will function as our explicit foundational commitment to our scholars, parents and the community.

The foundational principles for the educational philosophy of The Leman Academy of Excellence has been formed and established by Dr. Kevin Leman the founder of the school, who has often dreamed of launching a school and learning environment for young people that willingly engages and embraces parents in the educational process, highlighting the parent/teacher/scholar relationship to bring out the best in the child. The Leman Academy of Excellence is founded on one of the key principles that parental involvement is essential in maximizing the scholar's educational experience.

A. Philosophical Approach to Improving Pupil Achievement

1. School Culture

School culture and climate have a profound effect upon scholars' academic achievement and social interactions with peers and adults.[1] A school's culture is determined by the core values, shared beliefs, attitudes and behavior of those in the school community and reflects the school's mission statement.[2]

The following mission statement, core values, beliefs and cultivation of character attributes are foundational to Leman Academy of Excellence, establishing a positive school culture and demonstrating an interconnectedness of enhanced academic outcomes and a school climate where scholars feel safe, supported, academically challenged, enthusiastic about learning and socially capable.[3] Accordingly, our core values, shared beliefs and learning expectations will guide our school's policies, procedures, decisions, programs and resource allocations as well as drive a teacher's instruction, assessment practices and curriculum in every classroom.[4]

Mission Statement

Leman Academy of Excellence offers a rigorous, Classical education based on the traditions of Western culture where all disciplines are interrelated allowing scholars the ability to think independently and critically. We purpose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow's leaders today.

Core Values

1) Academic Excellence: We have adopted a rigorous, Classical approach to education. We believe that the holistic approach personified by the Classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively and succeed in life by being a responsible, caring, contributing member to society.[5] Within that context, every teacher is passionate about their subject and

has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning.

2) Partnership with Families: We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional and ethical development of their children.[6] Parental support is essential to the success of educating young people with a Classical approach to education. Teachers, administration and parents must work together to make sure that scholars' learning takes place in both the school and the home.

3) Children & Learning: We believe that children are born persons and are unique and worthy of our utmost attention, love and respect. The child's mind is not a blank slate, or a bucket to be filled. It is a living thing and needs knowledge to grow. We believe that the normal child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think in an independent and critical fashion.[7]

Cultivation of Character Attributes

We believe that education is not just about training the mind with knowledge, but also training the heart. A child is not born either good or bad; children from all walks of life and backgrounds make choices for good or evil.[8] A scholar's relationship with fellow scholars, parents and teachers should be one of thoughtfulness, respect and accountability. Key virtues that are fostered include caring, good citizenship, perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

1) **Caring –** Caring is being interested, concerned or empathetic about someone or something. Caring people express gratitude, kindness, compassion and forgiveness. Caring people will help others in need.
2) **Citizenship** – Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority, and obey rules and laws. Good citizens stay informed, vote, and are responsible, caring participants in school and local, state and global communities.
3) **Perseverance** – Perseverance is working hard to set and achieve personal goals, learning from failure, and following through with any undertaking to the end. People who persevere demonstrate commitment, pride and a positive attitude in completing tasks.
4) **Respect –** Respect is recognizing other people's feelings, opinions, or possessions. It is an attitude that you display every day. When you treat others with respect, you accept differences, use good manners, and deal peacefully with anger, insults and disagreements. Respectful people show high regard for authority, other people, self and country.
5) **Responsibility** – Responsibility is taking control of your actions and your obligations. It also means taking ownership for something that is your fault, holding yourself accountable for decisions and actions rather than pointing the finger at

someone else. It means having a sense of duty to fulfill tasks with reliability, dependability and commitment. It includes self-discipline and work ethic; when you are responsible, you always do your best. Responsible people will think before they act, and consider the consequences.

6) **Trustworthiness –** Trustworthiness is being reliable, keeping promises and following through on your word. Trustworthy people are honest and have the courage to do the right thing.

CORE BELIEFS

We Believe That:

- Each child is born a unique person and has value with specific gifts.
- High standards and expectations inspire higher level of scholar's performance.
- Education is about knowledge, skill and understanding.
- Like Plato, the highest goal of education is to become good both intellectually and morally.
- Teachers and scholars developing meaningful relationships will only increase the scholar's sense of belonging to the school.
- A quality, Classical education expands the opportunities for each young person and is vital to the success of the entire community.
- Educating young people is a shared responsibility of the entire community.
- Understanding all forms of diversity is essential in a global society.
- Parents are necessary if their child is to reach their full potential in life.
- Everyone has the responsibility to contribute to the greater good of the school community.
- Developing positive relationships is based on the Golden Rule – "Treat others as you would want to be treated yourself."
- Bullying or put-downs of any kind are not tolerated.
- Life lessons, accountability, responsibility and discipline are taught through natural consequences, rather than "punishment."
- Learning is fun in a safe, interactive, vibrant and challenging environment.
- Scholars enjoy learning, making progress and being able to achieve.

