

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Susana Mena

Official School Name: KIPP Heartwood Academy

School Mailing Address:

1250 South King Road  
San Jose, CA 95122-2146

County: Santa Clara    State School Code Number\*: 43-69369-0106633

Telephone: (408) 926-5477    Fax: (408) 928-2401

Web site/URL: www.kippbayareaschools.org    E-mail: smena@kipheartwood.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*: Ms. Beth Thompson

District Name: KIPP Bay Area Schools    Tel: (510) 465-5477

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Rick Intrater

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

_____	Elementary schools (includes K-8)
_____ <b>5</b>	Middle/Junior high schools
_____ <b>2</b>	High schools
_____	K-12 schools
_____ <b>7</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 10840

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	55	45	100
K			0	7	45	35	80
1			0	8	44	39	83
2			0	9			0
3			0	10			0
4			0	11			0
5	50	46	96	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>359</b>

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
17 % Asian
3 % Black or African American
74 % Hispanic or Latino
% Native Hawaiian or Other Pacific Islander
1 % White
5 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	10
<b>(4)</b>	Total number of students in the school as of October 1.	369
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.027
<b>(6)</b>	Amount in row (5) multiplied by 100.	2.710

8. Limited English proficient students in the school: 33 %

Total number limited English proficient 117

Number of languages represented: 5

Specify languages:

Spanish, Vietnamese, Chinese, Portuguese, Hindi

9. Students eligible for free/reduced-priced meals: 85 %  
 Total number students who qualify: 306

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %  
 Total Number of Students Served: 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>21</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 25 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	99%	99%	99%	99%	99%
Daily teacher attendance	99%	98%	99%	99%	99%
Teacher turnover rate	53%	6%	15%	25%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate is a combination of teachers who wanted to leave and teachers who the school wanted to leave due to their not performing at the expected levels. In the first three years, as a start up school there was a small number of teaching staff, therefore the turnover percentages appear high. For example, in 2005-2006, there were a total of 8 teachers, with 2 teachers leaving and a turnover rate of 25%.

In 2008-2009, the school was in its fifth year, and for many of the staff who helped the school finish its first cycle of 5<sup>th</sup>-8<sup>th</sup> grade, it was a good time for them to move on. Additionally, there was a change in leadership and typically with new leadership there is a change in staff. This year, in 2009-2010, our teacher turnover is much lower.

Moreover, many of our teachers have moved into leadership roles in the school, as we have created a leadership path to foster teacher leaders within the school. The 3 principals have all been founding staff members, and many staff members have been at the school now for between four and five years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
<b>Total</b>	0 %

## PART III - SUMMARY

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The mission of KIPP Heartwood Academy is to deepen in the students of East San Jose the knowledge, skills, character, and intellectual habits needed to excel in college and to make positive change every single day. KHA is committed to developing poised, confident, articulate leaders who will use their education and life experiences to create positive change in their lives and their communities.

KIPP Heartwood Academy derives its name from the redwood tree. The living tissue, or core, of a redwood tree is called the heartwood. When a redwood tree is damaged, it rebuilds itself from its heartwood. KIPP Heartwood Academy students understand that no matter what happens in their lives, they will always have their core—education, values, family, and culture—to keep them strong and from which they can rebuild themselves. Moreover, redwood trees grow in a circle, where they each have a role in keeping the others healthy and alive. At KIPP Heartwood Academy, hard work is crucial, along with the other values of the school – Honor, Excellence, Absolute Determination, Responsibility, and Team. Each value exemplifies a quality necessary to excel in college, develop a good character, and create positive change in the world and in their lives. These values guide all aspects of the school from the culture to the academic program.

KIPP Heartwood Academy is built upon the founding principles of the Knowledge is Power Program (KIPP). KIPP Schools have achieved unprecedented success by focusing upon the five founding principles: (1) High Expectations - students, parent, and staff have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students; (2) Choice and Commitment – students, parents, and staff choose to uphold the school values and do whatever it takes for students to prepare students for success in college and in life; (3) More Time – KHA offers a longer school day and year so that students acquire the academic knowledge and skills, as well as the broad extracurricular experiences that will prepare them for competitive high schools and colleges; (4) Power to Lead – the principal of KHA is an effective academic, operational, and organizational leader who has control over the school budget and personnel; (5) Focus on Results – KHA measures its success through a number of assessments to ensure that students are on track to and through college.

