



### A Different Kind of Learning Environment

Our commitment is what makes us different. That, and our learning methodology that identifies not only what children learn, but when and how they learn it. Our content meets state and national curriculum and matches what students are actually learning in the classroom. Immediate, corrective feedback allows learning to take place at a child's own pace, building self-esteem and confidence.

### Abracadabra!

Then there is the “ah-ha” factor. We call it the magic. Surprises, unexpected experiences and extra fun built into how we teach. It comes from understanding how to intellectually captivate and emotionally engage the minds, hearts and imaginations of learners.

### Middle and High School Courses

The future of education is going to become a world of “blended learning.” It provides the best of both worlds combining the greatest elements of online with face-to-face learning. It's giving our students 24/7 online access to their courses. It allows students to take a closer look at their community, while also interacting with peers.

Just standing up and imparting knowledge doesn't work. Students have to be active in their own learning as much as possible. We want our teachers to build relationships and bond with individual students-not just teaching content. We are about being a little bit more invested in kids. Instead of making advanced students wait for others to catch up-or making the struggling stay after class-our program will cater to each student's particular needs. And one of the advantages to having a

## Curriculum and Evaluation

technological-based curriculum is that it better prepares the students for the college level.

We offer a range of curricula to target skills and strategies that must be mastered for students to successfully transition to high school. Our Beyond Books supplementary curriculum provides valuable resources across subject areas for our teachers to more effectively engage and motivate students to higher levels of achievement.

We offer a complete high school curriculum to meet graduation requirements in math, science, English, social studies and world languages. Because students come to high school at varying levels of readiness, we offer a curriculum with multiple pathways from foundations courses that provide a bridge to high school-level coursework, to advanced placement courses designed to meet higher education expectations of a college-level course.



**Student Evaluations:** We have 4 reporting periods at SPA. These reports will occur at the end of each nine weeks session. We utilize a work sampling system for evaluation that is a comprehensive approach to evaluation and keeping track of a child's learning and progress in school. Work Sampling replaces traditional report cards with a system that helps teachers observe a child's achievements. Work Sampling gives a person thorough information about what a child knows and can do. It is used throughout a child's elementary experience to chart performance in these areas:

Personal & Social Development    Social Studies  
Mathematical Thinking    Language & Literacy  
Arts/Physical Developmental Scientific Thinking

The Work Sampling System has three interrelated parts:

1. **Developmental Guidelines and Checklists:** Lists of age or level expectations that are used for guiding teachers' observations about a child's achievements in school.
2. **Portfolios:** Collections of a child's work that show progress and demonstrate special interests and talents as well as areas in need of development.
3. **Summary Report:** A profile of a child's school performance based on the checklist, observations and portfolio collection. It includes brief comments from the teacher about a child's progress, strengths, and areas of concern and is sent home four times per year along with a Report Card that summarizes these results. There are several benefits of the Work Sampling system:

A child's strengths and areas in need of special attention are clearly identified for the parent, the child and the teacher.

Teachers focus on a child as an individual and set specific goals for him or her. A child is observed and evaluated using a framework that is based on the most current knowledge on how children develop and learn.

The process of evaluating a child is connected with what happens in the classroom so teachers can better meet a child's need.

**Non-Discrimination Policy:** It is SPA policy not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the federal Rehabilitation Act of 1973. In accordance with Federal law and US Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or 202-720-6382(TTY). USDA is an equal opportunity provider and employer.

