

Saturn Elementary

“School for All Learners”

Arts & Media Magnet

“This world is but a canvas to our imagination.”

Dr. Howard Gardner, professor of Education at Harvard University, has classified learning into seven different areas, which he calls “Intelligences”. He has named these “Multiple Intelligences”, a model of human abilities that describe the seven different ways that we learn. Each of us has strengths in different Intelligences, so when trying to learn, more of the population is reached when we involve and stimulate all seven. Saturn Elementary School for All Learners, Arts & Media Magnet will be a learning center that is comprised of programs and spaces that stimulate each of the different Intelligences enabling ALL students to succeed in the learning process.

I. Vision

Our vision is to create a culturally, creative, supportive, technologically-rich environment where our diverse student population will utilize an integrated Arts and Media curriculum to think deeply and creatively to solve complex problems through innovation, collaboration, and master all content standards to reach their highest potential as they meet the global and technological challenges and opportunities of the 21st century. **We envision a school where our community of diverse learners, including general education, special education, and early education students, have opportunities to soar beyond classroom walls through experiential learning, providing them with high quality instruction and experiences that are enriched through arts and media programs and project based learning (PBL).** This type of instructional program will engage our students in identifying problems and finding solutions, develop creativity and independent thinking, as well as foster a shared responsibility for our community by engaging them in hands-on experiences.

All of our students will actively engage in learning that will enhance their creativity, independence, and critical thinking. We see classroom environments that are no longer traditional but instead are “Starbucks” designed in nature which includes flexible seating; our students will work collaboratively in diverse settings and use differentiated platforms to become effective communicators where everyone is valued and everyone is heard. All of our teachers are dedicated to improving their practice through Arts and Media integration and ensuring that our students are equipped with the skills necessary to understand and address complex global issues. Our well-rounded and innovative curriculum, addressing the arts, technology and the Common Core Standards, will provide the groundwork for our children to explore, to build, and to question as they continue their academic journey through the 21st Century.

In and through instruction all students will :

- have equitable access to Arts Education and Technology
- be exposed to relevant and diverse cultural experiences
- develop confidence in the creative process as they engage in hands-on collaborative learning
- perform or create works of personal and collaborative expression through the arts and media
- learn to be disciplined, remain focused and work cooperatively through project based- learning and differentiation that is commensurate with their interests and abilities.
- be engaged in experiential learning including visits to local museums and community art galleries.

Because it is our mission to teach the **whole child** through an arts and media integrated program we envision providing an instructional program which will enrich all students in the study of art through diverse and relevant cultural experiences. Our curriculum is and will be aligned with the Common Core State Standards for Visual Arts and Media; transforming lives through dance, theatre, music, drawing, painting, and becoming Digital Citizens by learning about the ethical standards of technology. We will foster risk taking in a safe environment that encourages collaboration, imagination, and expression allowing all students to reach their highest potential. We will promote individuality and nurture behaviors that promote positive and productive citizens who will make a difference in the local and global community.

At Saturn Elementary School for All Learners Arts and Media Magnet, we plan to have an integrated campus: Magnet, Early Education and Special Education.

This model of integration is not only a high form of inclusion, but will afford us the flexibility to create our vision of staff and curricular coherence, increase parent and community involvement, and inspire greater student engagement.

“The arts significantly boost student achievement, reduce discipline problems, and increase the odds students will go on to graduate from college. As First Lady Michelle Obama sums up, both she and the President believe strongly that arts education is essential for building innovative thinkers who will be our nation’s leaders for tomorrow.”

-Arne Duncan, U.S. Secretary of Education

“The arts are an essential element of education: just like reading, writing and arithmetic...music,dance and theatre are all keys that unlock the profound human understanding and achievements”

II. Rationale

The National Art Education Association states that through the arts, children learn to make good judgements, that problems can have more than one solution, to celebrate multiple perspectives, that the limits of our language do not define the limits of our cognition, that small differences can have large effects, to say what cannot be said, and discover the range and variety of human feelings. (*SOURCE: Eisner, E. (2002). The Arts and the Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press*)

Our arts and media integration goes beyond including art projects in class; it is a teaching strategy that seamlessly merges arts standards with core curricula to build connections and provide engaging context for all of our students. For example, in a science lesson students may choreograph a dance using locomotor and nonlocomotor movements to demonstrate their understanding of rotation versus revolution of the planets. Or in a math lesson students will engage in learning about fractions by examining composition in Warhol’s Campbell’s Soup paintings.

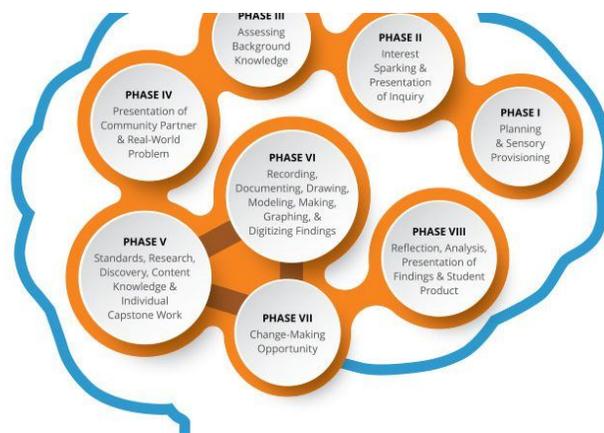
Just like William Bennett, former US Secretary of Education, and other education leaders have stated, it is our belief that **all students**, regardless of economic background or ability level can achieve 21st Century Learning Skills through communication, collaboration, critical thinking, and creativity. We want to take all of our students above and beyond the basics, using arts and media integration to expand our classrooms beyond the walls of our school; increasing the diversity of our student body across racial, ethnic, socioeconomic and ability lines.

Research has consistently demonstrated that involvement in the arts increases student achievement across all subject areas, as well as social and adaptive skills. Part of this is due to the multi-sensory nature of the arts: memory and cognition improve when academic content is combined with color-coding, movement, rhythm, sound phrases, textures and other sensory input. We believe that a curriculum based in the arts will address the needs of ALL members of our INCLUSIVE student

population. For this reason, we have already begun to structure our learning environment to address the diverse needs of our students integrating the arts into our classrooms with Ukuleles and school-wide productions, as well as strengthening our own instructional practices by attending professional development opportunities provided by Inner-City Arts.