Improving Pupil Achievement in the Target Population

The most pressing academic area that has been identified in our target population is to improve scholar achievement in writing, followed by math and reading (chart with target population data located on page 8). Appropriately, establishing the proper school culture and climate,[9] partnering with parents to support them in taking a more active role in the academic life of their child both at school and home[10] and providing a Classical education that will allow for scholars to be engaged in the learning process will improve scholar achievement in the target population.[11]

Most importantly, the philosophical approach and method of education Leman Academy of Excellence is offering through a rigorous, Classical approach that includes the teaching of Latin can make a significant difference in scholar achievement in our target population related to their development of reading skills and vocabulary skills.[12] Additionally, we have included Shurley English in our English Language Arts program. We believe the ongoing use

of feedback through formative assessments used by Shurley English[13] along with an emphasis to help scholars master the key fundamentals such as vocabulary, mechanics, usage, editing and sentence work should provide significant scholar improvement in the writing skills of our target population.[14]

Besides developing and improving scholar achievement in reading and vocabulary skills, Latin also will make a significant difference in our target population in the advancement of their math problem solving abilities.[15] Finally, as part of our rigorous, Classical approach to education, Leman Academy has chosen Saxon Math to be taught at an accelerated level, beginning with Saxon Math 1 in Kindergarten, which should dramatically improve scholar achievement in math for our target population.[16]

B. Principles Fundamental to Program of Instruction

The building blocks of a Classical education with a Charlotte Mason influence, partnering with the home to encourage parents to be more actively involved with their child's educational development and success, teachers who inspire, encourage and motivate scholars toward excellence, and using scholar achievement data to support instructional decision making are principles fundamental to the educational program of Leman Academy of Excellence.

1. Classical Education

Classical Education is about equipping children for the future with what has been proven successful in the past. The roots of Classical learning can be traced back to the age of the Greeks. The Classical emphasis is built on a three-fold approach called the Trivium.[17] The three foundational academic categories are grammar, logic and rhetoric. *Most importantly the Trivium corresponds to the three basic stages of a developing child.*[18] By following the path of development that children naturally take, Classical education teaches "with the grain" and equips scholars to master the art of learning.

a) The Grammar Stage: These are the years in which the building blocks for all other learning are laid, with scholars learning the basic skills of reading, writing and mathematics. The child in the "Grammar Stage" – scholars in grades K-5 - he or she is mentally ready to absorb information and is naturally good at memorization, and this stage takes full advantage of this fact (although appropriate attention is given to meaning and comprehension, even at this first stage). This forms the foundation from which all other subjects can be approached, and there are many ways to get the job of memorization done including: lectures, readings, drills, dictation, tests, charts, flash cards, chants, songs.

The most emphasized learning activity at this stage is memorization, both for purposes of cognitive recall and for building storage identities for future knowledge acquisition. So during this period, education involves not self-expression and self-discovery, but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics — the list goes on. Grammar teaches scholars how to read and how to understand what they are reading, and it teaches the rules for writing intelligibly, according to the rules of a particular language. This information makes up the basic building blocks in preparation for the second stage of education.

Primary Faculties (skills): Observation and Memory
Key Exercise: Latin Grammar
Pedagogy: reciting, chanting, learning by heart
End result: Scholar becomes knowledgeable

b) The Logic Stage: By 6th grade, a child's mind begins to think more analytically, and the scholar starts to study formal logic and argumentation. Middle-school scholars (grades 6 through 8) are less interested in finding out facts than in asking "Why?" The second phase of the Classical education, the "Logic Stage," sees the young person as able to learn to argue his or her point, thus taking information, organizing it, and applying it in increasingly sophisticated forms.

A scholar is ready for the logic stage when the capacity for abstract thought begins to mature. During the middle school years, the scholar begins the study of algebra as well as logic, and begins to apply logic to other academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the scholar find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the scholar learn the scientific method.