To achieve its mission, KIPP Heartwood Academy opened its doors to 73 fifth grade students in July 2004, becoming the first public charter school in Alum Rock. KHA provides 5th through 8th grade students in Alum Rock and East San Jose with a rigorous, college-preparatory education, including enrichment activities such as competitive sports, music, choir, debate, and foreign language. KHA's summer enrichment program allows students to participate in extended, off-campus, learning activities throughout the year and in the summer, such as the Center for Talented Youth programs around the U.S., Stanford University's residential Great Books program, Stanford Jazz Camp, Summer of Learning, Camp Galileo's camps at the San Jose Tech Museum, and Girls for a Change.

KHA proves that with the necessary desire, discipline, and dedication, East San Jose children can perform at the same high levels as other students in Santa Clara County and be on a solid track to success in high-school, college, and the competitive world beyond.

KIPP Heartwood Academy has received the following awards and recognition:

- 2007 Title I Academic Achievement Award
- 2008 Title I Academic Achievement Award

- 2009 Title I Academic Achievement Award
- California Charter Schools Association Certified Status
- WASC Initial Accreditation (2008)
- California Distinguished Schools Award (2009)

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The overall trend of our school's test data shows that our math scores are consistently higher than our English language arts scores. Approximately 30% of our students are English learners, with 60% of the 5<sup>th</sup> graders entering as English Learners. The majority of our 5<sup>th</sup> graders are able to exit the English Learner program fairly quickly because they meet school district's requirement after attending our school for a year. We have seen that English Learners have an easier time picking up math concepts compared to literacy skills. As a result, our school continually works to implement programs to support the English language arts curriculum.

Over the course of five years, our school has seen some slight dips in math and English, as well as significant gains. Overall, there were no significant dips and our scores always remained high. KIPP Heartwood Academy has always outperformed the district and the state of California in all subject areas. We also continue to be in the top 10% of all public schools in the state, regardless of demographics. In places we have seen dips, even in course of one year, we have made changes. We put in additional supports for teachers and monitor the class closely to ensure it does not become a trend over time. Additionally, because our school is so small, every subject is taught by one person. Over time, by building on the curriculum and resources that previous teachers have used, we are starting to see more stability in test scores.

#### **% (of Students Who Scored at Each) Performance Level**

California uses five performance levels to report student achievement on the CSTs:

- Advanced performance in relation to the California content standards tested
- Proficient performance in relation to the California content standards tested
- Basic performance in relation to the California content standards tested
- Below Basic performance in relation to the California content standards tested
- Far Below Basic performance in relation to the California content standards tested

The percent of students who scored at each performance level on the CSTs for English language arts, mathematics, science, and history–social science are reported for schools, districts, counties, and the state. At grades five, six, and eight, the performance levels are based only on multiple-choice questions. The grade seven California English language arts Standards Tests have 75 multiple-choice questions and an 8-point writing component. Scale scores and performance levels generally are based on the 83 points possible for the grade seven tests. If grade seven students have a score only for the multiple-choice questions, the scale score and performance level are based only on the multiple-choice score. Additional information on the state assessment system can be found at <http://star.cde.ca.gov>.

### 2. **Using Assessment Results:**

KIPP Heartwood Academy recognizes that assessment data is essential in monitoring student progress and developing action plans to improve student learning. Beginning in the summer during staff orientation, teachers spend a significant amount of time analyzing data from state assessments. As a whole staff, we discuss overall trends in student performance and determine areas to focus on at the school wide level. For example, it was identified that student vocabulary skills and overall literacy skills were weak across content areas and grade levels. As a result, the school has taken steps towards addressing these issues through a collaborative effort and a commitment from the entire staff. Some ways we have tackled this issue is by

spearheading a literacy month that promoted independent reading and infusing effective vocabulary instruction in all content areas.