Our students know how to pass a test. They can fill in bubbles with the best of them. That's not the problem. For our students, the problem is thinking outside the box. We want to produce students who not only know the answers, but who can also use those answers creatively to generate new ideas, new products, and new businesses. And, of course, original works of art.

We live in a world where Siri, Alexa and Watson already have all the answers. Our students don't just need to recall information, they need to be able to use it. We're talking about 21st Century skills, like collaboration, critical thinking and creativity. These skills are just beginning to be assessed. We believe the way to acquire them is through the Arts and Project Based Learning (PBL). This innovative new approach to learning challenges the students to: Problem Solve by Experimentation, Inquire and Interact, as well as Dissection and Troubleshooting of problems through Creativity. The students also gain Real World Experience as well as participate in Interest Driven Projects. Critical Thinking and Empathy are integrated into every level of learning and working within a team environment emphasizes the strength of Collaboration.



For our potential new school community, providing a theme-based instructional program that is grounded in project-based learning will promote the factors associated with effective schools and college and career readiness. According to the Buck Institute for Education, “Project Based Learning has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Looking specifically at how PBL supports 21st century learning goals, we look to benefit from several promising areas, including:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993) n
- In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)
- On high-stakes tests, PBL students perform as well or better than traditionally taught students. (Parker et al., 2011)
- Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010)
- PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995)”

Although research continues to test these claims, we know that areas within the right hemisphere of the brain are the primary seat for processing and developing the learning gained through participation in art activities. We believe an arts and media integrated education teaches a specific set of thinking skills not adequately addressed elsewhere in traditional curriculum. Our children need a broad education that includes the arts, and the continued development of our society depends upon a creative education.

“Diversity, the Art of Thinking Independently Together”

III. Equity and Diversity

“But when art is really working, it draws you in through visual interest, through curiosity about who made it, what it’s doing, what it is, and it leads you to discover meaning in the work and in the world that you had never seen before.”

We intend for Saturn Elementary School for All Learners Arts and Media Magnet to be inclusive of students of ALL types (Early Education, Special Education, and Magnet) on one campus that will operate as ONE. Our arts and media magnet will intentionally provide experiential learning where the power dynamics (like race) or class and gender doesn’t limit students, but instead actually enable students to express their fullest selves within multiple identities.

Saturn Elementary School for All Learners Arts and Media Magnet is located in a rapidly diversifying Mid-City community ranging from Hipsters and young families to retirees. We hope to attract would-be students who live in close proximity which would grow the diversity of our current population. Geographically, we are centrally located in a neighborhood central to LAUSD and surrounded by museums and art galleries. Additionally, we are within walking distance of LACMA (The Los Angeles County Museum of Art), the La Brea Tar Pits, and the Petersen Automotive Museum. Our school is in close proximity to two major freeways which makes easy to access from all directions.

Attraction to our school will be based, not only on our geographical location but also on our academic emphasis of arts and media integration and project based learning curriculum presented by our talented staff who will offer every opportunity for students to discover and grow intellectually, personally, and emotionally. We will be advertising about our integrated curriculum that actively engages students in expanding their minds to become comfortable in the world of creative ideas instead of that of passive answers. Moving away from traditional core instruction to one that integrates learning with visual and performing arts, science, technology, music, physical education and multiculturalism will enable us to focus on guiding all types of students to apply to gain confidence and develop skills in inquiry, information literacy, and self-expression.

Our design to market and promote Saturn Elementary School for All Learners Arts and Media Magnet, will utilize school-wide events such as our annual Latin American Independence Day celebration, Family Literacy Night, Math & Science Night, Open House, Winter Holiday Program, Black History Month Celebration, Arts Faire, Multicultural Day, gardening activities, and our monthly Awards Assemblies as opportunities to share our magnet purpose and instructional program plans. To ensure that we are able to effectively promote our program to all, we plan to:

- create a word of mouth campaign
- make efficient use of media such as continue to publish information on our school website, twitter and facebook accounts
- hang banners in public and private areas in the LAUSD area
- Invite local news stations to school events for free publicity
- Share highlights of school theme-based activities to be posted on LAUSD website
- participate in all magnet fairs, neighborhood, and community events
- conduct community meetings
- ensure that our Parent Center provides informational meetings for all Stakeholders that highlight district priorities for student success
- utilize our Pico Neighborhood Council blogs and facebook access
- Post ads on our Friends of Saturn website and facebook page
- Disseminate flyers at critical times of the year announcing our program and deadlines for application
- Continue with school tours each semester and as requested
- visit neighboring pre-schools to present our program

Providing printed information via our website and other social media outlets will be done upon approval and continue annually each month as a recruitment strategy.

Our goal is to work closely with the Student Integration Services office to ensure that we achieve and maintain LAUSD's integration goals of 70:30 or 60:40. As an Arts and Media Magnet, Saturn Elementary School for All Learners will provide students from diverse backgrounds the opportunity to engage and collaborate with students from varied ethnic populations who have a similar academic interest. Students will have an opportunity to learn, voice their curiosity and appreciate both their similarities and their differences in a safe and diverse learning environment. Under the Master Plan for English Learners, we address the instructional goals and programs set forth by the State and Federal government to ensure English Language acquisition for our EL students, who currently make up 31% of our student population. As we strategically plan to maintain the integration goals of 70:30 or

60:40, we will create class groups that are reflective of our diverse population and write a Waiver to ensure that we are continuing to meet State and Federal EL compliance guidelines.

We are certain of our commitment to all students and will welcome everyone through our open doors. Our school offers opportunities for **ALL** learners which include our general education students, our youngest learners in our Early Education programs, and our population of students with special needs.

