

**2011-12**

Los Angeles Unified  
School District

# Maclay Academy of Social Justice

*Connecting Student Achievement with Human Dignity*



*A Community School*

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## A. SUMMARY ANALYSIS

### 1. Mission and Vision.

Our mission is to ensure that every child is educated, guided, inspired, and empowered with all of the necessary skills and knowledge to achieve the fullest potential. Our vision is to create a school where students master abilities to:

- Demonstrate language proficiency, literacy, and numeracy
- Communicate effectively in writing and speech
- Recognize problems, analyze them, and generate solutions
- Make decisions and take responsibility for doing so
- Learn how to learn
- Cooperate with others in a myriad of venues, including college and the 21st century workplace.

We believe a cornerstone of this work is that all adults at our school must be unfailingly committed to the fundamental goal of acting in the best interests of the students they serve at all times.

### **MACLAY ACADEMY OF SOCIAL JUSTICE: OUR 5 CORE VALUES**

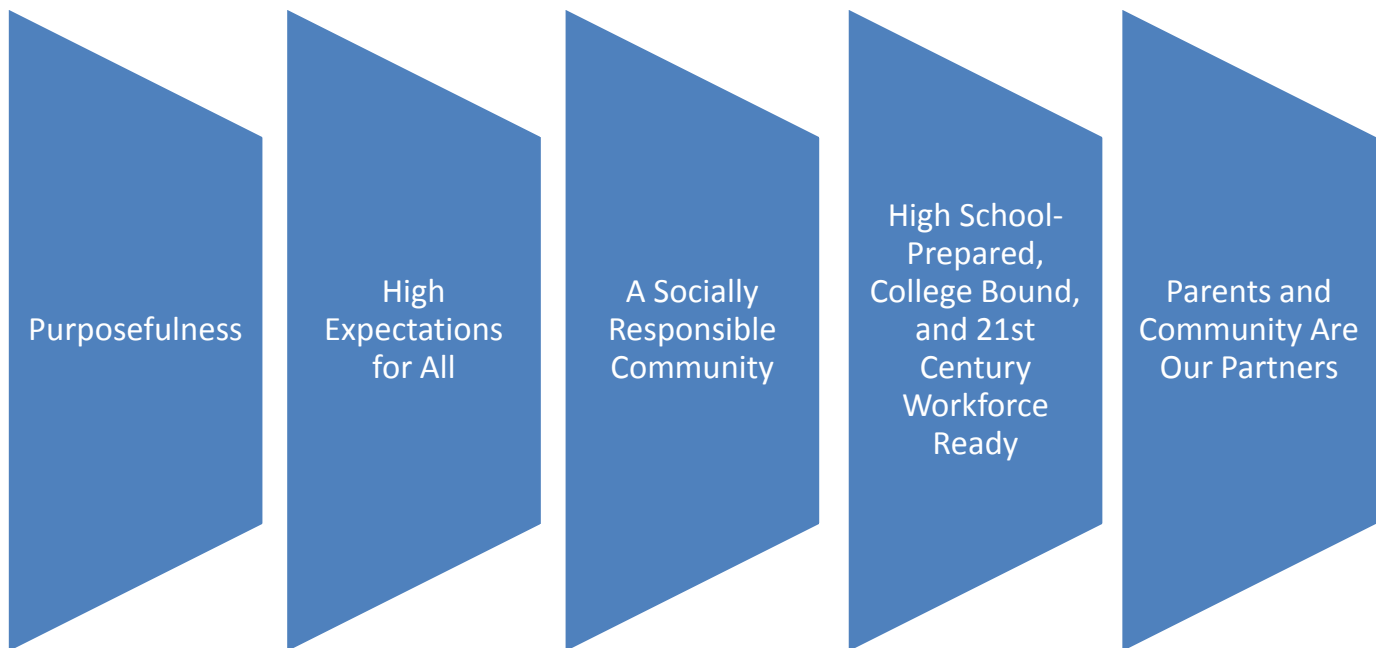


Figure 1 – 5 Core Values

### **What Do Our 5 Core Values Mean in Practice?**

Purposefulness: We will act with a goal, a plan, and with intention.

High Expectations for All: Adults as well as students will be held accountable.

A Socially Responsible Community: We will be responsible for ourselves and for our community.

High-school Prepared, College-Bound, and 21<sup>st</sup> Century Workforce Ready: We will commit to readying our students for all further secondary and post-secondary challenges and opportunities.

Parents and Community Are Our Partners: We will be responsive to the families and community we are privileged to serve.

As stated, we will act in the best interests of our students at all times. We will accomplish this by utilizing a research-based instructional plan that includes cognitively demanding grade-level and standards-based instruction, language acquisition instruction, and data driven decision-making.

We will also seek and administer all available internal support resources, as well as those available externally from our identified Community Partners and other supporting providers.

We believe the highest goal of a Social Justice Academy will be manifested by striving to create equity. That equity will best be created by providing sound, research-based academic and social/emotional instruction to the students in our care.

As such, social justice becomes more than a curriculum; it becomes a goal. The success of attaining that goal will be measured by the student integration of behaviors and beliefs congruent with the **5 Core Values** we have named. Part of our work for the next five years will also be to work with students so they can articulate socially just student core values. In other words, part of our vision includes students, at the end of their time at our school, being able to name and own what they stand for in a socially just world.

We believe students can be forged into highly achieving members of society in an environment of overcoming shared hardship, with commitment and teamwork. In this rigorous experience, hard work will create bonds of trust and cohesion so strong that students refuse to let each other down. This forging of character, discipline, and academic achievement will continue to be the basis upon which Maclay Academy of Social Justice students achieve excellence.

## **2. School Data Analysis.**

### ***Performance Meter Goal 1: 100% Graduation***

Not applicable.

### ***Performance Meter Goal 2: Proficiency for All***

The English Language Arts proficiency rate has increased 10 percentage points in four years (since 2007-08) and the Mathematics proficiency rate has increased 8 percentage points in that time. Proficiency in algebra has remained constant at 26% with the exception of a 16 percentage point spike in 2008-09. Reclassification rates have dropped eight percentage points over the four years and lag behind the district's average. Therefore, reclassification of English Learners will be a high priority.

### ***Performance Meter Goal 3: 100% Attendance***

The percentage of students with 96% or higher attendance showed an upward trend in 2008 and 2009, declined in 2010-11, and will need to increase 13 percentage points to meet the district's 2012-13 goal. The percentage of staff with 96% or higher attendance has remained constant but will need to rise 17 percentage points to meet the district's 2012-13 goals. Increasing attendance for students and staff will both be high priorities.

### ***Performance Meter Goal 4: Parents and Community Engagement***

The percentage of parents who talk with teachers about their child's schoolwork has remained constant in the three years that data has been collected. Parent participation in the School Experience Surveys increased 18 percentage points in 2010-11 and is above this year's district annual goal. In June, 2011, Maclay administered its own parent survey and experienced a 57.8% participation rate. Parent and community engagement, while increasing, will remain high priorities.

### ***Performance Meter Goal 5: School Safety***

Instructional days lost to suspensions have decreased in each of the past four years, from 418 to 152. However, the percentage of students who feel safe on school grounds decreased 8 percentage points this past year. School safety will remain a high priority.

### ***Additional Data Points of Note***

- *Maclay has experienced growth in API the last four years, and the past three years have all been double-digit gains.*
- *As noted, reclassification rates trended downward in 2010-11, though there was a 13.5% increase in English Learners scoring Basic or above on the CST.*
- *The following English Learner Annual Measurable Achievement Objectives (AMAOs) were not met in 2010-11:*
  - *AMAO 1 - percent of English Learners (ELs) making the equivalent of one year growth/one ELD level as indicated by performance on the California English Language Development Test (CELDT).*
  - *AMAO 2 - percent of ELs attaining English proficiency as measured by performance on the CELDT.*

- AMAO 3 - percent of English Learners scoring at or above proficiency in English-Language Arts (ELA) and mathematics as indicated by performance on the California Standards Test (CST).
- Over 86% of our English Learners are Long-term English Learners (LTELs), first identified 6 or more years ago.
- In 2010-11, there was a 31.8% increase in Students with Disabilities scoring Basic and above on the CST.
- Changes in students scoring Below Basic and Far Below Basic were negative in every area of the California Standards Tests measured in 2010-11 indicating a trend of growth toward Basic and beyond.
- Students identified as Gifted in all major subgroups is 3%, indicating that screening and identification will be a focus.

**Summary of School Goals** (See Performance Plan, Appendix P, for Goals and Strategies)

- English Learners will be a high priority focus area both in terms of reclassification rates and CST proficiency. In particular, our high rate of LTELs (86% of all ELs) requires critical attention.
- Students with Disabilities will remain a high priority focus area, especially in the area of mathematics, where they are 40.3% lower in proficiency than in ELA.
- Attendance rates for both students and staff will be a high priority focus area.
- Parents and community engagement as active partners will be a high priority focus area.
- School safety, as indicated by suspension and referral data, and by student and parent reporting, will be a high priority focus area.

**3. Applicant Team Analysis.** (See Appendix F – Applicant History Data Sheet)

**What Does It Mean to Be Successful in a Turnaround School?**

Success is measurable by increases in student achievement benchmarks, e.g., rising proficiency rates for all students, and higher re-classification rates. It is also measured by increased parent and community participation and satisfaction.

Turnaround success is more than numbers. Just as there is a cost to every loss of human potential, so is there a benefit to every increase. That story, the human story, is harder to measure.

Our school holds a unique place in its community. It is more than just the neighborhood public middle school. It is a safe haven for students at risk in so many ways, from academic inequity to socioeconomic disadvantage and its attendant threat.

We must do more than move our students one year of academic growth for every year they are with us.



For our English Learners, particularly our Long-term ELs who have not re-classified, we recognize that one year of advancement on the California English Language Development Test (CELDT) level is not a sufficient goal.

Our goal to be a turnaround school can only be met by goal acceleration.

For us to be successful at turnaround, we must achieve the task we set ourselves in our mission, for our students to:

- Demonstrate language proficiency, literacy, and numeracy
- Communicate effectively in writing and speech
- Recognize problems, analyze them, and generate solutions
- Make decisions and take responsibility for doing so
- Learn how to learn
- Cooperate with others in a myriad of venues, including college and the 21st century workplace.

### ***Why Is Our Team Positioned To Do This Work?***

The current school leadership team, under school Principal Ms. Veronica Arreguín's direction, has been serving the school a minimum of three years, with the majority of the team of administrators and coordinators joining her at the leadership level at the beginning of her tenure.

This leadership team and a core of dedicated teachers have implemented school changes that have achieved results in increasing student achievement. As indicated in District Academic Growth over Time (AGT) data, the growth has been especially impactful in moving students up to higher California Standards Test achievement bands. Many of the components of this plan reflect a re-focusing, re-imagining, and expansion of practices that have achieved results in the last four years.

It should be noted that part of our ability to accomplish student growth is based on having long term consistency of staff, which allowed us to build solid necessary and meaningful relationships with our students. Most teacher transiency in recent years has been due to budget cuts and displacements. Also, a significant number of our teachers have served the past three years, and achieved positive results, while being in the precarious position of year-to-year job uncertainty, or have remained as long-term substitutes after being victims of Reduction in Force (RIF).

The school Principal, Ms. Arreguín, is entering her fifth year serving Maclay. The school has experienced significant academic growth under her leadership. The API has increased the past four years, with each of the past three years showing double-digit growth. As noted, every area of the California Standards Test measured in 2010-11 showed decreases in Below Basic and Far Below Basic, as students moved into Basic and Proficient.

In addition, there has been a profound shift in school culture, including more active participation with outside support services and a significant reduction in gang presence. There is no question that Ms. Arreguín and the current staff have profoundly influenced the way that adults instruct and serve the students of this school.

However, it must be candidly noted that a leadership team alone, and a staff with many facing job uncertainty, cannot effect changes of the magnitude required to serve this school's students and

community. Our school and our students require teachers with a belief that all students can learn and achieve. A cohesive group of professional educators dedicated to the mission and vision of the Maclay Academy of Social Justice must commit to the work ahead. They must be supported in their efforts at the school and district level. Many such individuals have already made such a commitment, and many are ready to undertake it going forward.

In some cases, there may be a need to identify, recruit, and support additional human resources. Specific details on how we intend to manifest our vision regarding creating a staff positioned to fully do this work will be found throughout this plan in our requests for Local School Initiative (LIS) waivers <sup>1</sup> and additional waivers.

#### **4. Informational Summary.** *(See appendix)*

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<sup>1</sup> Requested LIS waivers will be identified by number throughout the plan as they appear in the Memorandum of Understanding between United Teachers of Los Angeles and the Los Angeles Unified School District, ratified by UTLA on December 15, 2011 and by the LAUSD Board of Education on December 19, 2011 and on the Waiver identification Form in the Appendix. Example: (LIS Waiver #2- Methods of Improving Pedagogy).