Assessment data is also analyzed by departments, where teachers identify trends specific to their content area. From there, as a professional learning community, they create a year-long goal and strategic action plans to further student learning in that specific skill area. For example, the math department noticed that students' skills in solving word problems were low in all grade levels. Therefore, the teachers collaboratively came up with a plan to effectively teach specific strategies to solving word problems. These strategies were then taught at each grade level, and teachers committed to using a common language when teaching these strategies.

Teachers also use the state assessment data to analyze the skill level of their incoming class and make adjustments as needed to their long-term plans. Additionally, teachers are able to identify struggling students to target during summer school classes, as well as target extra tutorials to address missing skills.

In addition to state assessments, teachers use ongoing assessments at all levels, including benchmarks, trimester exams, unit exams, and lesson assessments to inform their instruction. And through opportunities to regularly meet as grade levels and departments, teachers continue to share assessment data and problem solve collaboratively. KIPP Heartwood Academy focuses on using assessment data purposefully and collaboratively, with the goal of improving school performance and student learning.

### **3. Communicating Assessment Results:**

At KIPP Heartwood Academy, parents are involved in all aspects of the student's education. Parents are regularly updated on student performance through progress reports, phone calls home, and parent conferences. Additionally, school policy requires parents to sign every class assessment a student takes, from quizzes to tests and trimester exams. In this way, parents are able to closely monitor student performance in all classes through formal assessment results. These results also affect whether a student is required to attend Saturday school, thus both parents and students recognize the importance and use of our assessment data.

State tests are an important indicator of our students' achievement, and as a result, we make certain these results are shared with both the parents and students. At the beginning of the school year, parents and students are invited to a welcome back celebration where state assessment results are shared and celebrated. At this time the school also reveals its goals for the new school year, and encourages parents to support their students to reach these goals.

At the classroom level, teachers begin the year by notifying students of their individual results and thoroughly explaining what the results mean for them as they move forward. Using the data, the teacher and students work together to come up with a big class goal that is ambitious and feasible. Teachers also have students analyze their personal data to identify areas of strength and areas of weakness, which they then use to create individual goals. Benchmarks throughout the year serve to track students' growth in those areas, as well as track their progress towards the class goal. Student awareness of their progress towards their goals is a major motivating factor for students to reach for success.

### **4. Sharing Success:**

KIPP Heartwood Academy has an open door policy, where we welcome all visitors. On many occasions, schools bring their entire staff for professional development, where they spend the day observing our classrooms and connecting with our teachers. Following this, the administration meets with the visiting staff to answer any questions and share best practices. Additionally, every year we regularly have new school leaders complete their residency at KIPP Heartwood, where they shadow the administration team, observe the school, and learn the elements of a successful school. In all instances where other schools come to learn from our successes, we also make a point to ask for feedback, as we constantly push for our own continued growth.

As a California Distinguished School, KIPP Heartwood participated in the Santa Clara County Office of Education Best Practices Forum in May 2009. Our school presented our signature practice on teacher preparation and support, where we shared what we believe to be an important factor in our school's success to representatives of other schools in Santa Clara County.

In addition, KIPP Heartwood is part of a larger KIPP network that works to continually grow and learn from one another. KIPP Bay Area Schools coordinates an annual retreat where KIPP staff present and attend sessions related to instruction, school culture, operations, and leadership. In participating in this annual event, we are able to both share our successes with our sister schools, while learning from theirs.

KIPP Heartwood Academy is committed to sharing our best practices and successes with other schools. In accordance with our school's mission and values, we are dedicated to ensuring all students receive the best education possible. And through collaboration with other schools, we believe that we are able to share what our school has found to be effective in producing student achievement, while also learning how we can continually improve our own practice.

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## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

KIPP Heartwood Academy's mission and values drive all aspects of its academic program including content standards, curriculum, instruction, and assessment. Every aspect of the school's culture support high academic performance, instilling in students the academic and character qualities needed to succeed in high school, college, and in life.