Grade level groups and spans will work collaboratively and collectively to guarantee rigor, student engagement, and student achievement, nurturing the whole child as they learn in a project based environment focused on arts and media integration. Special Ed and Early Ed groups will be mainstreamed in general education through grade level collaboration, co-planning and co-teaching. Our teachers (general ed and special ed credentialed alike) are well trained about the laws, practices, procedures, accommodations and modifications as stated on IEP's and are committed in providing differentiation in the classroom. Through Restorative Justice practices and our School-Wide Positive Behavior Support plan, our goal is to create a safe environment that promotes trust and respect. For us, tolerance and understanding are key to successful partnerships and collaborations. **Our school policies, activities, and resources can serve to help us attract and retain students of diverse backgrounds.** Through our arts integrated instruction and project based learning focus, students will be provided opportunities to work collaboratively, develop self-discipline and positive behavior necessary to be productive and caring students and citizens ensuring equity and access for **ALL**.

Currently Saturn Elementary School for All Learners Arts and Media Magnet has a population of approximately 400 students. At this time our student community is comprised of twenty percent African-Americans, seventy-seven percent Latinos, two percent White and one percent American Indian. One hundred percent of our students are eligible for free or reduced lunch. Twenty-percent of our students are classified as Limited English Proficient. Twenty-three percent of our English Learners have been reclassified in the past school year. One percent of our learners are classified as Gifted and Talented (GATE). Twenty-four percent of our students are classified as students with disabilities. We value diversity in our classrooms and believe it is essential in helping students learn to collaborate and communicate with the different cultures and backgrounds found in the 21st century work environment. Diversity promotes growth and reflection, teaching our students to appreciate and respect one another. This respect and concern for diversity will be included in our

modules of study so that students recognize and honor the fact that people of all races and ethnicities make significant contributions to our society.

At Saturn Street Elementary School for All Learners Arts and Media Magnet, learning is FUN and College and Careers Begin. Currently, the majority of our 5th grade students matriculate to Emerson Charter Middle School. Our goal is to establish a feeder pattern from Saturn Street Elementary School for All Learners Arts and Media Magnet to several middle schools, including Emerson Charter, that afford the opportunity for continuing an integrated arts and media education. The other community schools which offer this opportunity are Bancroft MS Performing Arts Magnet, Marina del Rey MS Performing Arts Magnet, and Le Conte MS Communication and Arts Magnet.

“There is only one way to look at things until someone shows us how to look at them with different eyes.” - Pablo Picasso

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice!”

IV. Innovative Curriculum and Professional Development

We know children thrive on the study of the arts and use of media. The arts open doors to creativity, nourish critical thinking and innovation. Important new technologies can only add to the scope of the arts.

At Saturn Street Elementary School for All Learners Arts and Media Magnet, arts integration is connected to the Common Core standards, which lend themselves to this type of integration. Whether the arts are used as an entry point to a lesson, to pique student interest, or as a culminating project to assess student knowledge, standard alignment is essential. Arts and Media integration modules of learning taught in our classrooms will serve as a gateway for student engagement, motivation, and creativity. Not only will students benefit, but teachers also reap the rewards of having students use critical thinking skills and flourish in learning content through relevant and individualized projects.

The Visual and Performing Arts Standards, the National Core Arts Standards, International Standard for Technology Education and the Common Core State Standards identify what all students in California public schools should know and be able to do at each grade level. Appreciating our local flexibility for lesson design, we will maintain these standards. We plan to teach topics that may be introduced and taught at one or two grade levels before mastery is expected. Decisions about how best to teach the standards will be decided upon by grade level teachers and by supporting school staff.

Although the standards do not specify how the curriculum should be delivered, we are inspired to continue to use a variety of teaching strategies, both teacher-directed and student-centered. We use a variety of grouping strategies throughout our instructional day (individuals, pairs, small groups, and large groups) providing differentiated instruction using Vicki Gibson’s Business Center Model. Our integrated modules of arts and media instruction will engage students in music, dance, theatre, and the visual arts as performers and creators. Our school-wide

comprehensive arts education program will be composed of three modes of instruction:

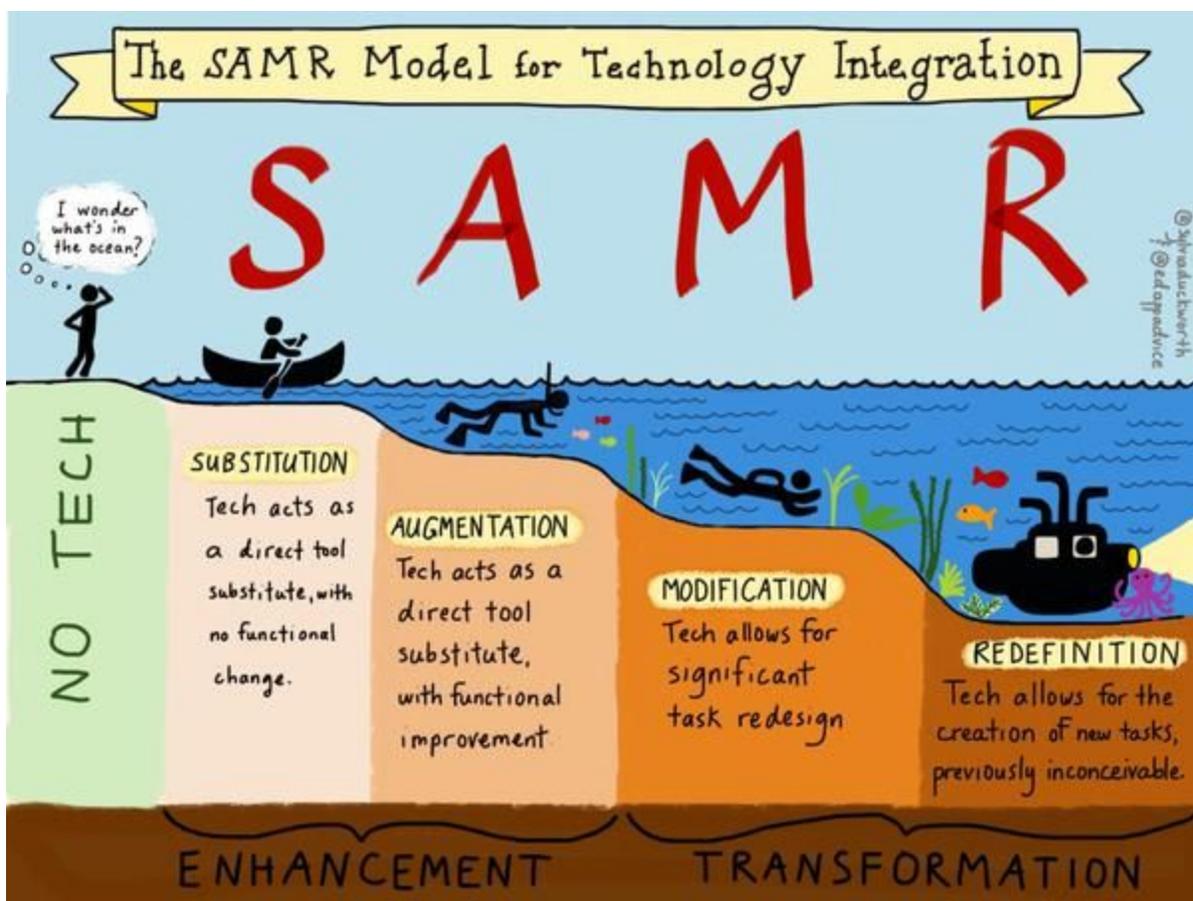
1. Subject-centered arts instruction in dance, music, theatre, and the visual arts
2. Instruction connecting the arts disciplines
3. Instruction connecting the arts and other core subjects