## B. INSTRUCTIONAL PLAN

### **Category One: Unwavering Focus on Academic Achievement**

#### **B-1. Curriculum and Instruction**

##### **a. Instructional Program:**

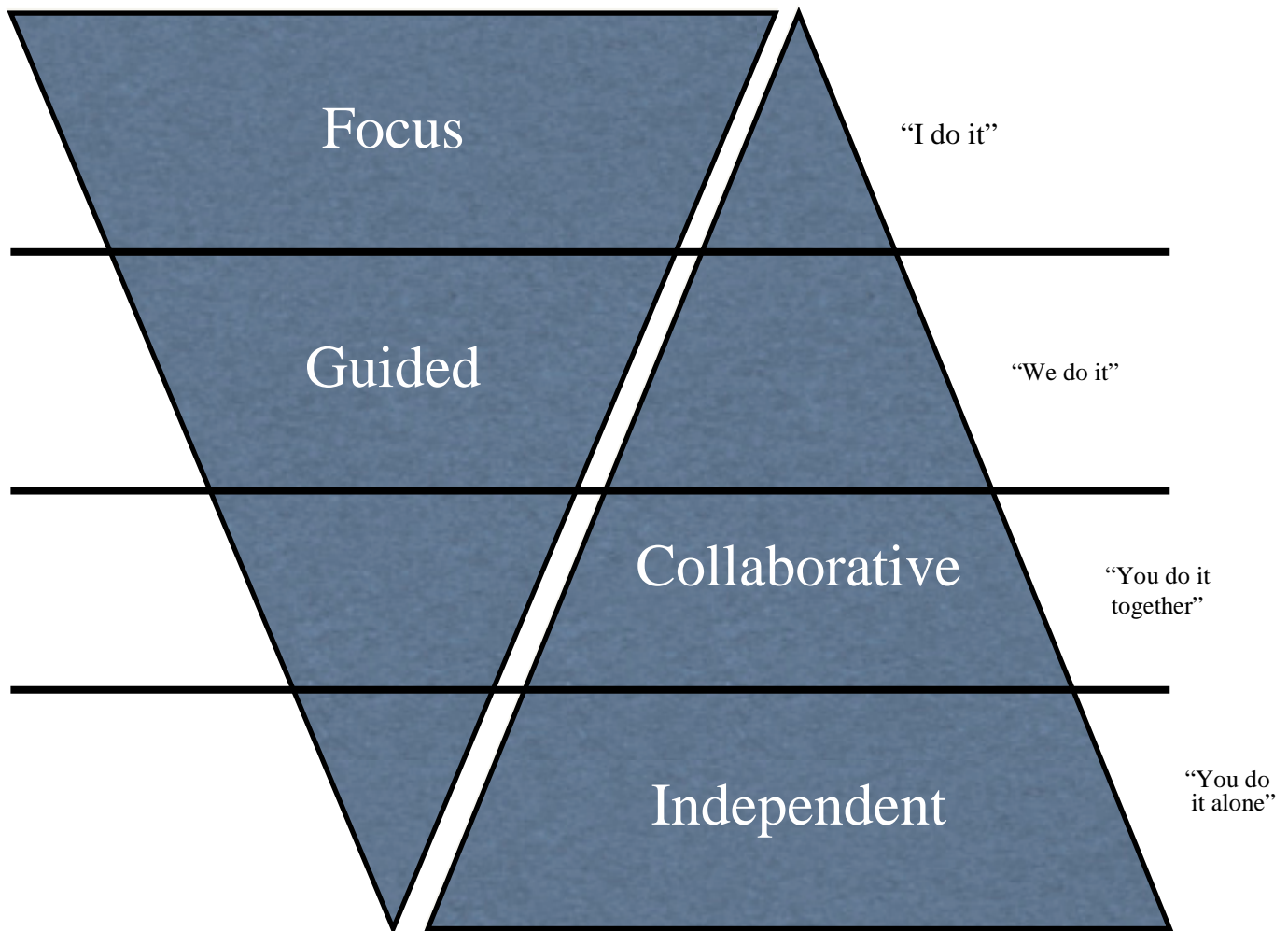
##### ***Our Proposed Instructional Framework***

Our instructional philosophy contains the same overarching principle that drives all work at our school, that every action is conducted in the best interests of our student learners.

The core of our instructional framework will begin with the *Gradual Release of Responsibility* model, a concept first proposed by Pearson and Gallagher in 1983, in which instruction begins with full teacher responsibility for the cognitive load. Often, this is known as the modeling, or 'I do' component of instruction. In the gradual release model, teacher responsibility shifts to students in a teacher-facilitated and student-shared component of the lesson, commonly described as the Guided Practice, or 'We do' section. The final stage occurs when full cognitive load shifts to students in the 'You do' component, where students must complete the assigned task independently.

We will add to this 'I do, we do, you do' model a component that is often missing (Fisher, D. & Frey, N., 2008): a collaborative experience of students doing the assigned task together, which will come between Guided Instruction and Independent practice. (Figure 2 - Gradual Release Model)

# Teacher Responsibility



# Student Responsibility

Figure 2 - Gradual Release Model

Figure from: Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision & Curriculum Development, p. 4.

## ***Underlying Theory of Gradual Release of Responsibility***

According to Douglas Fisher, "the gradual release of responsibility model is the intersection of several theories, including the following:

- Piaget's (1952) work on cognitive structures and schema
- Vygotsky's (1962, 1978) work on zones of proximal development

- Bandura’s (1965) work on attention, retention, reproduction, and motivation
- Wood, Bruner, and Ross’s (1976) work on scaffolding instruction”

(Fisher, D. & Frey, N., 2008)

Fisher argues that these theories combine to suggest that learning truly occurs when students interact. He also states that most implementation of the gradual release model lacks the collaborative learning component, which is why we will include it in our instructional framework (*LIS Waiver #2 – Methods of Improving Pedagogy*).

***Instructional Strategies We Will Implement, Why They Are Critical for Our Population, and How They Will Help us Reach Our Goals***

Our instructional program will also be based on data driven research and contemporary best pedagogical practices.

To further anchor our work and our professional learning, we will contextualize our focus on instructional practice by adopting specific and intentional strategies from the texts **EXPLICIT DIRECT INSTRUCTION** by John Hollingsworth and Silvia Ybarra (EDI), and **TEACH LIKE A CHAMPION**, by Doug Lemov and Norman Atkins.

**EXPLICIT DIRECT INSTRUCTION** outlines the process for developing well-crafted lessons as well as delivering well-taught lessons. In particular, this text gives striking instruction for teachers on how to deconstruct standards into specific, teachable learning objectives, and on how to effectively check for understanding and question students to drive instruction up the ladder of Bloom’s Taxonomy to higher cognitive levels.

**TEACH LIKE A CHAMPION** describes 49 research-based, concrete, and specific techniques that give teachers the tools to manage their classroom effectively, allowing them to maximize instructional time and increase student time on task.

By using the tools and strategies in those texts, we will be able to ensure that our core principles are adhered to and integrated into practice. Unity resulting from shared purpose, high expectations for all, and the construction of a foundation that leads to high school, college, and career readiness in the 21st century are all by-products of these strategies. Equipped with the academic and learning strategies in the students’ boxes of tools, they are better equipped to understand and impact the social and civic needs within the community (*LIS Waiver #2 – Methods of improving Pedagogy and LIS Waiver #5 – Scheduling and Strategies*).

We will detail some specific instructional strategies through the lens of gradual release of responsibility lesson components as defined through the Fisher & Frey model:

***Focus Lesson: ‘I Do’***

The primary tasks in this section of a lesson are to begin building schema, access prior knowledge, create student engagement and provide a specific model of how “a skilled reader, writer, or thinker processes

information” (Fisher, D. & Frey, N., 2008). This is typically done in whole group or in small, focused groups based on needs, in order to begin differentiation of instruction.

During the focus lesson, teachers should establish the lesson’s purpose, set goals regarding content and language, model thinking through think-alouds or read-alouds, check for understanding through questioning in various forms, establish context of when a strategy or skill should be used, and provide students with indicators of success so they can begin the metacognitive process (Fisher, D. & Frey, N., 2008).

Key strategies we will use include: teacher modeling, direct explanation, demonstration, teaching habits of mind/metacognitive awareness, public problem-solving, and teacher think-alouds. *(LIS Waiver #2 – Methods of Improving Pedagogy)*

These strategies, effectively implemented, will be critical for our student population. Modeling and explanation are important for two reasons. Developmentally, our students need to have access to new learning in a number of modalities. Explicit instruction in selection and use of metacognitive processes will allow our students to self-monitor their own strategy selection and use. The process of making problem-solving public and transparent through think-alouds will lower students' affective filters as well as demonstrate that problem-solving requires steps in a process and the selection of strategies at any number of points. All of the above is especially true for our students struggling to master language development at the same time. Our Students with Disabilities will also benefit from the explicit, direct use of the strategies described.

Use of these specific strategies in all content areas will accelerate our stated goal of ensuring that students are provided well-thought out, well-planned lessons in every classroom, and that special attention is given to the needs of our English Learners and Students with Disabilities.

### ***Guided Practice: ‘We Do’***

During guided practice, teachers should be very mindful that they are not merely monitoring students, and that they have not moved to premature independent practice. Teachers should begin to reconfigure into smaller groups, yet remain active participants as they engage students through questioning, cues, and prompts to further student understanding of the skills or concepts being practiced. The focus should be on shifting to the facilitation of small groups rather than assisting individuals.

Key strategies we will use include: guided reading in small groups to practice specific reading strategies; guided writing, frequently using sentence and paragraph frames; student think-alouds and write-alouds, to allow students opportunity to make their thinking transparent; and formative assessments to measure student mastery of skills and concepts. *(LIS Waiver #2 – Methods of Improving Pedagogy)*

Guided reading will allow focused small group instruction for our students to master reading strategies, vital to their abilities to increase comprehension and literacy. Guided writing will provide students an opportunity to experience writing as the process it is: something that is critical, but so often overlooked in classrooms. English Learners and Students With Disabilities in particular need this instructional scaffold. Allowing students to practice think-alouds and write-alouds goes to the heart of metacognition as students wrestle with their learning processes, as well as with the content or skill. Formative

assessments, intentionally administered and analyzed, will allow teachers to further hone in on specific learning objectives.

### ***Collaborative Learning: ‘You Do It Together’***

During this component, the teacher will truly begin to release responsibility of the cognitive load of the task, and allow students opportunities to collaboratively practice utilizing the skills and concepts delivered and guided during the previous components. It should be noted that the teacher might need to move up and down through the first three components based on assessment of student understanding. In other words, it will be possible to break a skill down into components, provide guided practice, and extend through to collaboration a number of times before finally advancing to independent practice. This will be true especially if the teacher wishes to provide students with a variety of experiences centered on mastering the same task.

Key strategies include: Reciprocal teaching, using summarizing, questioning, clarifying, and predicting; listening or viewing stations; creation of visual displays; literature circles; labs; simulations; jigsaws; and formative assessments. (*LIS Waiver #2 – Methods of Improving Pedagogy*)

While not all strategies would be appropriate for all classrooms, the intention will be to include in our explicit lesson planning opportunities for students to work together as they problem solve and practice their new learning.

Reciprocal teaching provides students an especially effective opportunity for self-monitoring assignment of individual tasks as well as the collective goal. Listening or viewing stations, where students can make use of technology, can contextualize new learning by expanding the modalities in which the information can be presented, will be integrated as appropriate. Again, this opportunity will be especially useful for our English Learners and Students with Disabilities. Labs will provide students a kinesthetic opportunity to practice a new skill or concept. Simulations will create situations where students have every opportunity to process new learning in a cognitively demanding situation.

### ***Independent Practice: ‘You Do It Alone’***

This component, if everything that came before was done effectively, will be the most engaging part of the lesson for students as they apply new learning and skills in a self-directed manner. It becomes a process as much as a goal (Fisher, D. & Frey, N., 2008).

Key strategies will include: independent projects; independent reading; writing to prompts; conferencing; and formative and summative assessments. (*LIS Waiver #2 – Methods of Improving Pedagogy*)

Of all lesson components, this section will allow all students the maximum opportunity possible to achieve the goal stated in our vision and mission to become high school-prepared, college-bound, and 21st century career-ready.



## ***Why Is Autonomy for Design of Our Instructional Program as Supported by Local Initiative School Waivers Necessary for the Success of Our School?***

As described earlier, our students have unique academic, language development, and social/emotional challenges facing them that require systematic implementation of proven, research-based instructional strategies in order to raise student achievement. Under *LIS Waiver #2, Methods of Improving Pedagogy* and *LIS Waiver #5 - Scheduling and Strategies*, we ask for autonomy in designing an instructional program that is tailored to the specific needs of our community of students for a number of reasons.

First, many of our students come to us with academic deficiencies that must be addressed concurrently with attaining mastery of ongoing academic, language, and social emotional development. Because of those gaps, our work must be accelerated. We believe the above-described instructional program will be best suited to help us achieve that.

Second, as our students develop in this accelerated manner, their needs will change. We believe that the instructional program we have designed, based on the Gradual Release Model, will be best able to adapt with changing student needs. Adaptability and ongoing sharpening of our instructional program, as dictated by student achievement, student data trends, and ongoing formative and summative assessment results will be crucial to meeting student needs in a timely and proactive manner.

We also believe our staff needs to plan and deliver instruction to students in a unified way in order to strategically address student needs. For that, we will ask our faculty to utilize the lesson planning model found in **EXPLICIT DIRECT INSTRUCTION** and the specific instructional strategies found in **TEACH LIKE A CHAMPION**.

Finally, we feel this instructional program will be best suited to increasing student gaps in cognitive strategies since it is designed to follow an apprenticeship model, where skills and concepts build and increase in terms of complexity for the learners.

### **b. Core Academic Curriculum:**

#### ***Maclay Academy of Social Justice's Core Academic Curriculum***

The Maclay Academy of Social Justice defines core academic curriculum as planned learning on a continuum moving from ***Intended Curriculum*** to ***Planned Curriculum*** to ***Delivered Curriculum*** (Figure 3 - Curriculum Flow Chart):

1. The ***Intended Curriculum*** consists of California Content Standards found in the Frameworks, which detail specific skills and concepts that students should master at each grade level in each content area. The ***Intended Curriculum*** is further defined by LAUSD policy initiatives and Instructional Guides, which detail how the district intends to have students master the state standards.
2. The ***Planned Curriculum*** bridges the work done as schools, departments, teams, and teachers deconstruct the content standards into measurable learning objectives, prioritize skills and concepts to teach, and create long-term lesson planning and daily lesson plans.



3. The **Delivered Curriculum** is the lesson taught in the classroom, the actual practice of instruction. (Glatthorn, 2000 & Hale, 2008)

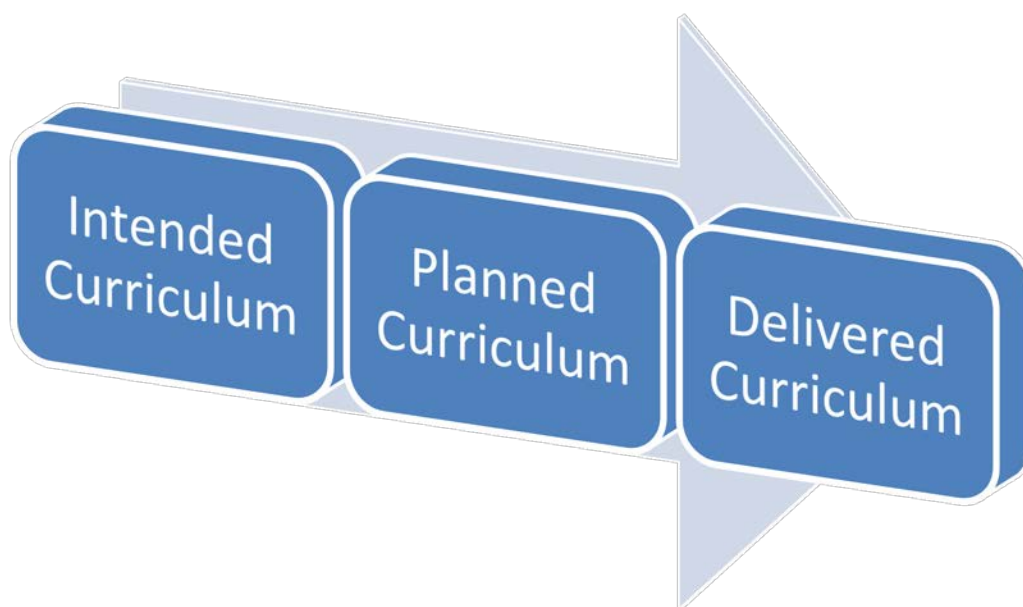


Figure 3 - Curriculum Flow Chart

As such, we view the design of curriculum, and the planning of its delivery through instruction to be process as much as content.