KIPP Heartwood Academy's core curriculum is based upon content standards aligned with the state content standards adopted by the California Board of Education. All students, no matter with what levels of preparation they enter the school, are expected to master the content standards. And in all classes there is a high emphasis on developing critical questioning and thinking skills. In terms of instruction, teachers in all content areas utilize the technology that is available on campus, which include SMART boards, mobile laptop carts, document cameras, and LCD projectors. In classrooms that are equipped with SMART boards and Senteo remotes, teachers are able to check for immediate understanding and hold students accountable to learning the material. As students move from 5<sup>th</sup> to 8<sup>th</sup> grade, there is an increasing emphasis on student accountability and student responsibility.

The English-Language Arts program provides a challenging and rewarding curriculum that is literature-based, culturally diverse, and intellectually stimulating. The curriculum is rooted in a novels-based reading approach. Students work collaboratively to guide each other's understanding of texts and practice their higher level questioning skills through Socratic seminars and literature circles. Students also learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing.

The math curriculum provides the students with the knowledge and skills they need to excel in advanced math tracks in the top high schools in the country. Students learn not only the content, but also how to apply this knowledge to their everyday lives. The math program focuses on problem solving as well as on reinforcing basic math skills to the point of mastery. By the end of the eighth grade, students will have successfully completed 5<sup>th</sup> – 8<sup>th</sup> grade California State Standards for Mathematics. Because of our emphasis on building core and advanced math skills, in 7<sup>th</sup> grade students who have exhibited that they have acquired the necessary content and skills are given the opportunity to take Algebra I, and likewise 8<sup>th</sup> graders are given the opportunity to take Geometry.

The science curriculum places a heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, classifying, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation, which also require a written element, such as lab write-ups and reports. In 5<sup>th</sup> and 6<sup>th</sup> grade the students engage in several hands-on experiments, while students in the upper grades participate in advanced lab experiments such as chemistry labs and dissections. In addition to learning the processes of science, students learn valuable content in the areas of chemistry, geology, biology, and physics.

The four year History-Social Studies curriculum focuses on United States History, World History, and Geography, where each strand focuses on civic and economic implications using research and analysis. An awareness of geography is fundamental to understanding the major events of United States and world history. Physical, human, and environmental geography are studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

All students at KIPP Heartwood Academy take a structured music class grounded in both music theory and practice. Starting in 5<sup>th</sup> grade, students learn to read music and sing culturally relevant songs in proper tones. 6<sup>th</sup> – 8<sup>th</sup> graders continue to learn music theory and have the option of continuing with choir or participating in the school's band. The Advanced Band regularly performs on-site and off-site at school sponsored events. All music instruction is based on the National Music Standards.

All 7<sup>th</sup> and 8<sup>th</sup> graders have an additional foreign language requirement where they take a Spanish course. The curriculum consists of developing speaking, listening, reading, and writing skills. Additionally, the curriculum aims to expose students to different cultures and customs, and develop an appreciation of diversity in the world. Upon completion of the two year curriculum, students enter high school prepared to take Pre-Advanced Placement Spanish.

All students at KIPP Heartwood Academy receive a structured physical education class where both content skills and life skills are emphasized. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. Students build their stamina, strength, and determination in addition to learning to work together as a team.

## **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

The fundamental elements of reading comprehension, writing, listening, speaking, and presentation are all covered in each English-Language Arts classroom. A significant emphasis is placed on developing reading and writing skills. Students compose several forms of writing and work together to revise, edit, and present papers and other research-based presentations.

The main goal and focus in the English-Language Arts curriculum is on developing our students' literacy skills. As a school we recognize the importance of literacy and the impact it has on all content areas. Beginning in the 5<sup>th</sup> grade, students receive explicit instruction on meta-cognitive reading strategies that support reading comprehension. Each grade level thereafter builds on that foundation and selects key strategies to focus on to further student reading skills, while infusing student critical thinking and analysis of literature.

Because many students enter 5th grade between one and four grade levels behind, as a school we provide additional learning time in the afternoon hours for students to catch up to grade level in all academic subjects. Specifically for the English-language arts curriculum there is a high emphasis on independent reading where students learn to choose books that interest them and are appropriate for their reading levels. The curriculum aims to foster a love of reading in our students so that they continually improve upon their literacy skills. This year we are piloting a program that offers a study skills class to a core group of struggling students to practice specifically their reading skills. The results have been positive and we plan to implement it school wide in the coming school year. With the understanding that literacy is the gateway for our students to be successful in all other content areas, we are continually seeking ways to build a stronger foundation in literacy.