Subject-centered arts instruction will focus on developing foundation skills in each arts discipline. Instruction connecting multiple arts disciplines will be done in a well-planned, meaningful, focused way. Instruction connecting the arts with other core subjects in substantive ways will strengthen the instructional goals for those subjects. Our thoughtful curriculum design provides students with alternative ways to perceive and experience the world. Our standards-based arts education program will provide a way by which all students can work at a personalized pace, develop self-expression and self confidence, and experience a sense of accomplishment.

In our school day we intend to organize our learning day into Core Instruction hours and Arts and Media Studio hours. All students will spend half of their day in general education studies and the other half in studies that focus on the theme of our magnet. Daily in the Core Instruction block students will begin their instructional day with targeted skill instruction in the core subjects. Teachers will develop lessons and learning modules that will incorporate mini-lessons designed to target the grade level skills in order for the students to perform their grade level standards. This core instructional block will also include opportunities for intervention, English language development and Standard English language development. At a designated time in the day students will then shift to their Arts and Media Studio instruction. During this time students will be provided instruction that includes the Visual and Performing Arts (VAPA) content standards. Grade levels will collaborate to identify the theme of their learning modules, the student tasks for students to create, and make the connections to the CC state standards for use in completing their tasks. Specifically, teachers will clearly identify and state desired outcomes and learning goals. Students will be connecting and applying what is learned in each art form to learning in other art forms, other subject areas and other chosen activities. Both instructional blocks will have learning modules which incorporate timelines, tasks/prompts, and rubrics. In and through the units of study progress monitoring and assessments will be built in.

We have decided that transforming technology into a blended learning experience is a necessity as we work to bring teaching and learning experiences into the 21st Century. While it is possible to create a successful and highly interactive student

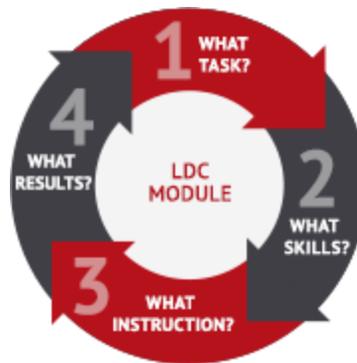
based learning experience without technology, it is technology that can amplify the learning experience. As we continue to integrate technology into the classroom, we are becoming proficient in the blended experience. The SAMR Model of technology integration (Substitute, Augment, Modify, Redefine) developed by Dr. Ruben Puentedura is a reflective tool that we will apply in order to transform the use of technology in the classroom. We aim to move technology integration from using technology to enhance student learning experiences by Substituting (replacing a pencil with a keyboard) or Augmenting (doing research online) to that of transformation, as we use technology to Modify (working collaboratively on a document in Google Drive) and Redefine our instruction as our students become producers, creators, and innovators.



The 1-1 technology we currently have in our third, fourth, and fifth grade classroom is integrated in a variety of ways from Substitution to Modification. Our students access online learning programs like Achieve 3000 (KidBiz and Smarty Ants), Frontrowed.com, and the online platforms for our Benchmark ELA program. In addition, students access Google Drive and Classroom to work collaboratively and publish their work. As we grow our 1-1 technology into our K-2 classrooms, it is our

goal to Redefine the way technology is used in every classroom; integrating technology and the arts encouraging creativity and innovative thinking from ALL of our students.

Our curriculum planning is adopted and implemented through the Literacy Design Collaborative platform (LDC) for lesson planning and using the basic principles of project based learning. LDC is a teacher tool for developing lessons online in a collaborative setting where a library of lessons will ultimately be housed for all to access. In addition to alignment with standards, teachers will clearly identify and state the desired learning outcomes before students begin creating. Wording such as "students will understand" and "students will demonstrate" narrows the focus and outlines clear learning goals. Using arts in the classroom will free students to look at content from different perspectives. Clear communication from the teacher in the beginning and their continued dialogue and input throughout the process will ensure student focus on learning goals and ensure that the skills they learn are endured throughout their educational careers and beyond.