Primary Faculty: Discursive Reason
Key Exercise: Logic
Pedagogy: Focused upon the beauty of economy of fine demonstrations of dialectic as well as analytical criticism of less exemplary forms. Use of "subjects" as "grist for the mental mill" to work upon
End result: Scholar becomes a thinker

c) The Rhetoric Stage: The final phase of a Classical education, the "Rhetoric Stage," builds on the first two. At this point, the high school scholar learns to write and speak with force and originality. The scholar of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. The maturing scholar in the rhetoric stage has achieved the ability to communicate, synthesize and generalize learning across a range of disciplines.

Primary faculty: Synthesis
Key Exercise: Expression
Pedagogy: Freedom to pursue own interests
End result: Scholar becomes articulate

2. Charlotte Mason's Influence

Charlotte Mason was an English educator (1842-1923) who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for both the home and school. Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning.[19]

Fundamental Principle: Miss Mason planned each school day so that the more demanding academic subjects were placed in the morning; the afternoon would consist mainly of physical education, creative work in art, music study and song, along with any other practical activities with possible participation in youth clubs or sports after school; evenings would be filled with homework along with reading and purposeful "leisure" activities at home.[20] Charlotte Mason's approach to the school day was practical but more importantly, very effective.[21]

3. Partnering with the Home

"Keep the parents out of the schools and leave the teaching to the professionals" is too often the public school mentality when it comes to having parents involved with the education of their child. The Leman Academy of Excellence will open its doors to allow parents a more active role in the life of their child both at school and in the home, which according to research findings, has proven to enhance scholarly achievement.[22] Quite simply, scholars attendance in school is higher, they learn more and perform better in school, and when parents are actively involved scholars achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level.[23]

Although dates have not yet been determined, the Leman Academy of Excellence will have two evenings or more per semester with our school's founder, Dr. Kevin Leman, speaking with our families. He will meet with both our potential families and enrolled families to discuss parenting and marriage, as well as share insight, counsel, and offer advice on the importance of parents being involved in the educational life of their children, for the earlier in a child's educational process parent involvement begins, the more powerful the effects. Dr. Leman wants to be an encouragement in this area for our families, as well as offer some guiding principles that will help parents become more involved with their child's education and to realize and seize opportunities to teach, as they look to have a positive influence educating their children.

Finally, when parents in general are involved at their child's school, the performance of all the young children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the scholar's achievement.[24] Leman Academy of Excellence believes in partnering with the home knowing the significant role parents play for their child to reach their full potential in life.

4. "The Power of the Great Hire" - Hiring Effective Teachers

Leman Academy of Excellence seeks to hire qualified, excellent teachers who are committed to growing as an educator in order to be their best in the classroom so that they can draw out the best in their scholars. Administration will seek certified teachers who have a passion for teaching, love teaching young people, and have a teachable attitude that demonstrates they are life-long learners themselves. The administration of Leman Academy of Excellence understands that teacher quality is one of the most important factors related to increasing scholarly achievement.

Teacher Recruitment: Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on scholars' lives. The quality of instruction is critical to increased scholar learning and achievement in the classroom, and that is why Leman Academy of Excellence has identified teacher recruitment as an

organizational priority. Administration plans to start with its recruitment process in attracting and hiring the very best faculty and staff as early as possible and each of the candidates for hire will be treated with professionalism and respect in every stage of the recruitment process.

Administration has put in place a rigorous evaluation and selection process for potential candidates that includes a written application, submitting a cover letter and resume, preparation of a lesson to be taught before administration and others from the selection committee, an interview with the selection committee, a second interview with the principal, and a thorough background check of references.

Professional Development: Not only is it critical to hire excellent, quality instructors for the classroom, but it's just as vital that administration purpose a comprehensive and well planned professional development program that will offer meaningful, productive professional development opportunities. To that end, the program will:

1) Support the goals of teaching to and implementing the Arizona State Standards and Common Core Standards for the teachers in the classroom
2) Provide professional growth and learning for the faculty of Leman Academy
3) Look at Classical education, teacher effectiveness, best teaching practices
4) Scholar performance related to assessment, analysis and subsequent actions
5) Professional Improvement Plan
6) Ensure that our school fulfills its mission with our families and community
7) Allow for professional collaboration
8) Provide community building for faculty and staff

The administration of Leman Academy of Excellence is committed to supporting the teachers and the work they are doing in the classroom to bring out the best in every scholar both socially and academically. Administration will treat each faculty and staff member with great care and respect, establishing a workplace environment that is encouraging, collaborative and professional. Teachers will be respected when it comes to their time, pay, and being more involved in the decision-making process. The work of the teacher in the classroom will be acknowledged and celebrated by administration.