The academic curriculum is the content, concepts, and skills that need to be taught in each grade and subject in order for students to master state standards. Mastering the standards means that these students will be high school-ready, college-bound, and on the pathway of 21st century career readiness. Core academic curriculum must be interpreted and designed through a planning process in order for it to be manifested into student mastery of required content, concepts, and skills.

*“Curriculum is a document listing outcomes based on district and state standards that is used to guide the schools within a district. Curriculum is tightly linked to instruction and assessment-what is taught (curriculum) affects how it is taught (instruction) and the measure of what is taught and learned (assessment).*

*Designing curriculum means defining and organizing what is taught to improve student learning. To design curriculum, educators must identify what should be learned and taught. Educators also need to sequence the curriculum, determine which instructional techniques are appropriate, and decide when and how to assess learning.” (von Frank, Richardson, 2004 [p.105])*

Maclay Academy of Social Justice will focus on the fundamentals of teaching; teaching the essential standards, implementing well-designed and well-taught lessons, and giving students meaningful opportunities to read and write, which we believe to be the optimum way to master content, acquire skills and develop higher order thinking. (Schmoker, 2011, Hollingsworth & Ibarra, 2010)

The process of developing planned curriculum will require the teacher to integrate the intended curriculum into well developed and planned lessons, consider students' instructional needs, assess the best ways to activate prior knowledge and experiences in order to make instructional connections, and incorporate students' multicultural background/experiences and diverse instructional needs.

### ***How Will We Meet the Diverse Learning Needs of the Student Population We Serve?***

As noted in our Summary Analysis, our largest subgroup is Socioeconomically Disadvantaged. This requires us to address how we will systematically and intentionally work to build what Ruby Payne calls "learning structures" for our students (Payne, 1996). As noted, the purest form of social justice will be to intervene in the educational inequity that exists, an area where our students are disadvantaged and one which hinders their ability to move forward.

Their disadvantage is not just economic; it is also a disadvantage in terms of having a bank of cognitive strategies. In all of our instruction, our task will be to bridge the gap between their innate cognitive abilities and the cognitive strategies that will allow them to access the content, concepts, and skills that the curriculum and standards requires.

*"The true discrimination that comes out of poverty is the lack of cognitive strategies. The lack of these unseen attributes handicaps in every aspect of life the individual who does not have them."*  
(Payne, 1996 [p. 107])

Therefore, we will include in our planned and delivered curriculum a strong diagnostic approach through continuous use of data to illuminate gaps in students' use of cognitive strategies to access content, concepts, and skills. Planned instruction and delivery of the curriculum must include intervention strategies that work to build conceptual frameworks.

We will review the use of, and continually use, graphic organizers, teach students how to systematically approach a variety of textual styles, help them set goals, teach specific habits of mind hand-in-hand with content, access prior knowledge to build connection to new learning, include kinesthetic learning, set clear expectations using rubrics and criteria charts, and teach language structures to allow access to academic language. (Payne, 1996) (Marzano, Pickering, & Pollack, 2004)

Most of our English Learners have the issues addressed above in addition to the challenge of making meaning of new language forms. They will require everything mentioned in this section plus additional language support. We will need to design into the delivery of curriculum additional opportunities for them to engage the content, concepts, and skills at the same time as building their understanding and fluency in written and spoken English. This will require teachers to use strategies such as: Sentence Starters; Paragraph Frames; Think, Write, Pair/Share; and Numbered Heads Together to be systematically embedded in instruction and curriculum planning. (*LIS Waiver #2 – Methods of Improving Pedagogy*)

Our Students with Disabilities will benefit by all of the same interventions and strategies since their learning challenges are based in the same insufficiency of cognitive strategies.

Intentionally planned instruction will support our Gifted and Talented students as well, since many of them are also members of one or more of the subgroups mentioned. A focus on elevating students to

higher-ordered cognitive skills and use of strategies will allow this group to extend their access to the curriculum's content, concepts, and skills.

### ***How Will the Curriculum Address the California State Standards?***

The Maclay Academy of Social Justice curriculum will be based on the standards set forth by the California State Department of Education. These courses are aligned with the A-G requirements and begin to guide all students toward college eligibility. ESL programs (Beginning/Intermediate, Advanced and ELS 1-3) will replace core language arts curriculum for students who have not reached reasonable English proficiency. However, students in these programs will receive additional assistance in terms of instruction as well as resources so that they can re-classify and transition to the core curriculum as soon as possible. In addition, students who are low readers will be enrolled in the *Read 180* or *Language!* intervention programs as a support to the regular core English class.

The following is a listing of the core academic courses students will be taking during each year at Maclay Academy of Social Justice:

<b>Core Academic Curriculum</b>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Eng/Read 6AB World History and Geography: Ancient Civilizations AB Mathematics 6AB Science/Health 6AB	English 7AB World History and Geography: Medieval to Modern Times 7AB Mathematics 7AB Science 7A Health JH	English 8AB United States History Growth and Conflict 8AB Algebra 1AB Science 8AB

Figure 4 – Core Academic Curriculum

For students in need of interventions we have adopted LAUSD's, RtI<sup>2</sup> Multi-tiered framework through the Problem Solving Process. This process is designed to provide students with interventions that address their specific needs. The first step in this process is to define the problem by looking at various sources of data to identify areas of weakness. Once the problem is identified, the next step is to analyze the problem to identify possible causes. Once those variables are identified, then we can start to develop, implement, and monitor a plan for intervention. The final step in the Problem Solving Process is to evaluate the effectiveness of the intervention. If the intervention is effective, then that intervention can remain in place until the student catches up to his or her peers. If the intervention is not effective, then we will repeat the process until an appropriate intervention resolves the problem. By consistently and systematically following this model we will ensure that the needs of every student will be addressed. (*LIS Waiver #2 – Methods of Improving Pedagogy*)

### ***How Will We Weave Community, Work-based, and Service Learning Opportunities into Our Curriculum to Connect the Classroom to Real-world Learning?***

In order for our students to extend their inquiry into the arenas of community, work-based, and service learning, we will need to begin with foundational learning. Before we can think outside the box, we have to master what is inside the box.

There are teachers at every school who possess a natural, intuitive ability to effectively instruct in this form, often using authentic assessments or Project-based Learning. Our task, as a school, is to create a strategic plan for doing so in a unified manner.

Our students must be supported in the development of cognitive structures and frameworks to access the curriculum's core content, skills, and concepts. They will be supported in the application of each of these through community, work-based, and service learning.

It is not sufficient for us to merely add a project component to our plan; we must lay out the steps we will take to ensure this goal. We will undertake this in a series of annual goals leading up to full implementation of a Project-based component to our curriculum in year 5.

Philosophically, we will undertake this component primarily in the context of our work to prepare our students to be high-school ready, college-bound, and 21st century workforce ready. In other words, the products created as a result of our implementation of Project-based Learning are as important at this point in a student's life as the process. As we build toward a Project-based model as seen below, our emphasis will be on the importance of themed service learning, thus addressing our social justice concept.

YEAR	PROJECT-BASED AND LEARNING ANNUAL GOALS
1	Introduction and preliminary discussions in common agreements regarding Project-based Learning at the team, grade, and department levels
2	Planning begins at the team, grade, and department levels
3	Implementation begins on a voluntary pilot basis and data is collected
4	Implementation on a voluntary basis continues and teacher-led professional development begins
5	Every teacher includes into the instructional program a minimum of one Project-based Learning experience per semester

Figure 5 - Project-based Learning Annual Goals

### ***The Curriculum Autonomy We Seek as a Local Initiative School***

We will use state-adopted and district-approved curriculum; therefore, we seek autonomy only in the selection of strategies to plan and deliver district-approved curriculum. We ask for *LIS Waiver # 2 - Methods for Improving Pedagogy* and *LIS Waiver #3 - Curriculum* in order to support our intention to utilize the lesson planning model found in **EXPLICIT DIRECT INSTRUCTION**, and the specific instructional strategies found in **TEACH LIKE A CHAMPION** which will support our planned delivery of district-approved curriculum.

*LIS Waiver #3 - Curriculum* is needed because we implement an in-school Intervention & Enrichment period using selected district-approved material. We also ask for *LIS Waiver # 3* so that we may have some flexibility when working with future supporting partners who might provide programs, such as before or after-school intervention classes or tutoring. LIS Waivers #2 and 3 would be pertinent in terms

of our planning and delivering lessons in future before-school or after-school interventions, Saturday School programs, and any intersession classes pursuant to district funding. We would be using district-approved materials in all cases.

i. **Curriculum Development.** *(Not applicable)*

ii. **Management of Multiple Schools:** *(Not applicable)*

c. **WASC Accreditation:** *(Not applicable)*

d. **Addressing the Needs of All Students**

When addressing the needs of all students it is imperative to remember that beyond any academic, social, or behavioral need of a child is a fundamental and universal humanistic need. They include the need to be affirmed, dignified, listened to, and given a chance. Underlying all these needs is the importance for an adult to connect and show a child that they care for the child in a positive and professional manner. Positive meaningful relationships with teachers enable students' greater success in school, therefore, impacting their roles as leaders and contributors to society.

Discussions regarding student placements for the next year will begin in the spring of the prior year, with an evaluation of Lexile® levels from the Scholastic Reading Inventory, math Quantile® levels from the Scholastic Math Inventory, data from Periodic Assessments, and teacher and team recommendations. *(LIS Waiver # 4 – Assessments)*

For incoming 6<sup>th</sup> grade students, we utilize available data from the LAUSD Comprehensive Assessment Program's Diagnostic tool and make our placements accordingly<sup>2</sup>.

Initial placements will be validated in late summer by analysis of CST results, and finally by the beginning of the year administration of the Scholastic Reading Inventory and Scholastic Math Inventory.

Our 4x4 block schedule enables students to be grouped in core teams throughout the entire year. This schedule allows students to receive additional supports targeting specific individual student needs in Math and English. The 4x4 block schedule, and student-teacher ratio of 25:1, creates opportunities for positive, affirming relationships to be developed between students and teachers. Armed with a detailed knowledge of individual students' needs as indicated through multiple sources, including, but not limited to: personal learning folders with semester goals and yearly goals, parent/family interview of each child, and with staff support targeting individual needs/circumstances relative to Special Education, Gifted and Talented, and the social emotional needs of all, teachers collaborate on designing and implementing lessons that include best teaching practices. *(LIS Waiver #5 – Scheduling)*

Lessons will demonstrate cross-curricular connections and shared common vocabulary. Collaborating teachers can utilize their specific strengths, professionally and personally, to ensure that student's needs are met holistically. All teachers are configured into a grade-alike academic team that consists of two English teachers, two math teachers, one history teacher, one science teacher, one Special Day Program teacher and one Resource Teacher. Each teacher has a unique role on the team, with the team leader

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<sup>2</sup> See section B3, **Data Collection and Monitoring**, for a detailed explanation of our use of data and assessment results in programmatic decision-making.

acting as a liaison between their teacher teams and the administration team. Team leaders and administration meet weekly to ensure effective dissemination of information. Individual teams will meet daily to discuss student progress, concerns regarding students, and cross curricular planning. Sharing common planning time during the school day allows for flexibility and unity when meeting with parents and families as an entire solidified unit. Daily planning and collaboration with the cored team of teachers is essential. Teachers meet before and after school, as well as during shared conference periods to collaborate, discuss, and share. (*LIS Waiver #6 – Internal Organization*)

### ***How Will We Address the Needs of Students of Poverty?***

Our school is in the precarious position of having its entire student body located within the ‘At Risk of Poverty’ category. For many of our students ‘at risk’ is an afterthought, when reality finds them in the throes of absolute poverty, hunger, and lacking basic essential resources. We are also in the unique position where providing additional resources is not just a noble deed, but a bridge to survival for our students. Equipped with knowledge of the community, its social issues, cognizant of the areas of need, we must act as partners with our community - to serve our community.

The first line of defense for students who need support of any kind is an open dialogue between the student and the student’s core team of teachers. Understanding ‘students at risk of poverty’ requires one to be fluent in the language of poverty. The umbrella of poverty extends beyond the concreteness of financial wherewithal. With this knowledge teachers must be vigilant and diligent in establishing and creating a culture in which trust and honesty is built-in and becomes systemic. Poverty does not just influence how hungry a child is, what type of clothes they have, or where they live. Poverty reigns tyrannically over the very being and existence of a child. It governs each of the child’s decisions, altering the way they perceive themselves, their community, and the perspective in which they understand and attempt to decipher their futures.

Our community requires that we become advocates for our children in the academic, social, behavioral, and emotional sense. We request staffing autonomy in large part because of the issues addressed above. (*LIS Waiver #15 – Other*<sup>3</sup>) We recognize that not everyone is equipped or inclined to undertake this mission. Dictated by necessity, a plethora of campus and community resources will be allocated to ensure that our students will achieve<sup>4</sup> and that those who choose to serve them are adequately equipped to do that job.

### ***How Will We Address the Needs of Students with Disabilities?***

Each Maclay Academy of Social Justice student, regardless of learning level, will have an Individual Learning Plan<sup>5</sup>. Students with Disabilities will also have the more in-depth Individualized Education Plan. An update and evaluation will occur on individual student’s IEP goals quarterly. After the reviewing process of the IEP occurs, RSP and SDC teachers will mail students’ IEPs home and provide copies to all of the students’ General Education teachers. All IEPs will adhere to Federal Mandates and legislation regarding the proper and ethical conduct regarding treatment and scope of IEPs.

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<sup>3</sup> See Appendix - *Waiver Request on Staffing Autonomy*.

<sup>4</sup> See Figure 12 – *Community Partners Chart*.

<sup>5</sup> See Figure 9 - *Focused Annual Objectives*.