LDC Module Comprises 4 Sections

In our curriculum design, arts integration will involve student choice. Just as students have different learning styles and different strengths in the multiple intelligences, they gravitate toward different forms of the arts. Some will prefer visual art, while others prefer dance. Music will be some students' forte, while others are natural performers. Allowing them to create and express themselves through their choice of the arts makes learning personal and relevant. Lessons will offer options for self-expression through visual arts by painting, sculpting, graffiti, photography, or drawing; or through music by composing or performing in different genres. Those who love the spotlight may want to perform monologues, vignettes, dance pieces, or direct their classmates' performances, while others may be more inclined to write poetry or short stories. Some projects can cross the lines of different learning styles, such as film, graphic novels or comics, or musical theater. Instead of

offering students a choice of two or three options, teachers will invite them to propose their own projects so that they're free to dream, create, and fully own their learning. For culminating or extended projects, students may collaborate and construct projects showcasing a variety of the arts. Through PBL, Saturn Elementary performing artists will have their own voice and choice in how they will spend their time and how they show their learning. Each classroom project culminates in a presentation or product that is presented to the community audience in which the student's project is focused not only on relevance, but also on engagement. It is our goal to ensure that ALL students have exposure to three or more arts disciplines each school year allowing them to grow their bank of skills in the arts and find their pathway for expression.

All students of Saturn Elementary will receive scaffolding through a variety of instructional activities that will arm them with the enduring skills and content, outlined in teacher planning, that they will need to be successful on any project or task. These arts-related activities will help students process their content and represent their thinking. For example, students will do a "tableau" activity where they represent the structure of the cell. From this, the teacher helps students metacognitively and transparently connect this individual activity to the larger project. Students learn from this arts-based activity during the project and will apply it to their product. Role-plays, simulations, music comprehension strategies, visual processing, dramatic acting -- all these activities and more can help support and scaffold the many learning targets within a PBL project.

Similar to assessing our students' culminating products or performances, all students will be formatively assessed in learning objectives and skills throughout the PBL project. As students participate in scaffolding and activities, arts will be used as the method to formatively assess content and 21st century skills.

While arts integration in the core discipline alone is valuable, doing it within the context of a PBL project can make the integration seamless as well as valuable. PBL projects provide a space to meet multiple learning targets, whether those are core discipline standards or arts standards. Whether or not you are intending to assess arts standards on your PBL project, you can still find intentional instructional moments for using the arts, not only to value them, but also to create engagement for everyone. Our students can learn the arts as well as learn *through* the arts.

CURRICULUM MAPPING

Month of:	Department:		
Content Standards/ Skills / Topics <i>Identify big rocks or areas where students typically struggle</i>	Opportunities for IDT Integration <i>Identify common language &/or thinking for horizontal articulation</i>	Opportunities for Arts Integration <i>Give attention to spiral curriculum for omissions or repetition of AI; include arts standards</i>	Assessment/ Reflection <i>Include teacher reflections & documentation</i>

When beginning our learning modules we will use strategies such as curriculum mapping. (Ex. Curriculum Mapping)

Professional Development:

Ross Cooper and Erin Murphy authors of *Hacking PBL*, provide a much-needed resource that addresses the challenges of finding the time and having the knowledge to implement Project Based Learning (PBL) effectively in a concise, clear manner in all content areas (reading, writing, arithmetic, science and humanities). When Saturn Elementary educators learn how to hack project based learning, they'll be able to:

- Create a culture of risk-taking to promote student inquiry and exploration
- Maximize class time by prioritizing specific content and learning outcomes
- Craft assessments and integrate feedback to ensure that every student learns
- Provide intentional and purposeful opportunities for student reflection and publishing

By implementing these strategies, Saturn Elementary educators will turn classrooms into environments that are saturated with inquiry-based learning, authentic learning, and a love of learning through Arts and Media integration.

With Arts and Media Integration, Saturn Elementary School for All Learners educators will attend high-quality professional development opportunities regularly from the "Inner City Arts". Our educators will seek ways to implement rigorous, authentic learning opportunities for **ALL students** from other publicly and privately funded agencies (Museums, Music Centers, Guitars in the Classroom and Little Kids Rock). As seen in today's most successful schools, creating such opportunities takes an **innovative learning experience that is personal and promotes real world application**. Saturn Elementary will promote the integration of our entire student population – **All Learners** embracing them in our inclusive learning environment.

As we plan our innovative blended learning curriculum, focused on arts and media, we are continuing our school-wide writing instruction teaching our students to write in response to reading, in cooperation with Literacy Design Collaborative. Writing is

essential for our students to be successful on summative and formative assessments, to attain their A-G requirements, and perform well on college entrance exams. Saturn Elementary is currently in its third year developing writing modules using the Literacy Design model of planning for instruction. Providing continuity of instruction across grade levels has proven to be beneficial as we are beginning to see the advantages across all subject areas and across all grades.

Students at all grade levels learn how to “Decode the Task” whether it be a writing task, math problem, or science investigation. Structured like a stop light, they **STOP** and read the text or problem identified. Then they **SLOW DOWN** and think about what information is provided and needed to move forward. Finally, they **GO** and create their writing, solution, or innovation method for demonstrating understanding.

Professional development (PD) is planned annually to address the instructional GOALS outlined and determined in our Single Plan for Student Achievement (SPSA), our ongoing data analysis, teacher needs assessment, English Learner programs, AEMP program, LAUSD initiatives, as well as core instruction areas. In all of our PDs, we will remain focused on our blended learning pathway, of Arts, Media, and PBL. Students learn best with teachers who are knowledgeable about their subject field, and who are well trained to deliver rigorous instruction meeting the needs of ALL students. We believe that effective professional development is vital to the success of our Arts and Media program.

Making sure that we are able to address all of our professional development needs, we apply for a banked-time waiver annually. This waiver gives our teachers 38 days for banked-time professional development, as opposed to the 26 District mandated days. In addition to these additional 12 days, we hold **Grade Level Action Super Sessions (GLASS)** providing teachers an additional hour of collaboration and planning time each week. These 12 Banked Time days and hours allow us the opportunity to meet the learning needs of our teachers and provide ongoing opportunities for collaboration ensuring that the 16 hours of yearly theme-based professional development are met.