## **3. Additional Curriculum Area:**

The History-Social Studies curriculum is truly illustrative of KIPP Heartwood Academy's school mission. In addition to building the knowledge and skills necessary to ensure our students are competitive beyond middle school and in life, the curriculum emphasizes students drawing connections to their own lives in order to have a deeper understanding of our current society. Units are based around enduring understandings and essential questions that excite curiosity in our students and promote the desire for continuous learning.

The goal of the History-Social Studies curriculum is for students to not only master the state standards, but to also practice critical thinking skills, such as analyzing, justifying, and evaluating. Students regularly engage in

debates around controversial issues, whether past or present, while having a critical eye on current world events. A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum prepares students with knowledge of major events of history, teaches them to analyze the affect of the past on the present, and provides them with the skills necessary to evaluate current events, political structures, and philosophies.

#### **4. Instructional Methods:**

Our school's philosophy of teaching holds differentiation to be a part of everyday practice and embedded in our thinking of how students learn. Because differentiated instruction is heavily rooted in assessment, teachers consistently use assessment data to understand the needs of their students. Through observations of students and pre-assessments, teachers are able to identify the learning modalities of our students and their interests, and use this information to differentiate classroom instruction and assignments appropriately.

In the classroom teachers differentiate instruction in both how students learn and how they demonstrate what they have learned. Teachers regularly develop lessons that engage all types of learners and build in flexible grouping. Students rotate through strategic partnerships, mixed ability groups, homogenous groups, and student choice groupings. By strategically implementing flexible grouping, students' differing needs are being met. Teachers also build in student choice in activities and assessments. While recognizing the need for students to meet our high expectations, teachers allow students to choose how they can best demonstrate their learning. For example, one student may choose to write a report on a historical time period while another student may choose to create a diorama and give a presentation to the class. Teachers recognize that in a mixed ability classroom, students need opportunities to be challenged at their level. Through integrating choice into the classroom, students build on their strengths and work at a level that is challenging for them.

Through the use of formal assessments, teachers are able to identify student subgroups and proactively provide the necessary support to move student learning forward. Teachers use benchmark data to identify students to target during in class instruction, as well as to create tutorial groups where students receive additional tutoring outside the classroom.

Additionally, some of our students receive support services through our RSP program. The RSP teacher provides push in and pull out services where students get support both in the classroom and in an additional study hall. While in the classroom, the RSP teacher is able to quickly modify or supplement instruction to support the student's learning.

#### **5. Professional Development:**

KIPP Heartwood Academy believes that by investing time and resources in teacher preparation and support, it can retain its high quality teachers and therefore provide high quality instruction for its students. Professional development at KHA is individualized, high quality, and immediately practical.

Teachers spend two weeks in staff orientation prior to the start of the year where they learn a common language around instruction and meet in grade levels and content area teams to align standards and curriculum. Additionally, the staff comes together to set clear expectations for student behavior and develop a strong sense of the school culture.

In addition to staff orientation, teachers participate in four full professional development days during the school year. Topics for these days include other high performing school visits and in-school professional development focused on instructional practices and school culture. Every teacher on campus visits at least one other school every year. In 2006-2007, the entire faculty traveled to Gaston, North Carolina to study best practices at KIPP: Gaston College Preparatory School.

When KIPP Heartwood Academy began, the principal led all instruction at the school. In 2008-2009, the school was able to add a Dean of Instruction to observe and give feedback to teachers more often, design professional development, and support new teachers throughout the year. As a result of adding this position, last year KIPP Heartwood established Professional Learning Communities (PLC's). Every week, teachers alternate through content area and grade level PLC's. In content areas, teachers meet to evaluate student work, share lessons, and align their curriculum. In grade levels, teachers look at struggling students and collaborate on ways to improve student achievement. In addition, at staff meetings teachers read and discuss research based literature on best practices and share their own best practices.