- *IEPs will be current and up-to-date, written with clear and understandable parent-friendly language*
- *An LAUSD Mentor or Parent Mentor will be included at every IEP meeting*
- *An RSP or SDP teacher will be appointed to serve as Special Education liaison to all teacher teams and grade levels*
- *The Bridge Coordinator, or person assigned to oversee IEPs, will check IEPs/IEP Reviews*
- *A portfolio of student work will be required at each IEP*
- *Every IEP will require a narrative of current standing written by all teachers who serve the child*
- *Maclay Academy of Social Justice will commit to the maintenance of a path to least restrictive environment*
- *Timely assessment and measurement of benchmarks will be used in all IEPs*
- *Appropriate, reasonable, manageable goals will be included in all IEPs*
- *Consistent parent communication of resources, meetings, and student issues will be a priority*
- *Student-voiced issues will be addressed as a priority*
- *Integration of RSP students into General Education classrooms with higher functioning students will be a programming priority*
- *Mainstreaming students of alternate curriculum into General Education classrooms with higher functioning students will be a programming priority*
- *Students with Disabilities will actively participate in General Education electives, PE, intervention and enrichment classes*
- *SDP and Autism classes will teach to the learning needs of the student individually and collectively*
- *SDP teachers will identify the learning challenges of each student and then strategically design instruction to increase comprehension, fluency, and higher order thinking skills*
- *Positive Behavior Support combined with social skill instruction will be included in the curriculum*
- *Students will receive outside classroom services per IEP*
- *Professional development for Special Education teachers will be ongoing*
- *Professional Development for General Education teachers on the needs of Students with Disabilities will be ongoing*

Maclay Academy of Social Justice will comply with all applicable State and Federal Laws in serving students with disabilities, including Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act (IDEIA). A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. The 504 team that will evaluate the nature of the student's disability and the impact upon the student's education shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular

participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- *Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.*
- *Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not only those that are designed to provide a single general intelligence quotient.*
- *Tests will be selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.*
- *The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team will make a referral for assessment under IDEIA.*

### ***How Will We Address the Needs of Gifted Students?***

In line with our core beliefs is the notion of equity, which is fueled by academic and rigorous instruction of our student learners. By providing this education, one is unlocking the tools of promise and positive progression of people. Our student population historically has not been graced with such opportunities afforded their more affluent peers, in their same age group within any given twenty mile radius of Maclay's campus. Our school's Gifted and Talented Education (GATE) Program provides a rigorous academic approach to learning, laying the groundwork for college-bound workforce readiness in the twenty-first century.

Historical fact and reality speaks to inequities in this country based upon one's race, social or economical class. Jane Priito asserts in **TALENTED CHILDREN AND ADULTS: THEIR DEVELOPMENT AND EDUCATION** that,

*"The major challenge of identification is the challenge of equity...There are other reasons for bias in identification of minority and economical disadvantaged (the "children of the dream"). One is the referral process; teachers under-refer students who are culturally diverse. A second is academic expectations. Teachers seem to have lower academic expectations for these students. A third is attitude. Usually schools have been taught to focus on deficiencies not strengths. Some students were called shockingly deprived or even worse deficient. St. Jean (1996) said that the focus on deficiencies "has made it difficult to recognize the strengths of these children, and has been criticized because it has diverted attention away from students who have achieved, despite the characteristics of cultural differences." (pg.98)*

To ensure that equity is adhered to, and that all learners are provided access to GATE, Maclay Academy of Social Justice's GATE Program will screen 100% of incoming sixth graders and all new incoming students for possible GATE qualification. We will also screen all 7<sup>th</sup> and 8<sup>th</sup> grade students for possible



eligibility. We will commit to include in professional development skills and content so that teachers at Maclay Academy of Social Justice are equipped with the pedagogical tools to identify and facilitate appropriate instruction to students who are in the GATE Program and to ensure we are providing the best services to our GATE student population. Specific teachers will undergo further professional development and will be the primary instructors for the GATE program. This will ensure adherence to LAUSD's ideal proposal regarding GATE percentages, a minimum of 6% identified gifted and talented students and a minimum of 6% identified gifted and talented for each subgroup, especially for African-American and Latino students.

At Maclay Academy of Social Justice we will recognize the specific strengths and talents of all our student learners. Our GATE program will be an extension of what we do every day for all our students on campus. GATE will illuminate our mission as a school and the way in which we facilitate learning that is experiential, transformative, and bound by accountability to self and the community. Building on our foundation of relationships with students' families and their community, and understanding students for whom they are, will cement the ability for all to progress. Recognizing students' individual talents, yet creating a culture of inclusion and shared identity will build participatory engagement and strengthen communal bonds. Pedagogically, students will receive higher level instruction tied to themes of social justice, applicable real life learning, and culturally relevant contemporary issues, all presented through varying lenses and perspectives. We will strategically design instruction, and continually re-assess outcomes to better understand our student learners. Students will continue to reflect metacognitively to understand themselves as learners within an academic, social, and interpersonal context.

### ***How Will We Address the Needs of English Learners?***

Our school will implement and employ the following strategies to ensure that the academic needs of our EL population, specifically our Long-term English Learners (LTELs) are met:

- *Specially Designed Academic Instruction in English (SDAIE) and best pedagogical practices will be infused throughout lessons to engage student interest. Strategies will bridge connections between applicable real life experiences of students and the academic learning objectives within the classroom. They will facilitate progression of cognitively rigorous expectations, increased student experience, and higher level thinking.*
- *Our school will create a culture of self-awareness and accountability in which all students have a clear and defined knowledge of their current progress in relation to CELDT Testing, current and recent historical CST score and band, reclassification status, and placement on various assessment tools (SMI/SRI - Scholastic Math and Reading Inventory, Periodic Assessment Data, classroom assessments and progress monitoring).*
- *Students will receive scaffolded support in their ESL classes and sheltered classes with instruction developed to support the acquisition of English fluency, progressing toward mastery. Particular attention will be paid to the Academic Language needs of Long-term English Learners.*
- *English learners will be grouped into specific core areas as indicated by needs based assessments and previous class placement. Students will receive classroom instruction and scaffolded supports, tailored to their specific and varying academic needs. Classes will be designed with the intentionality of addressing specific student needs, dictated by the overarching needs of the class.*

*Students will also be grouped together during their Intervention and Enrichment class, transitioning between teachers every 10 weeks as a cohesive group, receiving supports to access and begin to achieve mastery and fluent literacy.*

- Our instructional framework will be founded on the “I/We/You Do Together/You Do Alone” lesson progression (as detailed in Curriculum Section B1), which ensures accountability and responsibility on behalf of the student, as an active participant in their learning.*
- The cyclical nature of the “I/We/You Do Together/You Do Alone” lesson progression places the onus of learning on the student through gradual release of responsibility.*
- Integrated throughout all lessons will be the component of metacognition. Once students are immersed in the process of learning and experiencing, confronted by academic rigor, an opportunity to think about their thinking will arise. The metacognitive piece will afford students an opportunity to reflect on and understand their process as thinkers. This reflects back to the notion that our school not merely an institution that imparts knowledge, but is a conduit in which students will begin to develop an awareness of self, thought, and deeper understanding of how they operate and relate in society.*
- Using best practices of the teaching field, professional development will be designed and implemented with the intention of providing staff members the necessary skill sets, resources, and pedagogical knowledge to provide maximum supports to EL students. Our school will provide innovative and contemporary professional development to all instruction oriented staff members. Professional development will be intentional and focused on specific needs, SDAIE strategies, technology, kinesthetics in the classroom, and music to reach modalities and learning styles of all learners. Academic strategies, along with other various strategies that foster relationships, affirm students, and lower affective filters, will be utilized to maximize the potential of learning for our EL students. (LIS Waiver #7 – Professional Development)*

### ***How Will We Address the Needs of Standard English Learners (SEL)?***

SEL students are students that were born in the United States and grew up speaking English as their first and sometimes only language, thereby distinguishing SELs from English Learners (ELs) who were usually not born in the United States and grew up speaking another language other than English as their first language. We will address this sometimes forgotten group through the implementation of CRRE and the following three principles.

First, “learning is optimized when students are able to make connections between what they already know and what they are expected to learn.”<sup>6</sup> Consequently, teachers at Maclay Academy of Social Justice will intentionally plan to access students’ prior knowledge to facilitate the acquisition of new knowledge.

Second, “the meaning or significance that learners impose on experience shapes how and whether knowledge is stored in long term memory.”<sup>7</sup> To ensure that students retain new knowledge in long term

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<sup>6</sup> <http://www.cfisd.net/dept2/curricu/rrr/50LeMoine%2520Cypress%2520Fairbanks%2520TX%25206-12-09.ppt>

<sup>7</sup> Ibid.

memory, teachers will connect their lessons to real life situations and events that students can identify with.

Third, “learners can demonstrate competence in non-traditional ways.”<sup>8</sup> One of the non-traditional ways outlined in our plan is Project-based Learning, which encompasses all three of the CRRE principles mentioned. Project-based Learning allows students to make connections and demonstrate what they are learning through the use of real life projects which can create experiences that can last forever as opposed to a traditional test. By implementing CRRE and Project-based Learning school-wide, every SEL student will have the opportunity to maintain his or her heritage while demonstrating achievement.

**e. Vertical Articulation:**

***How Will We Partner with Neighboring Schools?***

We believe one of the key elements to get students on the path to success is to ensure that students have a seamless transition when moving from one school to the next. In order to make those transitions possible, we will build relationships with our major elementary feeder schools as well as the nearby high schools that our students attend. New students coming to Maclay Academy of Social Justice will have various opportunities to familiarize themselves with our school through orientations, parent meetings and school visits. Students leaving Maclay Academy of Social Justice will become familiar with high school expectations, and we will make sure that 8th graders participate in orientations and articulation visits provided by high schools.

Our Community Partner<sup>9</sup> Project GRAD will play a major role in creating relationships with our neighboring schools and coordinating events between the schools. In addition, Project GRAD will provide various workshops for parents to ensure that they understand the different systems at every school level with regards to expectations, policies and procedures. Project GRAD will also assist in planning and setting up school activities for students to help them make smooth transitions from elementary to Maclay Academy of Social Justice and from Maclay Academy of Social Justice to high school feeders.

**f. Early Care and Education: *(Not applicable)***

**g. Service Plan for Special Education: *(See Appendix)***

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<sup>8</sup> Ibid.

<sup>9</sup> We define a Community Partner as an agency that has signed a Memorandum of Understanding with the school in which they have committed to provide services to Maclay Academy of Social Justice students and its community.

## B-2. Professional Development (PD)

### a. Professional Culture:

#### ***Our Vision: A Transformative Learning Culture for Faculty and Staff***

Our vision for the culture we hope to create will have one goal: to build a culture where teachers and staff engage in professional learning in order to increase their capacity to better serve our students. By increasing individual capacity, we will simultaneously build institutional and systemic capacity to foster student achievement (See Figure 6 – Transformative Learning Flow Chart). We will approach our professional development with the belief that we can, and should always learn and grow as educators.

In order to be constantly improving and reflecting on the ways in which we serve our students, we believe we need to create a culture where our staff engages in transformative learning. The purpose for choosing this reflective learning model is to engage in the continual improvement of our instruction and service to our students, and to continually “sharpen the saw” (Covey, 2004).

The underpinning of transformative learning is Transformative Learning Theory, which requires individuals to examine the way they see things and reflect on alternatives and improvements. In that way, change becomes possible and transformation occurs.

We must shift our teaching institution to what Michael Fullan calls a “learning organization”, since organizations do not survive otherwise (Fullan, 2004).

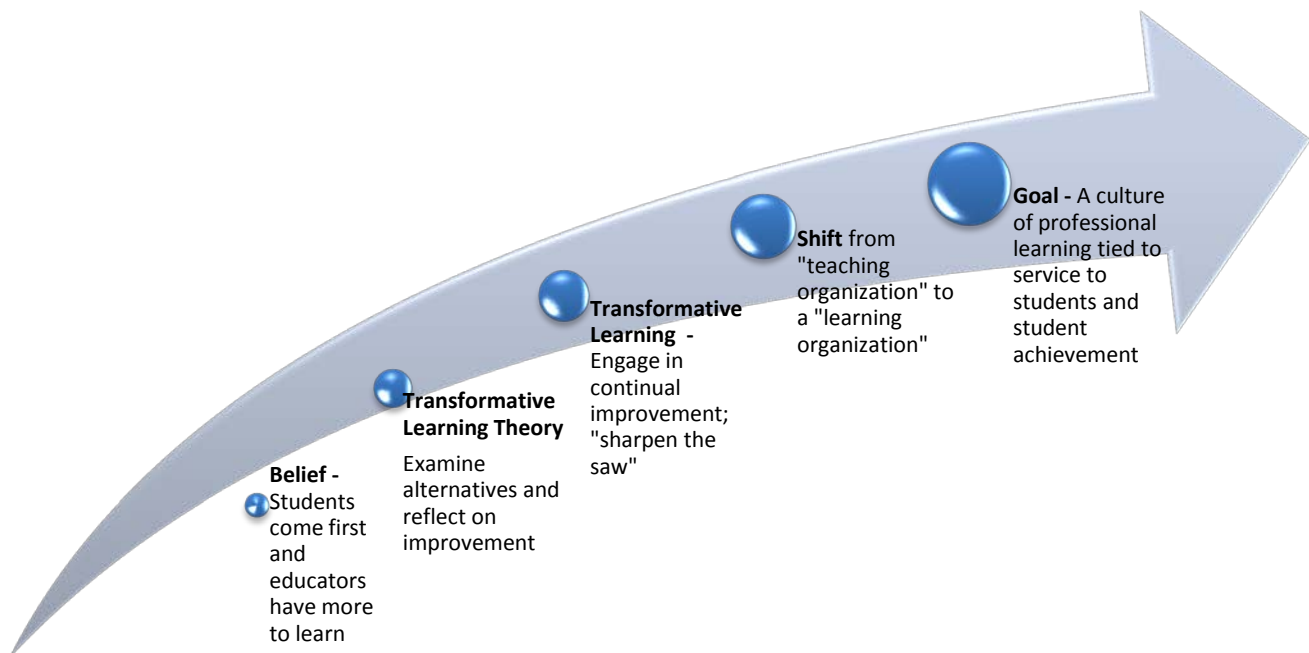


Figure 6 – Transformative Learning Flow Chart

Maclay Academy of Social Justice will develop a culture where every action is undertaken for the good of our students, where adults believe we also have something to learn, where a willingness to risk learning is embraced, where an environment of collaboration supports learning, and where every teacher builds capacity to exceed existing standards. A core belief is that all children can learn, given the appropriate instruction and support, and that all children can be high school-prepared, college-bound, and 21st Century career-ready.

Our esteem for learning will be exhibited in all areas, from rigorous daily instruction to respectful social interaction between adults and students, to the simple act of professional dress. A culture of adult learning will serve as a best practices model for student learning.