As an Arts and Media magnet school that incorporates Project Based Learning, our PDs will focus on the following:

- Visual and Performing Arts Content Standards for California Public Schools (VAPA)
- National Core Arts Standards

- SAMR model of technology integration to effectively implement technology in the classroom (International Standard for Technology Education)
- Project Based Learning implementation strategies and lesson/module planning
- Literacy Design Collaborative
- Huntington Library Workshop and the California Garden Network addressing PBL in our Learning Garden
- Incorporating (visual arts, drama, dance, singing, and music) in our daily curriculum and instruction
- District Initiatives
- Curriculum and Instruction
- Differentiated Instruction (Business Center Model) and addressing the needs of ALL our students

Just as we intend for our classroom learning environments to address the diverse needs of our student learners, we need to be cognizant of the diverse needs of our teacher learners as well. Professional development will be differentiated to help meet the diverse needs of our teachers by delivering PD in whole group, small group, grade level or cross grade level groupings.

As we work to expand our knowledge and skills, our main objectives are to ensure equity and access, proficiency for all, early literacy, reclassification, and that our students develop a foundation that will ensure skills to meet the A-G requirements. Our goal is to provide Saturn educators with the tools necessary to transform their classroom practice so that ALL students have the opportunity to achieve at levels that fully prepare them for college, careers, and success in the 21st Century.

**“When the cook tastes the soup, that’s formative.
When the guests taste the soup, that’s summative.”**

V. Student Achievement and Instructional Fidelity

Saturn Elementary School for All Learners Arts and Media Magnet’s teaching and learning philosophy focuses on Project Based Learning (PBL), arts and media integration, differentiated instruction, and writing in response to reading using the LDC (Literacy Design Collaborative) platform to address the diversity of our student population and their learning needs. Our student population is comprised of English Learners, socioeconomically disadvantaged students, gifted students, and students with disabilities; 1 Special Day Class, 3 AUT Core classes (K-1, 2-3 and 4-5), 2 Preschool for All Learners (PAL), 1 PCC-ETK class, and 1 PSC class.

Our curriculum is aligned with the Common Core State Standards for Visual Arts and the National Core Arts Standards; transforming our students’ lives through dance, theatre, music, drawing and painting, and guarantee they become Digital Citizens by internalizing the ethical standards of technology (International Standards of Technology Education), and the use of media and the Internet. Thus, we foster risk taking in a safe environment, creativity and independent thinking that encourages collaboration, imagination, and expression allowing all students to reach their highest potential. As an Arts and Media Magnet School for All Learners we intend to meet the needs of ALL our learners by providing equity and access, addressing reclassification goals, early literacy skills, and the A-G requirements so that all of our diverse learners perform proficiently on their grade level content standards.

To assist our diverse learners in achieving academic success, we have in place several programs and interventions to support all students in achieving the District’s goals.

- Our **Student Support and Progress Team (SSPT)** meets monthly and on an as needed basis to plan interventions for students not making progress towards academic standards, demonstrating behavioral challenges, or **EL students** not making progress towards reclassification goals.
- We use the Multi-Tiered System and differentiated instructions in the classroom through **Academies and Business Center Model (BCM)**.

- **Beyond the Bell interventions** are implemented twice a year (Fall and Spring) for students identified performing Below Benchmark in ELA and Math as well as **English Language Learners** that are at risk of not meeting Reclassification goals.
- We have contracted with **Reading Partners** to provide Tier 3 instruction for students Far Below Benchmark in reading foundational skills throughout the school day and after school as well.
- Identified students at risk are pulled out individually or in small groups on a daily basis to address foundational reading and math skills.
- Classroom teachers work with students 1:1 or in small groups during differentiated instruction using the **95% Group curriculum**.
- **Music Integrated Curriculum** for our Early Ed (PAL,ETK/PCC,PSC), Transitional Kindergarten (TK) and Kindergarten students. Early Literacy is promoted through Music, singing, movement and playing with different musical instruments such as ukeleles in their classrooms. Pre-K and Kindergarten teachers were trained with the support of “Guitars in the Classroom Foundation” (GITC) and Kids Rock.
- In **Young Storytellers**, select 5th grade students script original works with the help of mentors. Their scripts are then performed by professional actors in a showcase,“THE BIG SHOW”, for the rest of the school to enjoy.
- **Students with Disabilities (SWDs)** receive instruction by highly qualified credentialed Special Ed. teachers using strategies for the CORE curriculum that meet the student’s individual needs based on their IEP. In addition to strategies and accommodations/modifications, special education and general education teachers practice collaboration, coplanning, and co-teaching together. Strategies for teaching includes but are not limited: direct and explicit instruction;
 small group instruction;
 controlled task difficulty;
 intensive strategy instruction and application;
 explicit instruction in the building blocks of reading;
 extended instructional time in literacy and math instruction;
 ongoing systematic and corrective feedback.
- Students identified **Gifted and Talented Education (GATE)** or high achieving receive differentiated instruction and enrichment activities designed by the classroom teachers to meet the individual needs of the identified gifted scholars.

- Parent/Family Meetings are conducted 2 times a year by each grade level to share strategies for parents to support their students at home. Families that have technology access are shown how to access the web based programs (Benchmark, Achieve 3000, and MyMath) through their student's individual logons.
- Literacy Night, Math and Science Night, Arts Faire, Winter Program, Latin American Independence Day, African American Heritage Celebration and Multicultural Day are held for parents and community members to engage in exciting hands-on activities. Strategies are modeled to foster the partnership between home and school. Additionally volunteers and private entities (Pico Neighborhood Council) are invited to give their support such as their donations and services.

Ongoing progress monitoring and data analysis take place during grade level planning, **Grade Level Action Super Session** (GLASS time) and Banked-Time Tuesday PDs to target student needs and assess the effectiveness of interventions and programs. Saturn Elementary educators identify at risks students and design appropriate Tier II instructions and support for students success.

We would like to ensure that the needs and security of our individual students are met at all times, this is why we strive to create a school site built on trust and respect for the whole child through our School Wide Behavior Support Plan (SWBSP), Second Step curriculum and Restorative Justice practices. Restorative Justice promotes self discipline and positive behavior in a caring, supportive environment through community circles in the classroom. Using the Second Step curriculum has shown to decrease problem behaviors, and it's designed to promote school success, self-regulation, and a sense of safety and support.