Beyond staff-wide professional development, each teacher creates individual goals. Staff members meet both formally and informally with the administration at least two times a year to discuss their progress towards these goals. And through ongoing observations and feedback, teachers are constantly reflecting on their strengths and areas of growth. Based on their individual goals, teachers create action plans to work towards reaching those goals. For example, teachers attend relevant off-campus professional development where they take the knowledge and skills acquired and implement it into the classroom. In the past, teachers have participated in programs through NASA Astronomy, the Northrup Grumman Flights of Discovery, and the Exploratorium Teacher Institute, as well as attended KIPP content area conferences.

Although most of KIPP Heartwood's teachers come to the school with at least two years of teaching experience, every year KHA also hires one to four teachers who are new to teaching. To ensure their smooth transition into the profession, either the principal or the Dean of Instruction co-teaches with the novice teachers for up to three weeks. KHA has found through this practice that novice teachers have a strong start to the year.

Through the ongoing support and variety of professional development opportunities, teachers continue to challenge themselves to improve their pedagogy and delivery, and as a result, students continue to be challenged in the classroom.

## **6. School Leadership:**

The leadership structure at KIPP Heartwood Academy consists of the principal, two deans, an operations manager, grade level team leaders, and the teachers. The three main areas the principal is responsible for are supervising the deans and teachers, managing and running the overall operations of the school, and maintaining communication and involvement with the community. The principal also serves as the main contact with the regional office, KIPP Bay Area Schools.

The principal utilizes the deans to effectively lead the two key aspects of the school that drive student achievement – academics and school culture. The Dean of Instruction is focused on supporting and developing the teachers in their instruction, with the goal of ensuring student learning in the classroom. The main responsibility involves ensuring that teachers are continually growing and students are continually being supported and challenged. The Dean of Students is focused on ensuring student behavior expectations are being met and students are developing a strong character. The primary responsibilities include maintaining consistency among the staff in addressing student misbehaviors, as well as keeping up with parent contact. Additionally, the grade level team leaders serve as the liaison between the administration and the teachers, ensuring that there is constant communication and consistency regarding expectations for both academics and school culture.

With regards to school operations, the principal works closely with the operations manager to oversee all operational systems at the school site, including payroll, finance, human resources, marketing, technology, and student data.

With this leadership structure, the principal is able to delegate responsibilities and make certain that every aspect of the school is in line. And in effectively managing the leadership team, the school runs smoothly and

students are getting what they need to be successful. With staff members having a specific focus and clear expectations from the principal, the school is more effective and successful at implementing policies and programs that are focused on improving student achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	76	96	94	93
% Advanced	57	41	68	68	74
Number of students tested	95	93	75	78	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	87	76	97	94	92
% Advanced					
Number of students tested	83	75	62	63	61
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	88	70	94	93	96
% Advanced					
Number of students tested	74	71	53	61	50
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	85	64	94	91	91
% Advanced					
Number of students tested	59	47	33	46	46
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	93	93	100		89
% Advanced					
Number of students tested	14	15	15		18

Notes:

Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup.

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	59	55	67	60	69
% Advanced	27	17	27	24	36
Number of students tested	95	93	75	78	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	54	56	69	59	63
% Advanced					
Number of students tested	83	75	62	63	61
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	50	48	62	57	72
% Advanced					
Number of students tested	74	71	53	61	50
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	46	40	48	50	57
% Advanced					
Number of students tested	59	47	33	46	46
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	93	73	87		
% Advanced					
Number of students tested	14	15	15		

Notes:

Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup.

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2006, 2007, 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	77	84	85	98	
% Advanced	44	53	42	71	
Number of students tested	89	95	83	78	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	73	84	84	98	
% Advanced					
Number of students tested	78	77	69	60	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	73	79	83	98	
% Advanced					
Number of students tested	67	67	64	54	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		64			
% Advanced					
Number of students tested		11			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	67	68	79	93	
% Advanced					
Number of students tested	39	37	19	15	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	87	95		100	
% Advanced					
Number of students tested	15	19		18	

Notes:

The first year the school had 6th grade was 2005-2006. Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup.