### ***How Our Culture Will Reinforce Maclay Academy of Social Justice's Instructional Program***

The child will be the focus for all we do instructionally and in the realm of fostering students' social/emotional development. With the focus on service to children, all of our efforts will have context and moral purpose. The context will be that our school exists as a learning organization; the moral purpose will be tied to the concept that all instruction will be driven by the desire to serve our students with the understanding that developed educators, who are devoted to their own learning, will be best prepared to drive a learning organization. The moral purpose is also linked to our overarching belief that a rigorous instructional program, that is constantly being improved, will be the best way to foster intellectual equity. Instructional equity will be the optimum way to manifest social justice and serve our community.

A culture of learning will build a common language of learning and teaching. Transformative learning is reflective learning. We will study current research and best practices, but our greatest growth as educators will occur during the metacognitive reflective practices that will become part of all professional learning. We will focus on how we learned as much as on what we learned.

Transformative learning is social, collaborative, and will remove teacher isolation. It assumes that we can always improve our instructional practices with the goal to better serve our students. Collaborative learning builds momentum and will result in attaining higher standards. A willingness to risk learning, and to do so collaboratively and publicly, will result in expanded opportunities for learning for all.

Adults engaged as learners will model esteem for learning. Esteem for learning will translate into a higher regard for the planning and delivery of rigorous instruction.

### ***How We Plan to Initiate and Develop Our Culture of Learning***

The first step in building our culture of learning will be for all adults on campus to reach consensus on certain core belief agreements (Figure 7 – Maclay Academy of Social Justice Desired Teacher Common Agreements):



Figure 7 – Maclay Academy of Social Justice Desired Teacher Common Agreements

We will develop the culture we seek by building what researchers Marilyn Cochran-Smith and Susan Lytle (1999) describe as an “inquiry stance.” In that model, teachers approach their work and reflect on practice by utilizing the tools of current research and data regarding student needs. They also examine practice through the lens of school and community history. When teachers engage in collaborative inquiry, over a sustained period of time, adult learning goes beyond the traditional professional development style of information delivery and becomes transformative (Weinbaum, Allen, Blythe, Simon, Seidel & Rubin, 2004).

However, teacher collaborative inquiry alone is not sufficient to create a culture of transformation (Fullan, 2001). The inquiry must be focused on achieving student results through a culture of shared learning. New learning is valuable only when linked to the drive for improvement as manifested by implementation in practice. (Fullan, 2001)

As viewed through the lens of our core values, all professional development must also meet the goal of being purposeful, demanding high standards of all, working to create a socially responsible environment, being strongly linked to building capacity for our students to be high school-prepared, college-bound, and 21st Century work force-ready, and ever mindful of opportunities to engage families and our community as partners.

Since 2009, the school has operated on a 4X4+1 schedule that include teachers working in teams and having common conferences. That must and will continue. Teams are expected to meet twice weekly to discuss common students' academic and social/emotional needs. That will also continue. The focus, structure, context, and the expectations of tasks to be undertaken during the allotted time will change<sup>10</sup>. (LIS Waiver #2 – Methods of Improving Pedagogy; LIS Waiver #5 – Scheduling; LIS Waiver #6 – Internal Organization; LIS Waiver #7 – Professional Development; and LIS Waiver #10 – Teacher Assignments)

In addition, departments meet three times monthly to conduct professional development activities, primarily focused on instruction and student data (Figure 8 – Professional Development Model). This structural practice will continue as described in Section 8-2b., but will also undergo in-depth refocusing to integrate the transformative learning model previously described.

Professional development activities appropriate to whole group learning will be done faculty-wide. This will include team-building, new learning applicable to all content areas, and delivery of professional development from outside experts and providers.

In this way, the school will be able to target the specific learning needs of the adults and conduct the activity within one of three main configurations: whole faculty, team, and department. A fourth dimension, in the form of individual coaching from Administrators and Support Staff, will support individual teachers.



Figure 8 – Professional Development Model

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<sup>10</sup> See *Grade-alike Team Professional Development during Common Conference*.



## **b. Professional Development:**

### ***What Will Effective PD Look Like at Our School?***

At Maclay Academy of Social Justice, Professional Development will be teacher-centered, meaning that it will be focused on collaborative skill building. We will not accept the erroneous notion that teachers need to be "fixed" (Díaz-Maggioli, 2004). Rather, we will subscribe to the belief that educators need to be systemically supported and developed.

Effective professional development can only be measured in one way: Was the new learning integrated into classroom practice, and did it achieve the purpose of increased student achievement?

We will measure increased student achievement using our School Performance Meter<sup>11</sup>, which will be measured in Goals 2-5: *Proficiency for All, Attendance, Parent and Community Engagement, and School Safety*. Success of the program will mean that the school is meeting or exceeding all stated goals.

The program will also be measured for effectiveness based on Faculty satisfaction using workshop session evaluations and surveys.

To be effective, our professional development will need to be comprised of three primary strategies:

1. *Purposeful planning and effective delivery*
2. *Sustained, strategic and intentional follow-up*
3. *Consistent individual and group analysis of results*

### ***Purposeful Planning and Effective Delivery***

The ultimate goal of our professional development is to create a learning organization devoted to furthering individual and organizational capacity to increase student learning.

Building capacity for individual teachers and staff requires new information delivery, the opportunity to integrate that information in a collaborative setting, the opportunity to integrate new learning into daily practice, and the opportunity for reflection. Of course, our overarching principles of purposefulness, demand for high standards of all, the creation of a socially responsible environment, the goal for our students to be high school-prepared, college-bound, and 21st Century work force-ready, and the quest for opportunities to engage families and our community as partners, will ground all planning and delivery.

Beginning with the adult learners in mind, in this case the teachers and staff, professional development planning must begin with needs assessment. We will stipulate that the goal of transformative learning through sustained inquiry will be a given in all professional development endeavors, and will be included in all work as an overlay. Needs assessment will be analyzed in terms of student achievement. In other words, areas of improvement will be indicated by data analysis.

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<sup>11</sup> See *Summary Analysis*.



*For example, our reclassification rates and CST writing data historically show a prevalent need to better address the needs of English Learners (especially our Long-term English Learners), in terms of both language development and academics, and for the great majority of our students in writing strategies and application. Using professional inquiry and the Problem Solving Model, departments and teams would analyze data around these areas and develop strategies and interventions to target this specific student group.*

Analysis of needs will begin with those responsible for initial data analysis: Administrators and Support Staff. Their work will continue in further analysis done by the School Based Leadership Team, a collective of Administrators, Support Staff, and Faculty. From there, initial plans will funnel to individual departments, individual grade-level teams, or to support staff tasked to plan and facilitate the professional development using an inquiry stance. Departments and grade-level teams will utilize the Problem Solving Model to frame their professional inquiry.

*For example, in 2010-11, our school had a significant number of students move from Far Below Basic and Below Basic to Basic. Using an inquiry stance, we would need to analyze what needs to be done to move that group into Proficient and Advanced. Using the Problem Solving Model, we would assess causes and determine specific needs to address.*

Once areas of need are identified, and strongly linked to our core principles and overarching goal, we can break down the intended learning into applicable pedagogical skills and concepts. The next step is to connect the skills and concepts to the California Standards for the Teaching Profession (CSTPs). Once attached to standards, we can create individual learning objectives and begin to meet them systematically.

To ensure consistent, high-quality delivery, we will do the following:

- 1. The School Based Leadership Team, in their monthly meetings, will serve as an oversight committee to monitor professional development planning and to assess effectiveness of delivery.*
- 2. The School Based Leadership Team will facilitate professional development for all in-house facilitators (presenters, team leaders, etc.) on brain research and principles of adult learning.*
- 3. The School Based Leadership Team will provide in-house professional development facilitators (presenters, team leaders, etc.) with guidelines, expectations, and discussion protocols for workshops and meetings.*
- 4. The Principal, with recommendations from the School Based Leadership Team, will designate a minimum of one, or more, support staff members to serve as the lead on professional development and to be responsible for the maintenance of all professional development records and artifacts.*
- 5. Community Partners will be provided with the school's expectations and guidelines for any workshops and meetings that they facilitate at the school.*

6. *Outside presenters will be solicited and chosen based on expertise and their contribution to the field.*

### ***Sustained, Strategic and Intentional Follow-up***

All professional development will have a written follow-up plan to ensure that there is an opportunity for integration into daily practice and monitoring of results. The plan will be submitted to the Principal for approval and monitoring.

As our culture of collaboration and inquiry grows, our individual departments and grade level teams will become better able to focus our work on utilizing the Problem Solving Model. We will analyze student needs by grade, team, and individual students. In so doing, we will collaborate on selecting specific strategies to meet those identified needs, and continually re-assess to monitor results and to direct next steps. We will develop the capacity for teachers to use protocols to engage in professional discussions and provide rubrics for departments and teams to use to reflect on their effectiveness.

Administrators and Support Staff will meet with departments and teams to facilitate this professional inquiry and to offer support for additional follow-up.

### ***Consistent Individual and Group Analysis of Results***

Using the Problem-Solving Model, teachers will address their inquiry at the department, team and individual levels<sup>12</sup>. Departments will schedule time monthly (or more frequently, as needed) to analyze assessment results and determine next steps instructionally. At the team level, discussions will be held to create focused intervention efforts and to place students strategically. Administrators and Support Staff will meet individually with teachers to review data and to participate in instructional decisions at the classroom level.

*For example, students will be placed in ELA and Intervention classes based on LAUSD directives using the Problem Solving Model and examining multiple data points (CST, Periodic Assessments, Lexile®, Maze Measures, etc.). Meeting in teams, teachers will place students in math intervention I&E classes based on math needs.*

*In another example, teachers and counselors will meet and discuss placements with the added component of examining student performance as determined by teacher observation. All of these efforts will be done through the lens of providing the students with the best possible placement for their support and success.*

All teachers will be expected to be, or become, proficient in the use of current District data systems, including MyData and Core K12 (including the development and use of Progress Monitoring Assessments). (*LIS Waiver #2 – Methods of Improving Pedagogy and LIS Waiver #7 – Professional Development*)

In addition, teachers will be expected to master the use of the Scholastic Achievement Manager to monitor Scholastic Reading Inventory and Scholastic Math Inventory assessment results. (*LIS Waiver #2 –*

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<sup>12</sup> See Appendix: ***Professional Development Schedule.***

Teachers who need additional support to meet proficiency will receive additional assistance. Teachers new to the staff will receive support through the new teacher orientation process described in Section C.

With all teachers meeting proficiency in the use of data systems, departments and teams can move to the professional development model described above, inquiry-based and transformative in nature. While the work will be initiated based on specific needs to address, the inquiry work will be motivated based on the vision, goals, and the culture.

The use of data will also ensure that success can be validated and replicated.

### ***How Will Our Calendar, Daily Schedule, Interim Assessment Process, and***

#### ***Staffing Plans Align with Our PD Schedule?***

We have chosen as our new yearly schedule the LAUSD-adopted Early Start Calendar<sup>13</sup>. (*LIS Waiver #5 – Scheduling*) Our Professional Development initiatives in preparation for planning Year 1 will begin as soon as the Superintendent grants us authority to move ahead as a Local Initiative School under this plan, and no later than May, 2012.

In May and June of 2012, our Professional Development will focus on issues relating to transition to our new governance model, responsibilities and expectations as outlined throughout this plan and as supported by Local Initiative School Waivers, consensus-building on previously stated core beliefs, ongoing team-building, strategies outlined in Section A-2 regarding attaining Year 1 instructional goals, and our School Culture/Climate goals.

In addition, we will begin to layer in the professional reading of two texts: **TEACH LIKE A CHAMPION**, by Doug Lemov, and **EXPLICIT DIRECT INSTRUCTION**, by John Hollingsworth and Silvia Ybarra. These two texts will be used as the lens through which we design and implement all Professional Development activities, especially in Years 1-3. **TEACH LIKE A CHAMPION** will serve as a central source of instructional strategies teachers will integrate into systemic practice. **EXPLICIT DIRECT INSTRUCTION** will be the model for our lesson planning and design. (*LIS Waiver #2 – Methods of Improving Pedagogy*)

Pursuant to funding, we will provide mandatory Professional Development time in the form of 3-5 teacher-led days of modular workshops the week before school opens. In these workshops, teachers will plan and present experience-based learning opportunities for their peers. Areas to be covered will include: bringing data analysis into daily instructional practice, integrating writing across the curriculum, co-curricular collaboration, and designing meaningful teacher-led Professional Development opportunities to integrate into our PD calendar, to be embedded into daily instructional practice and framed by the two texts mentioned above. (*LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development*)

We will divide the instructional year into two semesters with the holiday break in the middle of the year. The Year 1 Professional Development Calendar will be comprised of professional development done in

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<sup>13</sup> See ***Bell Schedule*** in Appendix.

four primary configurations: Whole Faculty, Academic Departments, Individual Coaching, and Grade Level Teams meeting during common conference periods twice weekly (Figure 8 – Professional Development Model). Each activity, workshop, or Professional Development meeting will target a standard found in the California Standards for the Teaching Profession (CSTPs) and as reflected in the LAUSD Teaching Framework. Each agenda will be written to include that standard and will include appropriate Learning Objectives. The purpose will be two-fold: to focus activity and learning, and to model best practices. (*LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development*)

### ***Whole Faculty Professional Development***

Whole Faculty professional development will target information delivery regarding compliance, operations, and standards and activities primarily related to CSTP Standard 1: Engaging and Supporting All Students in Learning; Standard 2: Creating and Maintaining Effective Environments for Student Learning; and Standard 6: Developing as a Professional Educator. Whole Faculty Professional Development will be the primary venue for outside presenters, whether experts from the field of education hired by the school, or experts brought in through our Community Partners, e.g., California State University at Northridge staff via the Michael D. Eisner School of Education, Project GRAD presenters, Youth Policy Institute presenters, etc.

In particular, our Community Partner, Project GRAD will provide an annual instruction-focused retreat for selected staff; in-service Professional Development to promote a college-bound culture, e.g., how to discuss with students the A-G requirements, how to present college requirements, the importance of algebra as a predictor of college success, the importance of taking rigorous and Advanced Placement classes, and the value of concurrent enrollment for high school and college credit.