5. Scholar Achievement Data

A scholar's performance tasks and exams show administration and faculty what our scholars know and are able to do, as well as where scholar learning needs to improve. Assessment and analysis of the data is a valuable tool to help guide and direct the teaching and learning process. Our teachers understand the importance of assessments with analysis to inform scholars of their progress and to provide teachers with feedback regarding ways to modify or adjust their instruction to meet the individual needs of all their scholars.

Understandably, each of the questions on an assessment used by our teachers will produce useful information about how our scholars will perform on state tests because they will be clearly aligned to a standard. Additionally, the questions used on an assessment need to reflect the rigor of the state test if they are to truly guide the teachers about how much our scholars are expected to know and be able to do. In this way, our assessments will clearly define standards and render them meaningful.[25]

Data produced through our assessments along with analyzing the results will ultimately provide our teachers with information of how the scholars performed related to specific standards, providing teachers with the necessary feedback regarding future instruction. This approach to instruction, using scholar achievement data to support instructional decision making, will be a key component to helping all scholars at Leman Academy of Excellence achieve success.[26]

C. Rationale for Target Population

The majority of schools in the Marana / Oro Valley area are performing at a B level or higher. The chart below represents five schools in the immediate vicinity of Leman Academy of Excellence's first choice location. As indicated in the chart, scholar performance is not among the high priority needs of Oro Valley; the primary need of the community is additional high performing charter schools to keep pace with the exploding population in those areas and to provide a more comprehensive set of educational choices for families.

Leman Academy of Excellence seeks to provide a rigorous, Classical, Charlotte Mason influenced education for grades K-8 which draws out the best in every learner and builds a community of responsible citizens. We plan to garner parental support by educating them on our unique model and providing opportunities for partnership. We will provide a safe place for learning as we pursue excellence together, embracing our scholars in an atmosphere that is both encouraging and challenging, making the most of the potential in every child. Ultimately, it's about Leman Academy of Excellence fulfilling its mission statement with our chosen target population.

2013 Performance Indicators of Sample Elementary and Middle Schools Surrounding Oro Valley Location (Tangerine & La Cañada)

School	AIMS Rating (A-F)	Great Schools Rating (1-10)	AIMS Passing in Math	AIMS Passing in Reading	AIMS Passing in Writing
Painted Sky Elementary School (K-5)	A	9	83%	94%	71%
Copper Creek Elementary School (K-5)	A	9	79%	94%	84%
Richard B. Wilson Jr. School (k-8)	A	9	78%	90%	75%
Ironwood Elementary School (k-6)	B	8	71%	87%	62%
Coronado School (k-8)	B	7	66%	84%	71%

Source: Arizona Department of Education website & GreatSchools.com

Selected Approach for the Target Population

By providing a Classical, rigorous, student-centered approach to education, our scholars are engaged in the learning process.[27] The most pressing need of our target population is for improving scholar achievement in writing, followed by math and reading. The data from the chart on the previous page clearly indicates that more highly effective elementary and middle schools are necessary to improve scholar achievement within our target population.

The following is evidence from research findings that support using the Classical model of education and we believe will be equally successful in educating and meeting the needs of our target population:

a) According to Classical Academic Press and Dr. Christopher A. Perrin, scholars around the nation in Classical schools typically score in the top 10-15 percent on national tests like the Stanford Achievement Test and Scholastic Aptitude Test (both tests are abbreviated SAT).[28] Pusch Ridge Christian Academy (PRCA), a K-12 Classical school system located in northwest Tucson, Arizona advertised in their Academic Profile the following SAT score averages of the class of 2013 in reading, writing and math with comparison Arizona and National averages:[29]