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2006, 2007, 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	64	70	59	85	
% Advanced	30	35	17	44	
Number of students tested	89	95	83	78	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	59	56	54	82	
% Advanced					
Number of students tested	78	75	69	60	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	58	66	55	87	
% Advanced					
Number of students tested	67	67	64	54	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		45			
% Advanced					
Number of students tested		11			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	49	51		60	
% Advanced					
Number of students tested	39	37		15	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	80	84	37	78	
% Advanced					
Number of students tested	15	18	19	18	

Notes:

The first year the school had 6th grade was 2005-2006. Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup.

Subject: Mathematics

Grade: 7 Test: California Standards Mathematics Test and California Standards Algebra I Test

Edition/Publication Year: 2007, 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	84	95		
% Advanced	63	41	54		
Number of students tested	57	58	59		
Percent of total students tested	75	68	92		
Number of students alternatively assessed	19	27	5		
Percent of students alternatively assessed	25	32	8		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	88	86	95		
% Advanced					
Number of students tested	51	44	42		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	90	80	93		
% Advanced					
Number of students tested	39	44	40		
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		75			
% Advanced					
Number of students tested		12			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	87		100		
% Advanced					
Number of students tested	15		15		

Notes: The first year the school had a 7<sup>th</sup> grade was in 2006-2007. Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup. The core math class for 7<sup>th</sup> grade is Algebra 1. The data reported above is for Algebra 1, not the 7<sup>th</sup> grade math standards. 57 students took the Algebra 1 exam, and 19 took the general math 7<sup>th</sup> grade exam. Of the 19 students who took the general math exam in 2008-2009, 74% scored proficient or advanced. Of the 27 students who took the general math exam in 2007-2008, 52% scored proficient or advanced.

Subject: Reading

Grade: 7 Test: California Standards Test

Edition/Publication Year: 2007, 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	85	99		
% Advanced	53	40	63		
Number of students tested	76	85	64		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86	81	98		
% Advanced					
Number of students tested	59	67	47		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	86	84	98		
% Advanced					
Number of students tested	56	67	44		
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	67	70			
% Advanced					
Number of students tested	18	23			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	88	92	100		
% Advanced					
Number of students tested	16	12	16		

Notes:

The first year the school had 7th grade was 2006-2007. Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup.

Subject: Mathematics

Grade: 8 Test: California Standards Mathematics Test, California Standards Algebra I Test, California Standards Geometry Test

Edition/Publication Year: 2008, 2009

Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	69	72			
% Advanced	24	39			
Number of students tested	49	54			
Percent of total students tested	60	86			
Number of students alternatively assessed	33	9			
Percent of students alternatively assessed	40	14			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	77			
% Advanced					
Number of students tested	45	39			
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	66	73			
% Advanced					
Number of students tested	38	37			
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced		80			
% Advanced					
Number of students tested		15			

Notes: The first year the school had an 8<sup>th</sup> grade was in 2007-2008. Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup. The core math class for 8<sup>th</sup> grade is Geometry. The data reported above is therefore for Geometry, and not the general 8<sup>th</sup> grade math standards, or the Algebra 1 standards, which is typically considered an honors course for 8<sup>th</sup> grade, but which KHA students complete in 7<sup>th</sup> grade. Only 5 students took the Algebra 1 exam in 2007-2008, not enough to report sub-group data on. In 2008-2009, 23 students took the Algebra 1 exam; 65% scored proficient or advanced. 10 students took the general math exam, which was not enough for California to report sub-group data.

Subject: Reading  
Edition/Publication Year: 2008, 2009

Grade: 8 Test: California Standards Test  
Publisher: State of California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	78	91			
% Advanced	29	59			
Number of students tested	82	69			
Percent of total students tested	99	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	76	92			
% Advanced					
Number of students tested	74	50			
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	78	92			
% Advanced					
Number of students tested	65	49			
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	67	67			
% Advanced					
Number of students tested	24	12			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	82	88			
% Advanced					
Number of students tested	11	16			

Notes:

The first year the school had an 8<sup>th</sup> grade was in 2007-2008. Only the percentage of both proficient and advanced together is listed by the California Department of Education website for sub-groups. Therefore, we do not list the percentage of advanced students by subgroup.