We will target Whole Faculty Group Professional Development by focusing on Annual Initiatives as shown in Figure 9 - Focused Annual Objectives:

YEAR	FOCUSED ANNUAL INITIATIVES
1	<ul style="list-style-type: none"> <li>• Literacy for ELs</li> <li>• Writing Across the Curriculum</li> <li>• Proficiency in the Use of Data Systems</li> <li>• Integration of Core Beliefs Into Relationships and Practice</li> </ul>
2	<ul style="list-style-type: none"> <li>• Proficiency for ELs</li> <li>• Writing Across the Curriculum</li> <li>• Planning the Use of Individualized Learning Plans for All Students</li> <li>• Standards-Based Grading using the Common Core Standards</li> </ul>
3	<ul style="list-style-type: none"> <li>• Proficiency for ELs</li> <li>• Writing Across the Curriculum</li> <li>• Management of Individualized Learning Plans for All Students</li> <li>• Standards-Based Grading using the Common Core Standards</li> </ul>
4	<ul style="list-style-type: none"> <li>• Proficiency for ELs</li> <li>• Writing Across the Curriculum</li> <li>• Planning Student Work Portfolios (<i>possibly Digital Portfolios</i>)</li> <li>• Standards-Based Grading using the Common Core Standards</li> </ul>
5	<ul style="list-style-type: none"> <li>• Proficiency for ELs</li> <li>• Writing Across the Curriculum</li> <li>• Management of Student Work Portfolios</li> </ul>

Figure 9 - Focused Annual Objectives

(LIS Waiver #7 – Professional Development)

### ***Department Professional Development***

Department professional development will target information delivery regarding compliance, operations, and standards and activities primarily related to CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning, Standard 4: Planning Instruction and Designing Learning Experiences for All Students, and Standard 5: Assessing Students for Learning. Departments will adhere to a rotating schedule that will follow a set basic pattern to be completed over a four-week period.

*Week 1 Department Meeting* - will comprise of using banked time for teachers to meet and plan how they will integrate a specific strategy from **TEACH LIKE A CHAMPION**. The expectation will be that teachers will work during the week to initiate the use of the selected strategy, and use team meeting time to debrief results. (LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development)

*Week 2 Department Meeting* - will address the specific needs of English Learners, specifically looking at lesson planning through the lens of language development support and SDAIE strategies. Again, the expectation will be that teachers will work during class time to integrate the use of language support strategies, collect data through observation and student work samples, and use team meeting time to analyze results. (LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development)

**Week 3 Department Meeting** - will involve specific lesson planning, either in content areas or in intervention lesson design, using the framework provided in **EXPLICIT DIRECT INSTRUCTION**, which involves highly focused work in the deconstruction of content standards. Teachers will be expected to design and implement lessons developed during this time in an ongoing fashion, and use provided team meeting time to discuss areas of success and refocus. (*LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development*)

**Week 4 Department Meeting** - will be teacher-led, teacher-designed activities. Two constraints will be put upon this time: 1) activities must be centered on the use of data, either in terms of analysis or manipulation, or on use of specific instructional strategies in the classroom and 2) the work done must be memorialized in writing or through artifacts created to use in instruction. Other than those two frames, the intention is to allow teachers time to plan and integrate their own learning during Week 4 meetings, since each content area will have its own unique needs and learning opportunities. (*LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development*)

### ***Grade-alike Team Professional Development during Common Conference***

Our daily schedule will align with our PD Plan by creating a 4X4+1 schedule that allows for grade alike teams to meet twice weekly to engage in their own planning and learning, and also includes a 37 minutes Intervention and Enrichment (I&E) period four times weekly. The Intervention and Enrichment period becomes a focused time when teachers can group students by need and design lessons and strategies through professional inquiry to address specific needs. (*LIS Waiver #2 – Methods of Improving Pedagogy*)

The common conference will be the venue for focused discussion among a team of teachers who will share a core group of strategically placed students. (*LIS Waiver #5 – Scheduling and LIS Waiver #7 – Professional Development*)

During the first five weeks of school, each team will meet twice a week to analyze data from the California Standards Test and from the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) given at the beginning of the school year. The SRI will provide Lexile® reading levels of students and the SMI will provide Quantile® levels for math skills and concepts. In addition, teachers will have an opportunity to discuss social/emotional needs of students based on MyData Early Warning data and teacher observations. Much of the work of this first five week period will involve planning for intervention groupings for the rest of the year.

Once students begin to move through their intervention placements, rotating every 10 weeks, the work of grade-alike teams will expand to include data analysis of ongoing assessments given throughout the year, as well as ongoing discussion of students' social/emotional progress.

In addition to the CST and LAUSD Periodic Assessments, we will utilize the Core K12 Progress Monitoring Assessments, and the Scholastic Reading Inventory and Scholastic Math Inventory throughout the year.

The Core K12 Progress Monitoring Assessments (PMAs) will be used based on grade level and department agreements, as well as by individual teachers. Using the Problem Solving Model to determine need, the PMAs will be created to address mastery of individual standards. Data compiled on the results of those assessments will then be the focus of analysis and planning in departments and teams.

We will administer the Scholastic Reading and Math Inventories school-wide three times a year, in September, January, and June. For students in Intensive groupings, those assessments will be administered five times annually. Those assessment results will be primary data points for discussions and professional planning at the department and grade levels. (*LIS Waiver #4 – Assessments*)

### ***Autonomy as a Local Initiative School***

The primary autonomy we seek in terms of Professional Development is the ability to plan and facilitate teacher-centered PD in the configurations described above and to use the schedule also described above. Much of the work we are seeking to do involves building relationships, student-to-adult, student-to-student, and adult-to-adult. This is a time-consuming task; it is a long-range task. In order for us to effectively undertake this work, we respectfully seek assurance that we will be granted continuity of the configurations described, contingent, of course on meeting our stated goals.

We understand that much of what we are proposing is very basic in its nature. That is intentional. As has been stated earlier in this plan, we believe that there is no purpose in thinking outside the box until we have mastered what is in the box as a foundation.

#### **c. Teacher Orientation**

##### ***New Teacher and Staff Orientation and Support***

Maclay Academy of Social Justice's goals for student achievement and social/emotional development are very specific as stated in our mission and vision,

*"...to ensure that every child is educated, guided, inspired, and empowered with all of the necessary skills and knowledge to achieve fullest potential... measured by students' abilities to:*

- *Demonstrate language proficiency, literacy, and numeracy*
- *Communicate effectively in writing and speech*
- *Recognize problems, analyze them, and generate solutions*
- *Make decisions and take responsibility for doing so*
- *Learn how to learn*
- *Cooperate with others in a myriad of venues, including college and the 21st century workplace."*

In order to accomplish our stated mission and vision, our faculty and staff must be fully committed to those principles and practices. While commitment cannot be manufactured, it can be identified, developed and supported through a three-step process which includes, Faculty/Staff Recruitment and Selection; New Teacher and Staff Orientation and Support; and Ongoing Professional Development.

The Maclay Academy of Social Justice's New Teacher and Staff Orientation Program is designed to orient and support all newly-arrived adult employees, whether they be teacher, certificated support personnel, or classified employee. The purpose for the expansiveness of this program is simple: all adults on



campus, regardless of position, interact with children, families and community members daily. As such, each individual is directly responsible for serving those constituents to the highest degree.

### ***New Teacher Orientation and Support***

All newly hired teachers, regardless of their experience levels, will be required to participate in ***Initial Orientation*** and ***Ongoing Support***.

New Teacher Orientation will consist of a series of initial workshops to be completed before classroom assignment at Maclay Academy of Social Justice begins, and a series of weekly follow-up sessions designed to address specific areas of the school's instructional plan.

### ***Initial Orientation***

New Teacher Initial Orientation must be completed before a teacher new to Maclay Academy of Social Justice can begin service in the classroom. Orientation workshops will be facilitated by Administrators, Support Personnel, and Faculty under the direction of the Principal or Administrator responsible. Orientation workshops will cover:

- *School Vision and Mission*
- *5 Core Value Training*
- *Integration of Social Justice themes into instruction*
- *Overview of TEACH LIKE A CHAMPION, EXPLICIT DIRECT INSTRUCTION and SDAIE strategies*
- *School Culture*
- *Individual Teacher Vision and Mission Building*
- *School Schedule and Teaming*
- *Student Engagement and Interaction*
- *Family and Community Engagement and Interaction*
- *Expectations of Professional Practice – Attendance, Grading, Records, Dress, etc.*
- *Instructional Expectations*
- *Student Positive Behavior Support Plan*
- *Expectations Regarding Professional Development*
- *LAUSD, Local District, and School Initiatives*



- *Technical support-attendance, ISIS: grading, records, MyData, and core assessment and needs per area of expertise*

### ***Ongoing Support***

Upon completion of the ***New Teacher Initial Orientation***, new teachers will each be assigned a team to provide them with ***Ongoing Support***. Support teams will have two members, one out-of-classroom support staff member (Coordinator, Instructional Coach, etc.) and one roll-carrying teacher. Support team members will be responsible for scheduling and facilitating ongoing support for new teachers assigned to them. Support teams and new teachers should meet weekly, at minimum. The purpose for providing two support team members is to ensure that new teachers have support available to them at all times, including inside the classroom, and to provide them with a variety of information and experiences. This support model will be in addition to any other support required by credentialing programs, and is meant to augment, not replace, those programs.

***Ongoing Support*** is assigned to address the following:

- *Establishing and Maintaining Classroom Rules, Expectations and Procedures*
- *Guiding and Following Up on Use of 3 Tier Discipline Approach*
- *Establishing and Maintaining a Research-based Instructional Plan*
- *Establishing and Maintaining a Standards-based, Grade-level Instructional Plan*
- *Establishing and Maintaining Language Acquisition instruction*
- *Providing Copies of TEACH LIKE A CHAMPION, EXPLICIT DIRECT INSTRUCTION and suggested LAUSD Teacher Framework Template for planning*
- *Establishing and Maintaining SDAIE Lesson Planning with suggested LAUSD Teacher Framework Template*
- *Monthly Review of TEACH LIKE A CHAMPION, EXPLICIT DIRECT INSTRUCTION and SDAIE Strategies*
- *Establishing and Maintaining a Culturally Responsive Classroom*
- *Utilizing Available Data Systems*
- *Utilizing the Problem-Solving Model*
- *Monitoring development of Project-based Learning Model*
- *All Other Specific Assistance as Agreed Upon by Support Team Members and Their Assigned New Teachers*

Ongoing support should be provided for a minimum of a teacher's first year. At that time, progress of teachers new to the school will be evaluated by their support teams. If warranted, support will continue into the second year. Support teams will meet monthly to debrief all new teacher needs and to plan additional ways to assist and help acculturate the teachers assigned to them.

In addition to Support teams, all teachers new to the school will be invited to attend informal Monday lunchtime meetings with the Principal and available support staff members. The purpose of this is to create an opportunity for staff to have an informal, roundtable-style venue to freely ask questions, share concerns, and meet with the Principal on a level they might not otherwise have.

### ***New Classified Staff Orientation and Support***

New staff initial orientation workshops will be facilitated by administrators, support personnel, and classified personnel under the direction of the Principal or administrator responsible. Orientation workshops will cover:

- *School Vision and Mission*
- *School Culture*
- *Individual Vision and Mission Building*
- *School Schedule*
- *Student Interaction*
- *Family and Community Interaction*
- *Expectations of Professional Practice – Attendance, Records, Dress, etc.*
- *Student Positive Behavior Support Plan and 3 Tier Discipline Approach*
- *Expectations Regarding Professional Development*
- *LAUSD, Local District, and School Initiatives*

### ***Ongoing Support***

Upon completion of the initial orientation, new classified personnel will each be assigned an experienced classified team member to provide them with ongoing support. Selection of classified staff to provide ongoing support will be job-specific and will be done at the direction of the administrator responsible for supervision of classified personnel.

## ***How Will Our New Staff Orientation and Ongoing Support Serve Our Students?***

As has been stated, our school has a unique population that requires a certain belief system and skill set of those who choose to serve it. It is unreasonable and unfair to expect that those beliefs and skills can be gained through osmosis. Our selection procedures will do much to help us find candidates with shared beliefs about our students' capabilities and possibilities. However, at this juncture in our school's journey we find it imperative that we be clear to current and future employees about the expectations of service as we go forward. Our entire staff must also be willing to commit to build and refine the skill sets we have articulated throughout this plan. (*LIS Waiver #2 – Methods of Improving Pedagogy; LIS Waiver #5 – Scheduling; LIS Waiver #7 – Professional Development; and LIS Waiver #9 – Mutual Consent Requirement for Employees*)

### **d. PD Program Evaluation**

#### ***PD Program Evaluation***

Since the Maclay Academy of Social Justice Professional Development program is designed in a four-tiered approach, it will need to be evaluated at each level as well. In addition, the program will need to be evaluated holistically.

At the individual coaching level, evaluation will be done based on data collected through coach/teacher interaction. As such, it will range from informal observation to a more Action Research-style. Success of the program at this level will be indicated through a growing evidence of teacher mastery and sense of efficacy in the following areas: improved classroom management, indicated by fewer referrals and greater time on task in the classroom; improved lesson planning and use of targeted instructional strategies, indicated by observation; and increased student engagement in the classroom, indicated by observation.

At the team level, evaluation will be done through observation, by peer feedback, and through the examination of work products. Since team leaders will have a responsibility to document time spent on task and team meetings, and will be expected to provide artifacts of work done by the team, there will be an opportunity to assess how well individual teams are functioning.

Evaluation at the department level will be similar to that done at the team level. Those tasked with the coordination of PD will assess teacher evaluations and reflections completed at the end of each department meeting. Evaluations will indicate time spent on task and satisfaction with work being done. The quality of lesson planning produced will be another indicator.

At the whole group level, observations will indicate how successfully work is being done, evaluations completed at the end of each session will be indicators, and initiatives focused on at the whole group level should be visible in classroom visitations.

However, the gold standard of evaluation will be indicated by student achievement. This will be reflected in the school's Performance Meter, which will be measured in the Performance Meter's goals 2-5: Proficiency for All, Attendance, Parent and Community Engagement, and School Safety. Success of the program will mean that the school is meeting or exceeding all stated goals.

## B-3. Assessments and School-wide Data

### a. Student Assessment Plan:

#### **Maclay Academy of Social Justice: The School-wide Assessment Plan**

##### ***The Critical First Step: Create a Baseline to Measure Progress***

The critical first component of the school-wide assessment plan will be to create an accurate baseline reflecting students' understanding of content, concepts, and skills. Without this baseline assessment, instructional decisions cannot be competently made.

When students come to the school, they may have a range of assessment results and data that come with them; they may also come with none, (or very little) to indicate abilities. Therefore, the first priority will be to assess all students at the very beginning of the year, or upon arrival anytime during the year, in reading comprehension and math abilities. Beginning our own assessment process immediately will allow us to either corroborate data, or establish a beginning data point if none exists.