SAT	READING	WRITING	MATH
PRCA	588	574	557
AZ Avg.	517	499	523
Nat'l Avg.	496	488	514

b) Each year, the Association of Classical and Christian Schools (ACCS) will compare the SAT scores of classically educated scholars with national statistics. The class of 2012 averaged 621 in reading, 606 in writing and 597 in math, scores much higher than the national average.[30] Additionally, Veritas Christian School, a Classical school in Lawrence, Kansas shows their 2009 SAT test scores in reading, language, math and science were three grade levels above the national average for grades 3, 5 and 7.[31]

c) *The Effects of Classical Education on Achievement in Lutheran Schools*, a research project conducted by Anthony Splittgerber and Dr. Bernard Tonjes, and presented to Concordia University in 2010, showed the results of the research indicated that there is indeed a significant difference in achievement between comparable Classical and non-classical Lutheran schools. The Classical Lutheran schools showed a steady improvement in achievement over time, while the non-classical Lutheran schools showed the opposite. It was also noted in the research project that the study of Latin was a key factor regarding the significant gains after 3rd grade in reading and language.[32]

d) Four years ago in the Archdiocese of Washington, D.C., officials were looking for ways to save St. Jerome, a failing school for scholars pre-kindergarten through 8th grade. St. Jerome had to come up with a solution or be one of hundreds of parochial schools across the nation

to be closed. Thus, a group of parents, parishioners, scholars and homeschoolers came up with the country's first-ever Catholic version of the Classical curriculum. Today, St. Jerome is a thriving Classical academy with quotes about chivalry and other virtues on the hallway walls. The school is bursting at the seams, with 130 applications for this coming fall, when it plans to increase enrollment to 300. Catholic schools near Rochester, New York, Denver and Lexington, Kentucky, have adopted St. Jerome's curriculum and the emerging Classical catholic movement will hold its first conference in July.[33]

e) Classical Academy Charter School located in Clifton, New Jersey, shares from 2000 through 2008, the Classical Academy 8th graders each year outperformed, most often by large margins, their comparative cohorts in the Clifton public middle schools on the state required 8th grade exams which test Language Arts, Mathematics and Science. Their scholars' 2012 'ASK-8' state required exam saw the 8th grade class earn 100% "Proficient" (passing) for Language Arts, Mathematics and Science.[34]

f) Decatur Classical Elementary School (DCES) from Decatur, Illinois states that it "met federal education standards" with 99.3% of DCES scholars in grades 3 through 6 meeting or exceeding standards across the reading and math sections of the test with 4th graders additionally taking the science section. The demographics shows DCES has 41% White students, 16% Black, 15% Hispanic, and 28% Asian.[35]

g) Poudre School District in Fort Collins, Colorado, adopted a Classical educational approach for public charter schools with Ridgeview Classical Schools, a K-12 charter school. In the U.S. News & World Report's 2013 list of best high schools, Ridgeview Classical Schools ranked #2 in the state of Colorado and #103 in the country.[36]

h) Great Hearts Academies, located in the Phoenix metropolitan area, has set higher expectations for all scholars through a Classical liberal arts curriculum and was pleased to see a recent report in the Arizona Business Journal that ranked the top 50 high schools in the state of Arizona by SAT scores. Great Hearts Academies took five of the top 11 spots for highest SAT scores. Great Hearts Academies offers a rich program of art, music, foreign language, and literature alongside science and math. Great Hearts Academies operates a network of 15 public charter schools in and around metropolitan Phoenix, serving over 6,000 scholars in grades K-12 and delivering outstanding results.[37]

2. Latin

A course of study that includes Latin can make significant scholar improvement by developing their reading skills, vocabulary skills, study skills, math problem solving abilities, as well as attain higher test scores.[38] Our Classical educational program has 30 minutes planned each day for the study of Latin starting in the 3rd grade, with an increase to 40-45 minutes of study in the 7th and 8th grade.

The following research supports the significant difference the study of Latin can make for scholars regarding attaining higher test scores, their development of reading and vocabulary skills, advancement of math problem solving abilities, and improved study skills:[39]

SAT Scores: Across the nation, studies have shown Latin to be effective in improving Scholastic Assessment Test (SAT) scores. Studies conducted by the Educational Testing Service show that Latin scholars consistently out perform all other scholars on the verbal portion of the SAT.

	2011	2012
Latin	**613**	**617**
All Scholars	599	602
French	604	608
German	576	584
Spanish	613	613
Hebrew	588	590

2011-2012 Taken from College-Bound Seniors- A Profile of SAT Program Test Takers

b) Reading Achievement: In the District of Columbia, elementary school students who studied Latin developed reading skills that were five months ahead of those who studied no foreign language and four months ahead of those who studied French or Spanish. Two years earlier, the same students had been excluded from foreign language classes because of substandard reading performance.

c) Vocabulary Skills: In Philadelphia, scholars in the 4th, 5th and 6th grades received 15 to 20 minutes of daily instruction in Latin for one year. The performance of the Latin scholars was one full year higher on the Vocabulary Subtest of the Iowa Tests of Basic Skills (ITBS) than the performance of matched control scholars who had not studied Latin.

d) Math Problem Solving: 6th grade scholars in Indianapolis who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the scholars exhibited the following advances in other areas:

- *Eight months in world knowledge*
- *One year in reading*
- *Thirteen months in language*
- *Four months in spelling*
- *Five months in science*
- *Seven months in social studies*

e) Study Skills: Learning Latin improves study skills and improves knowledge of ancient history and culture.