At Saturn we believe that an integrated Arts and Media curriculum with Project-Based Learning will better engage our diverse student body by utilizing hands-on learning, allowing our students time to make sense of what is being taught and will give them the knowledge of creativity and critical thinking needed to be more successful on formative and summative assessments. Based on this belief Saturn Elementary School for All Learners will adhere to the district's mandate assessments: DIBELS-TRC (Early Literacy), ELPAC (EL's), IAB's (ELA and Math) and Science Integration Culminating Assessments (grades 3-5) in monitoring students progress in the Core subjects areas. Additionally, we will adopt the **California Visual And Performing Arts (VAPA), National Core Arts Standards for Media Arts and the International Standards for Technology Education (ISTE)** in monitoring

students academic performance. Students academic performances will be analyzed during grade level planning and Bank Time Tuesdays (DATA Analysis PD). We will utilize our school resources that are readily available-including our outdoor edible garden, Humanities Hall (Science Lab with Foss Kits, Arts and Music Room, Technology/Computer Lab), interactive smart boards, Ipads and Chromebooks (3rd,4th,and 5th grades) and we are in the process of getting 1:1 technology school wide. We will provide our students with critical 21st Century Skills, foster career and college readiness and develop the four C's:Critical Thinking, Communication,Collaboration, and Creativity.

As an Arts and Media Magnet Saturn Elementary School for All Learners we will fill the need and provide equity and access to **ALL Learners**, especially African American, Latino, and other underrepresented minorities while continuing to attract diverse students to our campus. Saturn Elementary School for All Learners Arts and Media Magnet can provide students from diverse backgrounds with 21st Century Skills needed to be prepared for the Arts and Media teaching and learning taking place at the secondary level and beyond and there is no other local neighborhood elementary school that currently fills this need.

If you hear a voice within you saying, 'You are not a painter,' then by all means paint, boy, and that voice will be silenced." ~ Vincent van Gogh

“Unity is strength...when there is teamwork and collaboration, wonderful things can be achieved.”

VI. Quality Instructional Systems

Deciding to become an Arts and Media Integration Magnet was not a big surprise. Over the past 15 years Saturn has embraced the arts in all that we do. From participating in the LAUSD Arts prototype program to being a star school in the California Dance Institute, Saturn has always embraced the opportunity to use arts and media in instruction. Even when funding was lost to support such programs we continued to make every effort to provide quality learning opportunities for our students in the arts. So it made perfect sense when it was time to re-imagine our instructional program that we go all in for the arts! We had begun to lay so many instructional and operational practices in place therefore it was a natural foundation for becoming a magnet as a means to embrace all that we believe.

Our school governance at Saturn Elementary School for All Learners Arts and Media Magnet will continue to maintain a School Site Council which consists of parents, certificated staff, classified staff, and community members. We also have an English Learners Advisory Council (ELAC) which is made up of parents of designated English Learners. These councils are in full support of our move toward becoming an Arts and Media Magnet for ALL Learners. Our Saturn Instructional Leadership Team (SILT) which includes grade level teacher representatives and the Principal. Our SILT meets monthly and as needed to ensure teacher voice and engagement in a collaborative, decision-making setting to guarantee high-quality instruction for students. Our SILT is committed to intentionally and deliberately focusing on improving our instructional program for improving student achievement and engagement as a means for implementing the Arts and Media Integration Magnet with fidelity. Our other bodies that lend to building and executing this new design are our SSPT, Literacy Design Collaborative, Friends of Saturn community group, and host of experts from the Division of Instruction, including Pre School and Special Education.

Saturn Elementary School for All Learners Arts and Media Magnet has invested in its teaching staff by providing professional development above and beyond what has been required. The staff are prepared to be full participants in our shared vision. All Saturn teaching staff is supportive of our vision to use Project Based Learning and

the Literacy Design Collaborative tool for implementing the themed instruction. Each teacher is dedicated to improving their practice and ensuring our students are equipped with the 21st century skills necessary to become global, productive and competitive citizens. All of Saturn's teachers understand that they will need to reapply for their teaching positions and sign an agreement of their commitment to the program and the completion of sixteen hours of professional development annually. Any new teacher hired to Saturn Elementary School for ALL Learners, Arts and Media Magnet will sign an agreement to the program and the completion of sixteen hours of professional development annually. Teachers new to our magnet will be interviewed by a hiring committee made up of administrators, teachers and parents.

When visualizing our theme at Saturn Elementary School for All Learners, Arts, Media Magnet you will see we use all spaces, including our hallways and bulletin boards as canvasses. We display student works and works of art throughout the year. Some of this work is reflective of a campus wide themes celebrating particular events (Latin American Independence Day, Black History Month, Family Literacy), some are a culmination of a grade-level or classroom's particular area of study. In our transition to an Arts and Media program, visitors to our campus will be treated to visual displays of student work that tell the story of how plants grow or read protest signs reflecting the need for the Jim Crow laws to be done away with. The elements of art will be incorporated in our play structures, represented in our common spaces, and seen in our learning spaces using art terminology to reinforce student learning. Additionally they may be treated to performances of dance and/or music, both in and out of classroom. Our culminating activity will be a continuation of and expansion of our Annual Arts & Media Fair which will showcase the studio learning of our students. Our website will feature works of art and media monthly, demonstrating particular themes or skills.

Classrooms will reflect the theme of arts and media in their set up. Therefore, a traditional classroom will be changed out for a learning studio. The goal of a learning studio design is to enrich academic, psychological, and sociological growth. Thus, the design of such spaces look to be intentionally serendipitous and avoid prescriptive and restrictive behaviors, for both teachers and students. The design of these types of learning spaces should increase levels of engagement, foster active learning and teaching. Wireless access throughout the spaces frees students to move, along with laptops, to where they need or want to be. Replacing desktop computers with laptops has increased levels of engagement. Students interact frequently and are more open to share information, in large part because they are

not tethered to or hidden behind a computer monitor. More importantly, one would see that this studio arrangement fosters direct and conversational relationships.