For reading comprehension, we will administer the Scholastic Reading Inventory, "a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the SRI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations."<sup>14</sup>

For math, we will administer the Scholastic Math Inventory, "a research-based, computer-adaptive math assessment program for students in Grades 2 – 8+ that measures math understanding on The Quantile Framework® for Mathematics. The most powerful feature of SMI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to the Common Core State Standards, SMI helps educators forecast student achievement to those important goals. "<sup>15</sup> (LIS Waiver #4 – Assessments)

##### ***The Ongoing Assessment Plan***

The ongoing school-wide assessment plan will include state, district, school-selected, and teacher developed assessments (Figure 10 – Table of Summative and Formative Assessments). All assessment results will be used to measure student progress, to improve the instructional program, and to determine the most appropriate academic program for each individual student. With the exception of LAUSD's Progress Monitoring Assessments (which will be fully implemented by year 2), and Department Common Assessments (which will be researched in year 1, written in year 2, and administered beginning in year 3) all assessments listed below will be administered in all five years that this plan outlines. Our assessment plan will include the following summative assessments:

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<sup>14</sup> [http://teacher.scholastic.com/products/sri\\_reading\\_assessment/programoverview.html](http://teacher.scholastic.com/products/sri_reading_assessment/programoverview.html)

<sup>15</sup> <http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/program-overview.html>

### ***California Standards Tests***

CSTs will be given to all students on a yearly basis to measure students' progress toward achieving California's state-adopted academic content standards in ELA, math, science, and history-social science. They describe what students should know and be able to do in each grade and subject tested. The California Modified Assessment will be administered to Special Education students who qualify. The California Alternative Performance Assessment will be administered to students with severe cognitive disabilities. The Standards-based Test in Spanish will be administered for those English Learners who qualify.

### ***California English Language Development Test***

The CELDT test will be given to all English learners on a yearly basis in the fall to determine progress in their English proficiency level and to provide EL intervention. Passage of the CELDT is also one of the three criteria for reclassification eligibility to English proficiency.

### ***LAUSD's Comprehensive Assessment Program***

The Comprehensive Assessment Program is comprised of three parts: Periodic Assessments, Progress Monitoring Assessments, and Diagnostic Assessments. Periodic Assessments will be given in core content areas according to district policy and schedules. The Periodic Assessments are aligned to the District's Instructional Guide and cover a range of standards. Teachers assess their students, analyze the data, and use the results to identify areas for re-teaching, and/or intervention.

The Progress Monitoring Assessments allow teachers to monitor students' progress in one or two standards over time in the areas of content, literacy and language development. This program will reach full implementation by year 2, 2013-14.

The English Learner Access to Core Progress Monitoring Assessments will provide data on language development.

The Diagnostic Assessment Program will include a Maze Measure administered to 8<sup>th</sup> grade students in the spring to measure reading comprehension.

### ***Scholastic Reading Inventory and the Scholastic Math Inventory***

The SRI/SMI will be given to all students three times per year (five times for students at the Intensive level). Both of these assessments provide immediate, actionable data regarding students' reading and math levels as well as growth over time. These assessments help to differentiate instruction, monitor progress and make decisions in regard to instruction. The SRI is also an important tool which provides a student's Lexile® level, and which will be used to determine the most appropriate instructional program for each individual student. (*LIS Waiver #4 – Assessments*)

### ***California Physical Fitness Test***

In grade 7, all students will be administered the California Physical Fitness Test to assess students in six areas of fitness.

### ***Classroom Unit Assessments***

Teachers, independently or in collaboration with department members, will create their own Unit assessments to assess students at the end of each unit or to assess mastery of specific standards within their content area.

### ***Department Common Assessments***

In Year 1, teachers will begin a two-year process to study and develop common assessments to be administered as mid-term and final examinations in all core content areas. Administration of these assessments will begin in Year 3, 2014-15.

### ***Formative Assessments***

In addition to the above mentioned summative assessments, teachers will conduct formative assessments on a daily basis to assess how well students understand first teaching. Teachers will use formative assessments to determine whether or not they need to re-teach or modify instruction to ensure all students understand the concepts being presented. Our assessment plan will include the following formative assessments: frequent and systematic checks for understanding, authentic assessments in the form of projects broken down into small tasks, formal and informal quizzes, and process writing.

These formative assessments are imperative for both the students and the teachers to receive immediate feedback. Through these daily assessments, students and teachers gain the opportunity to assess their own learning. Use of these assessments provides teachers with immediate feedback from the students that can be used to assess the effectiveness of the lesson and to modify instruction if necessary.

### Summative Assessments

ASSESSMENT	GRADE	DATE	RATIONALE	PURPOSE
CST*	6-8	5/2013	State Standards Tests designed to provide benchmarks for annual student growth in achievement	To measure how well students can address the standards
(*Also- CMA, CAPA, and STS) CELDT	6-8 (ELs only)	Sept./Oct. 2012	State English Proficiency Test designed to monitor annual growth in language acquisition for English Learners	To measure ELD proficiency level, need for EL intervention, and reclassification status
LAUSD Periodic Assessments	6-8	Math/ELA 11/2012, 2/2013, 4/2013 History/Science 12/2012, 3/2013, 6/2013	Provides periodic assessment of students' mastery of core content standards	Evaluate students' mastery of core content standards; provides data for teachers to use to inform instruction on core focus standards
LAUSD Progress Monitoring Assessments	6-8	To be used bi-weekly	Provides ongoing assessment of students' mastery of 1-2 core content standards	Evaluate 1-2 core content standards; evaluate literacy levels in ELA



### Summative Assessments

ASSESSMENT	GRADE	DATE	RATIONALE	PURPOSE
LAUSD Diagnostic Assessments	6 & 8	Given to 5 <sup>th</sup> and 8 <sup>th</sup> grade students in the spring	Provides diagnostic data to new middle school (for incoming 6 <sup>th</sup> ) and new high schools for incoming 9 <sup>th</sup> )	Used to determine matriculating students' placements
Scholastic Reading Inventory  ( <i>LIS Waiver #4 – Assessment</i> )	6-8	9/2012, 1/2013, 6/2013 and upon registration for all new students  (Plus 11/2012 and 3/2013 for Intensive students)	Immediate feedback of Lexile® reading level	Used to determine placement in ELA classes and to measure level and growth over time
Scholastic Math Inventory  ( <i>LIS Waiver #4 – Assessment</i> )		9/2012, 1/2013, 6/2013 and upon registration for all new students  (Plus 11/2012 and 3/2013 for Intensive students)	Immediate feedback of Quantile® reading level	Used to determine placement in math intervention classes and to measure level and growth over time
California Physical Fitness Test	7	2/2012 through 5/2012	Assesses students' physical fitness in 6 areas	Measures the physical fitness of students to encourage a healthy lifestyle

### Summative Assessments

ASSESSMENT	GRADE	DATE	RATIONALE	PURPOSE
Classroom Unit Exams	6-8	At the end of each unit or standard set as determined by teacher or teachers	To determine academic grade	To measure how well students mastered an individual standard, concept, or skill
Intervention Curriculum-Specific Assessments (e.g. High Point Selection and Unit Assessments, <i>Language!</i> Assessments, <i>Read 180</i> Assessments)	6-8	Ongoing and as scheduled according to specific individual curriculum	Intervention curricula have specific assessments used to measure targeted skills and concepts such as reading comprehension, language development, etc.	To collect actionable data that is specific to individual targeted interventions
Department Common Assessments	6-8	To be researched during Year 1, developed during Year 2, and will be administered beginning in Year 3	Through teacher collaboration, teams will develop common assessments that are administered as mid-term and final exams	To establish an assessment that is teacher-designed and administered in addition to those being given as part of district initiatives

### Formative Assessments

ASSESSMENT	GRADE	DATE	RATIONALE	PURPOSE
Student Projects	6-8	Monthly	Authentic Learning Activities	Motivate and engage student interest
Checks for Understanding	6-8	Daily	Assess student comprehension	Modify instruction, re-teach if needed
Written Student Reflection	6-8	Daily	Student self assessment	Modify instruction and re-teach if needed
Process Writing	6-8	Ongoing	Student discovery of thinking	Allow students an opportunity to write on demand to discover; allow teachers to take a snapshot of student thought processes
Observation	6-8	Daily	Monitor learning	Plan effective instruction
Quizzes	6-8	Ongoing	Assess learning	Assess instruction effectiveness and modify instruction

Figure 10 – Table of Summative and Formative Assessments

## ***Autonomy as a Local Initiative School***

The autonomy we seek is not to excuse ourselves from district assessments. It is to augment those assessments using tools we select as additional benchmarks of student success, e.g., Scholastic Reading Inventory, Scholastic Math Inventory, and department common assessments beginning in year 3. Our autonomy will rely not so much on the assessments chosen, but in how we will codify teacher implementation through the expectations outlined in this plan. (*LIS Waiver #4 – Assessments*)

### **b. Graduation Requirements:**

As a middle school, our time with students ends with culmination and matriculation to high school. Our requirements are culmination requirements, which mark successful completion of middle school courses designed to prepare students to successfully graduate from high school. Our efforts are focused on students achieving the greatest degree of preparedness possible to move to the goal of being high school-ready, college-bound, and 21<sup>st</sup> century career-ready.

Maclay Academy of Social Justice's specific goals are built around a sound academic and social/emotional component that will prepare our students for future challenges. In particular, we will focus on assisting students to develop strong cognitive processes and structures that will allow them to intellectually meet the tasks they will face in high school and in post-secondary opportunities.

Our concentration will be on increasing levels of language proficiency, literacy, and numeracy. We have an especially urgent task to help our Long-term English Learners advance. However, all of our students will need to be able to master what we cite in our vision:

*"the abilities to communicate effectively in writing and speech; recognize problems, analyze them, and generate solutions; make decisions and take responsibility for doing so; learn how to learn; and cooperate with others in a myriad of venues, including the 21st century workplace."*

### **c. Data Collection and Monitoring**

#### ***Maclay Academy of Social Justice: The School-wide Data Collection and Monitoring Plan***

As described in the Assessment Section above, the first step in collection of student data begins with what the school requires to set a baseline. As a result, data collection takes two forms: initial data collection to establish a baseline for new and incoming students, and ongoing data collection to measure progress of continuing students.

In Year 2 of our Plan implementation, our staff will begin planning discussions regarding the use of Individualized Learning Plans for all students. Discussions will be held at the team, grade, and department levels in the design and maintenance of these plans, as well as the articulation, housing, and movement of them from teacher to teacher.

### ***Initial Data Collection to Set a Baseline***

For incoming 6<sup>th</sup> grade students we will use the LAUSD Diagnostic, a report generated through the Comprehensive Assessment Program that provides a set of data for students coming to Maclay from LAUSD elementary schools. That data includes CST scores, Periodic Assessment data, language classification levels, and Maze Measure results. For students coming from area charter schools that do not report through that system, we will solicit available data on a school by school basis.

Beginning the first week of school, we will enroll new students in our site-level Scholastic Achievement Manager system and administer the Scholastic Reading Inventory to get a Lexile® reading level, and the Scholastic Math Inventory to get a Quantile® math level.

For students at all grade levels who enroll during the year, we will seek data through MyData, SIS, and available transfer records. In addition, those students will be given the SRI and SMI to set a baseline from which to begin progress monitoring.

### ***Ongoing Data Collection to Monitor Progress***

Using MyData, we will monitor annual progress on CST results in all content areas assessed and annual CELDT data to monitor progress in language development level. We will specifically use MyData's Early Warning Secondary report to indicate students with large drops in CST performance, failing grades, and attendance issues.

The LAUSD Comprehensive Assessment Program Periodic Assessment for each assessment given will be used to generate reporting on students' performance in growth during the year as they work to master standards assessed on the CST. Teachers will also collect data using the Progress Monitoring system as capacity grows in utilizing the PMAs to assess student learning on individual standards.

In addition to district data collection systems, we will collect SRI and SMI scores three times a year which will indicate growth in Lexile® reading levels and Quantile® math skills and concepts. We will also collect student work samples in all content areas for analysis by departments. As we move toward standards-based grading, we will collect data on student work assignment calibration.

### ***How Will We Use Data to make Programmatic Decisions?***

Programming decisions for incoming 6<sup>th</sup> grade students will be based on examining a number of data points provided in the LAUSD Comprehensive Assessment Program's Diagnostic tool. We will use current Office of Curriculum, Instruction, and School Support bulletins to guide us in formulating our decisions. If data is available from charter schools that do not report to LAUSD, we will seek that out on a case-by-case basis. Once our initial programming decisions are made, we will administer the Scholastic Reading Inventory to confirm our decisions.

For new arrivals, we will examine data available from district data systems (CST, CELDT scores, Lexile®, etc.) and we will also immediately administer the Scholastic Reading Inventory to determine any need for intervention and to confirm programming decisions.

Students continuing into their second and third years at Maclay Academy of Social Justice will have a variety of data generated at our school site. We will make preliminary programming decisions based on examining a number of data points – Lexile® score, previous year’s CST, current intervention program success, and Periodic Assessment data, including any Progress Monitoring Assessment data. When CST results become available in August, we will use them to confirm programming and intervention placements.

As students progress through the year, students in intervention will be moved from Tier 3 to Tier 2, or from Tier 2 to Tier 1 classes as they demonstrate success, primarily through demonstration of increased Lexile®, but also corroborated by Periodic Assessments and Progress Monitoring Assessments.

### ***How Will We Use Data to Make Instructional Decisions, Address Specific Student Need, Improve Instruction, and Address Curricula?***

In Tier 3 placements, our primary instructional data tools will be intervention-specific reporting (*Read 180, Language!* assessments, High Point assessments, etc.). Those data will give specific information on skills and concepts addressed in the intervention. As such, they will indicate changes in focus, specific strategies to initiate, and possible programming movement. The SRI will also be a major indicator of student need in instructional focus as it will determine student preparation to handle text at a variety of levels. The SMI will give both intervention groupings and areas on which to focus with certain groups, as well as reporting to indicate students’ ability to move to new math concepts and skills. Teachers will be able to use this reporting to differentiate instruction in the classroom, create focused groupings, and build intervention classes to meet specific needs.

In Tier 2 and Tier 1, our tools will primarily be those that measure ongoing progress: Periodic Assessments, Progress Monitoring Assessments, SRI Lexile® level, SMI math levels, and student work samples. We will also examine CST and CELDT data to analyze student challenges and to design and implement focused intervention.

One central, but simple strategy we will implement to address student need is using Student Data Chats. In our student agenda planners, we will publish several pages to be used by students and teachers as they engage in a discussion of where students are as indicated by the data, and goals they will set together. Every student will have a minimum of three such chats each year with teachers. Students will track their own progress and in doing so will begin to make meaning of it. By making meaning in a constructivist fashion, their improvement will take on meaning as well. This will result in greater effort, focus, and ownership of their outcomes.