We are excited to offer the study of Latin to our target population beginning at such a young age, and look forward to watching our scholars advance in their math solving abilities, their vocabulary and reading skills, study skills as well as attain higher test scores as they progress through the years studying Latin at Leman Academy of Excellence.

3. Saxon Math

Saxon Math is the math program chosen by Leman Academy of Excellence and has been implemented starting in Kindergarten and will continue throughout each grade level. Independent research, longitudinal studies, and field-testing provide clear evidence that the Saxon Math program shows immediate, dramatic, and sustained improvement for all scholars.[40] The Saxon Math program is based on an incremental pedagogical approach that emphasizes practice, review and frequent cumulative assessment. Over the past thirty years, research has suggested that there is value in a teaching method that uses small, easily understood pieces of information that are distributed across an extended period of time. It is the Saxon philosophy that mathematics learning should build on prior learning. Saxon Math's approach to math instruction aims to ensure that scholars both gain and retain essential math skills.[41]

Test scores and success stories gathered from schools around the country using the Saxon Math program are reported in the Saxon Math Report Card. The information contained in the Saxon Math Report Card has been gathered from twenty-seven schools across the country to demonstrate the effectiveness and success of the Saxon Math program. Here is a small sampling of results of the schools in the Saxon Math Report Card and their reports on the effectiveness of this math program:[42]

1) *Math achievement and scores only increased over time*
2) *Test scores for mathematic achievement for grades 3 through 5 have consistently outranked the students in the state at the same grade level*
3) *4th and 5th grade student scores on FCAT for math achievement have consistently risen each school year*
4) *Over the last five years, scores on the ISAT for mathematics have increased in grades 3, 4 and 5 - achievement scores for 3rd grade students increased 30 percentage points since 2005*
5) *Since implementing Saxon Math in 2006, students in 3rd and 4th grades at a rural school in Michigan have produced excellent scores for math achievement on the MEAP*

Additionally, major findings from a study of the effectiveness of the Saxon Math program on elementary scholars concluded that the scholars who participated in grades K-3 made substantial gains in overall math achievement.[43] I have also witnessed as an administrator, teacher and parent high scholar achievement and mastery of concepts for scholars in the Saxon Math program. Leman Academy of Excellence plans to teach Saxon Math at an accelerated level, beginning with Saxon Math 1 in Kindergarten, which should dramatically improve scholar achievement in math for our target population.

4. Shurley English

Whether or not a strong foundation of language arts skills has been established early on often sets the stage, and may strongly predict whether or not a young person will flourish in their future educational and career endeavors. In order to help improve upon the English language arts skills of our target population, Leman Academy of Excellence has implemented Shurley English into our English Language Arts program. Shurley English is

designed to help scholars master the key fundamentals such as vocabulary, mechanics, usage, editing and sentence work.[44]

Research and the analysis of the data performed by Dr. Mariam Azin and Miriam Resendez in May, 2010 revealed that Shurley English is associated with improved scholar language arts performance. Results showed that 4th and 5th graders using Shurley English demonstrated statistically significant language arts gains. Specifically, the percent of 4th grade scholars who were proficient significantly increased by 4.3% and the percent of 5th graders who were proficient significantly increased by 1.5 %. Overall, results obtained from this descriptive study done by Dr. Azin and Miriam Resendez showed that Shurley English is positively related to scholar language arts performance as measured by state assessment data.[45]

One of the essential features of Shurley English is the ongoing use of feedback through formative assessments. Providing scholars with information about how well they are doing on a regular basis was found to be incredibly powerful, so much so that researcher John Hattie analyzed nearly 8,000 studies and concluded, "The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.'" Research found that the effects of feedback could increase achievement from 7 to 37 percent.[46] The continuous use of feedback with Shurley English should provide significant scholar improvement in the writing skills of our target population.

D. Mission Statement on the Target Population page is consistent with narrative.

The mission statement on the Target Population page is consistent with narrative.

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