Astoundingly, research findings suggest that the physical environment can have such an impact on students that could impact student performance as much as twenty-five percent. Color, classroom organization, cleanliness, sufficient supplies, and bright lights will be provided to enhance the learning experiences and boost student achievement at Saturn Elementary School for ALL Learners Arts and Media Magnet. In addition, students will get involved in the creation of their environment (through artwork, configuration, or participation in the physical dynamics of the classroom) so that they experience a sense of empowerment and community that can help increase their overall motivation. One particular outdoor space is our Learning Garden. This garden offers dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health. Such interdisciplinary approaches cultivate the talents and skills of all students while enriching the students' capacities of observation and thinking. Our school is looking to expand our garden project as a means to nurture community spirit, common purpose, and cultural appreciation by building bridges among students, school staff, families, local business, and organizations.

“Coming together is a beginning; keeping together is progress; working together is success.”

VII. Family and Community Partnerships

Parents and families have the most direct and lasting impact on children’s learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings.

As LAUSD calls for all schools to be “relentless” about empowering parents as our partners we are prepared to continue and extend the many practices and policies that exist today for Saturn!

Families and the community as a whole are an integral and vital part of a successful school. Saturn Elementary School for All Learners Arts and Media Magnet plans to maintain and expand it’s family involvement. We offer families and community members multiple opportunities to volunteer and participate in various events and activities throughout the day both in and out of the classroom, such as breakfast in the classroom, valet drop off service, providing teacher support through the parent center, and helping during school wide events. Currently, our active neighborhood supporters are the “ Friends of Saturn” Booster Organization and “Pico Neighborhood Council.”

Family and community members are actively working and participating together to prepare in/after school events such as Latin American Independence Day, Family Literacy Night, Math and Science Night, The Annual Arts Faire/Talent Show, African-American Heritage Month, Winter Holiday Program, Multicultural Celebration, Jump Rope For Heart and a variety of fundraising events.

Saturn Elementary School For All Learners Arts and Media Magnet teachers will provide our families and community members learning opportunities through teacher led workshops offering information about Common Core State Standards, The Business Center Model, Literacy Design Collaborative, Project Based Learning, and to provide resources to help prepare students to become college and career ready. Our Parent Center has a Computer and a projector that the Parent Representative use to effectively lead parent educational and informational

workshops (including education geared toward the Arts and Media Magnet program and curriculum).

In addition, Saturn Elementary School for All Learners Arts and Media Magnet will continue to have an active booster club, Friends of Saturn, which raises funding and donations for various programs at the school. Families and community members will work together to create more events that will engage the community at large in the learning process which will help support our students to become successful learners and meet their academic goals through the Volunteer Program and Reading Partners.

For communication Saturn will continue to use Connect-ed message system, Parent Center updates, weekly emails and announcements, posts on the parent bulletin boards, flyers, and use of the outdoor marquee. We begin each year by providing each family a “Welcome Back To School” folder with all pertinent information about our school programs as a means to help families be well-informed. Teachers will continue to use classroom online resources to share data and to communicate student progress on a regular basis. In this next school year we look forward to adding use of apps such as “SeeSaw” and “Zoom” to help open the walls of our classrooms to parents who may need access even though travel to the school is not possible. As a Predominately Hispanic, Black, Asian, and Other (PHBAO) school we conduct parent conferences during the fall and spring and as needed. This may be face-to-face or over the phone as a means to accommodate the family.

We encourage parent participation by providing a parent center staffed by a parent representative who is available to provide information and support to our parents. In addition, we provide a PSA counselor who also supports the student population as well as their parents in grades Pre-K through Kindergarten. To assist with our students’ families that speak a language other than English, we have hired a Spanish speaking Parent Resource person for the main office to help assist with their office visits so that they might be productive and comfortable.

Saturn Elementary School for All Learners Arts and Media Magnet, has partnerships with Literacy Design Collaborative, Inner City Arts Educational Organization, Young Storytellers, Guitars In the Classroom (GITC), Pico Neighborhood Council, Cedar Sinai Healthy Habits Program, and Reading Partners. All of these organizations are currently serving teachers and students respectively. The Pico Neighborhood Council and community were involved in the movement to write the proposal for becoming a magnet school.

The administrator and select staff participate in monthly meetings conducted by the Pico Neighborhood Council as a means for staying informed on issues within the community, opportunities for resources, including money and participating in local events, and sharing what is going on in the school. Annually we apply for the Neighborhood Grants that can be as much as \$2000.00. Recently we were awarded \$1900.00 for our 5th grade field trip to Riley's Farm where the students experience the Revolutionary War through re-enactment. We are planning to access "experts" in the area of arts and media background from the neighborhood through the council's connections. During our recent community meetings we have already gained support from a writer, an attorney, and a school board member's office field representative.

As means to grow our technology use in our instructional program we participated in a visit to one of our neighboring schools, Melrose Technology Magnet. Thanks to the professional development provided by their administrator, Mr. Needleman (who is a former Saturn teacher) we were able to gain much knowledge to assist with developing our professional development plans.

Over the years we have maintained relationships with many of our local businesses who provided their time and resources to our staff and students. We utilize their gifts as incentives for our students and parents. We have been provided refreshments for our professional development days and parent meetings. On occasion some business members come and serve at our school events as a volunteer. Some of the businesses include a neighborhood coffee shop, Coffee Bean and Tea Leaf, Chipotle, Shakeys, Papa John's Pizza, Pizza Hut, Yogurtland and Ralph's. One example of support is Ralph's Grocery Corporate office providing funding for field trips and admission fees for student excursions. We anticipate continuing these relationships for the purpose of fundraising and student incentives.

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

School is no longer your grandmother’s type of education! Millennials prefer a broad spectrum of learning strategies. The concept of learner-style is more pronounced in this generation. They prefer learning experiences that are delivered to cater to their visual, auditory and even kinesthetic needs. They need to experience change in delivery formats to maintain interest. An Arts and Media Integration magnet will build this type of experience for these new learners especially those underrepresented minorities, and will attract this new breed of students. Currently there is no other campus that can provide for this **Saturn Elementary School for ALL Learners, Arts and Media Magnet can provide this innovative approach to teaching to support a diverse population of students with 21st Century Skills needed to be prepared for success on the pathway to college and ultimately careers in the arts and media.**