The greatest indicator of need in terms of instructional improvement will be whether students are making progress as outlined above. If data analysis does not indicate adequate progress toward making our annual Performance Meter objectives and goals, it will indicate a need to examine instruction and curricula, and align professional development to address gaps.

### ***How Will We Use Data to Inform Professional Development?***

Quite simply, data will indicate student needs, and student needs will drive the professional development agenda. If data indicates a need in mastery of persistently challenging areas, then they will

become a focus of Professional Development. If data indicates a need in lesson planning, that will become a focus.

Our Professional Development plan, as indicated in Section B2, will be constructed to allow examination of data and results in a variety of forms and in a variety of teacher configurations. It will be structured enough to support new flows of information resulting in direction corrections. It will also allow flexibility to be tailored and adjusted based on any pressing need.

One focus area will be the Individualized Learning Plans for all students, which will begin the planning stage in year 2 and implementation in year 3, with the ultimate goal of creating digital portfolios by year 5. A significant amount of professional development time will need to be devoted to these plans in terms of design and management.



## **Category Two: School Culture, Climate, and Infrastructure**

### **B-4. School Culture and Climate**

#### **a. Description of School Culture:**

##### ***Culture***

At Maclay Academy of Social Justice we envision a culture where all stakeholders are responsible for ensuring that our students achieve to their maximum potential. A high expectation for all is a core value because we believe that all stakeholders play an important role in the education of every student. Consequently, all involved, including students, staff, parents and Community Partners will be expected to perform their responsibilities to the best of their abilities. Students will not only be expected to attend school every day, but they will be expected to come with all their necessary school supplies and a positive attitude toward school as well a willingness to put forth their best effort in each and every one of their classes.

Staff members, including administrators, out of the classroom personnel, classified employees, and teachers will be expected to model that positive attitude and work ethic in all that they do, thus creating positive role models students can emulate.

Within the classroom, teachers will create a learning environment where instructional time is maximized. They will make sure students are constantly challenged by planning and creating lessons that grab the students' attention. They will intentionally plan their lessons so that they are made meaningful to the students by connecting them to real life situations.

Parents will also be expected to support our school and their children's education by making sure they send their children to school every day, prepared and ready to learn, and by maintaining constant communication with the school. By creating a culture where everyone is expected to be at their best, Maclay Academy of Social Justice will become a school that will instill pride in our students and the community as a whole.

##### ***Climate***

Our goal is to create a climate where all students feel safe, welcomed, and respected. When students walk onto the campus of Maclay Academy of Social Justice we want them to think of it as a caring place of learning. To do this, we will create a climate where verbal abuse, teasing, bullying, harassment and physical harm will not be tolerated either by students or adults. Through the implementation of our positive behavior student support plan, we will create an environment where students are encouraged to follow the expected behaviors which focus on being safe, respectful and responsible at all times. Should students show behavior challenges, staff members will provide them with guidance and encouragement, rather than punishment and discouragement.

Maclay Academy of Social Justice will be a welcoming place, where everyone is respected and appreciated for who they are. An emphasis will be to create positive relationships at every level. In order for parents to feel comfortable when dealing with their child's school, they need to be informed, and they need to know that their voice is going to be heard. Therefore, we will educate our parents

about the school's academic programs as well as policies and procedures so that they are informed and become active participants in their child's education. Through our Parent Center and Project GRAD, we will be offering various parent classes where they will learn how to guide their child through middle school, high school and beyond. Like parents, every student needs to have a positive relationship with an adult on campus who they can go to for guidance and advice. Consequently, we will implement, over Years 1 and 2, a mentoring program in which every staff member will be assigned 10 to 15 students to mentor throughout their middle school years at Maclay Academy of Social Justice. The mentor will meet with his or her students on an ongoing basis to check on their academic progress as well as any other school related activities. In addition, the mentor will provide guidance and feedback as well as academic tutoring to ensure the student achieves academic success.

Just like students and parents, teachers also need support from their fellow teachers as well as from the administration and the out of the classroom personnel. By working in teams, teachers will have the opportunity to collaborate and receive support on lesson planning, curriculum and classroom management. Administrators and support staff will also support teachers by making sure that they have all the necessary resources and instructional tools to be successful in the classroom. We believe that by combining positive views and attitudes, safety, a welcoming atmosphere, positive relationships, and respect among all members of our school community, we will create a school culture and climate at Maclay Academy of Social Justice that will contribute to improving academic achievement for all our students.

### ***Specific Practices, Routines, Activities, Structures for Student Motivation***

#### ***Positive Behavior Assemblies***

We will conduct two positive behavior assemblies (at the beginning of each semester) to make sure students understand the school wide expected behaviors. The first assembly will take place at the beginning of the school year. This assembly will serve as an introduction for our incoming sixth graders as well as a review for our continuing students. The second assembly will be held at the beginning of the spring semester, and it will serve as review of the expected behaviors for all students. In addition, teachers and staff will redirect unacceptable behaviors on an ongoing basis and they will reward students who display the expected behaviors. Teachers and staff will provide positive reinforcements to encourage students to continue to behave according to the expected behaviors.

#### ***Awards Assemblies***

We will conduct grade-specific awards assemblies on a monthly basis. These assemblies will be utilized to recognize students for their achievement and to build grade-level and team pride. Each month teachers will select students to be recognized in various categories including improved academic achievement and attendance. Awards assemblies will also be used to recognize students for other achievements such as reaching proficiency on the CSTs, being on the honor roll, reclassification from limited English proficient to fluent English proficient, and arts and physical fitness achievement. At these awards assemblies, students will receive various forms of recognitions for their accomplishments including certificates, pins and medals.

Project GRAD will add a component of recognition for its "Future Scholars" recognizing accomplishments in key target areas aligned to college-bound success.

### ***Determined To Dream Foundation***

The Determined to Dream Foundation is a program funded by former Maclay students Garrett Anderson and his wife Teresa, and coordinated by retired Maclay teacher Parker Lefton. The foundation's goal is simple: to encourage reading and improve reading scores, while also exposing students to more aspects of life outside the local neighborhood. We want our students to be "Determined to Dream."

The foundation provides an array of rewards offered as incentives for students to read and additional services. These include college scholarship money, a six day California tour, trips to Disneyland, a baseball game, school day field trips, an essay laptop contest, school-wide subscription to *BrainPOP!*, bus rentals for field trips, as well as four reading contests throughout the year. The reading contests provide rewards for reading in the form of cash and merchandise, with the biggest rewards going to those who read the most. Students' reading goals are tracked through the *Accelerated Reader* reading software which is also paid for by the foundation. This program will continue to serve as a great motivator for our students to want to read and become better readers. Students are recognized and given their rewards at grade level assemblies in front of their peers encouraging others to read.

### ***Project GRAD***

Project GRAD will institute an incentive program to recognize: attendance and participation in its support programs, students meeting or exceeding identified short-term academic goals, and e-learning lab goals.

### ***Achievement and Commitment to Excellence (ACE)***

As part of our commitment to create a positive school culture and in an effort to motivate students to do well in school, we will implement the ACE program at Maclay Academy of Social Justice on a yearly basis. This program "assists young people in becoming high achievers, promotes healthy relationships in the home and in the community, and it works to prevent destructive social behaviors like substance abuse, violence and crime"<sup>16</sup>. Every year, staff members will select 100 students to participate in the ACE program. Students will be selected based on natural leadership ability. Using their leadership skills, these students will then serve as role models for the rest of their peers by applying their newly acquired skills to positively influence others in and outside of the classroom. In addition, we plan to create an ACE club as a follow up to help organize events, be peer mentors, peer mediators and participate in community projects.

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<sup>16</sup> "Ace Program." EduCare Foundation. EduCare Foundation. 2011. Web. 6 Oct. 2011 <http://educarefoundation.com/ace-program>

## **b. Student Support and Success:**

### ***Student Success***

Student success means that Maclay Academy of Social Justice students will have the necessary skills to succeed academically in high school and in post secondary education. It also means that students will be prepared to make the right choices to succeed in their career and in life. They will gain critical thinking and problem-solving skills that will allow them to be productive members of society.

Our core beliefs as well as our mission and vision were carefully thought out to ensure that our students leave Maclay Academy of Social Justice ready to make positive contributions to their community and the world around them. Everything that we do at Maclay Academy of Social Justice will have a *purposefulness* specifically focused on student achievement to ensure that every student is *high school-ready, college-bound, and 21<sup>st</sup> century workforce-prepared*. We will have *high expectations for all* not just for our students but for every stakeholder because we believe everyone who is affiliated with Maclay Academy of Social Justice plays an important role in educating our students. This means that we will partner with *parents and the community*, and we will work together to ensure that *every child is educated, guided, inspired and empowered with all the necessary skills and knowledge to achieve the fullest potential*.

### ***What We Will Do to Ensure Student Success***

Throughout this plan we have outlined several strategies designed to ensure student success. Everything that we do will be data driven and we will use the RtI<sup>2</sup> problem solving process to determine the best approach to achieve the desired outcome. Academically, our objective will be to identify gaps and needs, and we will address them through sound standards-based instruction. It will be equally important to identify strategies and practices that are working to raise student achievement so that we can replicate successes.

Student monitoring will be a constant at the classroom level as well as school wide to ensure that students receive support for their specific needs. Teachers will have weekly team meetings to discuss student progress and to design interventions for students having difficulty. In addition, every at-risk student at Maclay Academy of Social Justice will have an adult member of the staff as a mentor who will monitor the student while providing tutoring and guidance.

Students needing further intervention will be referred to the Coordination of Support Services Team (COST) and if necessary to the Student Success Team (SST). COST is Tier 2 intervention for students that are in need of intense intervention. The team consists of an administrator and support staff that meets twice a month to discuss students that are failing and are in need of a personalized plan. The plan includes a cumulative record review and a behavior plan/intervention based on the review, student progress and teachers' input. SST is a Tier 3 intervention for students that are not successful academically. The team consists of the student's teachers, counselor, administrator, the student and his/her parent(s)/guardian. The team will discuss ways to support and assist the student academically and behaviorally based on student progress, cumulative record review, teacher, student and parent input.

Additionally, we have partnered with several outside agencies that will provide specific counseling services including mental health services, grief counseling and gang prevention among others. All of these agencies are described in detail in the social and emotional needs section of this plan (Figure 11 – Community Partners Chart). Any student requiring these services will be referred to the appropriate agency through COST.

### **c. Social and Emotional Needs:**

At Maclay Academy of Social Justice, our core values will be embedded into our positive and proactive approach to supporting the varied social and emotional needs of our students. The staff and teachers at Maclay Academy of Social Justice will be unified and purposeful in creating a culture of dignity where our high expectations manifest skilled, socially responsible, and academically competent students. By actively embedding our core values throughout our social and emotional program, we will move from philosophy to praxis.

The area in which our student population resides includes low income housing, transient housing for the homeless, apartment buildings and single family homes. Our students are exposed to the numerous conditions that plague low SES communities, including: competing gangs, crime, unstable households, unstable financial resources, transiency, and families with low literacy and academic achievement. While all of the aforementioned combine to create risk factors that challenge the success of our students, they do not consign our students to failure.

In order to offset the internal and external risk factors encountered by our students, Maclay Academy of Social Justice staff and teachers will collectively create in-classroom and out-of-classroom strategies and resources to build and reinforce the internal protective factors our students need to meet and overcome daily adversity. First and foremost, we agree that each and every student has the innate intellectual and emotional capacity to build on their existing strengths, to learn and internalize new strategies to deal with severe stressors, and to reframe existing ideas that impede their success.

Using our internal counseling staff and mental health practitioners, students who are found to be in need of additional support will continue to be monitored, but will be referred to one of our external partner organizations listed below:

### ***Agencies and Support Programs***

The goals of our support programs, as administered through partnering agencies, are to help students develop their unique strengths and abilities and assist them in remedying emotional difficulties that may be interfering with academic success. Services from a number of agencies are available to help students experiencing crisis, difficulties with adjustment or attention, changes or losses in their lives. Our mental health support agencies focus on assisting students who need help developing social skills, anger management skills, conflict resolution skills and coping skills.

The following is a brief description of some of our support programs and sponsoring agencies:

Hathaway-Sycamores Child and Family Services - Hathaway-Sycamores provides school-based student mental health services. The Hathaway-Sycamores' staff works collaboratively with students in the school setting and presently provide services to 10-15 students. Case management includes one-on-one weekly counseling sessions, parent meetings, and behavior modification plans. Counselors also consult

with school staff. Medi-Cal or Healthy Families is required for service through this program. As students' behavior or concerns show improvement, cases will be terminated and new cases will be opened. The agency is licensed by the Department of Children and Family Services, certified by the Department of Mental Health, and accredited through The Joint Commission.

Hathaway-Sycamores Center for Grief and Loss - With parent consent, students may participate in Hathaway-Sycamores' focused grief and loss counseling group, facilitated by therapist Martha Castillo. The timing of the sessions rotates through academic periods to avoid heavily impacting students' attendance in a particular class.

Los Angeles County Probation Department - Parole Officer Patricia Lamas is assigned to our campus daily during school hours. She case manages at-risk students including those exhibiting low grades, behavior problems, and attendance problems, as well those on formal probation. Case management includes monitored school attendance, one-on-one meetings with students, parent and family meetings, links to other appropriate or needed services, court attendance, meetings with school staff, etc.

ETS-CSUN Educational Talent Search - Administered through CSUN, this program encourages and assists students to be college-ready. Katherine Diaz works with a caseload of 50 students selected based on CST scores, grades, grade point average, and student interests. This group meets every other week to discuss study habits, organization, and other tools to help them succeed academically. ETS also plans at least two annual field trips to college campuses and offers parent workshops on financial aid.

Northeast Valley Health Clinic - The clinic is located on-campus and offers a multitude of services. The clinic has a behavioral counselor, Donna Reyes, who manages a caseload of 10-12 students who are seen weekly. As students' at-risk behavior or concerns show improvement, cases are terminated and new cases opened. Insurance/payment is not needed for service.

Phoenix House - Phoenix House, a community agency located in Lakeview Terrace, works with students struggling with drug use. The program requires parental consent. Client intakes are conducted on campus, when convenient, but services are provided on the agency's site.

Peer Mediation - The Center for Civic Mediation, through the Los Angeles County Bar Association, trains students on how to resolve conflicts peacefully without violence. Site facilitator Lauro Cons recruits and trains approximately 20-30 students on how to mediate and assist peers in dispute resolution. He is assigned to the school full-time, and has also provided conflict resolution workshops for parents.

Los Angeles Police Department/LAUSD School Police Boot Camp - A 10-week boot camp program is offered for students exhibiting more severe at-risk behavior. Classes are offered on Saturdays and students are taught discipline through physical outdoor activities while parents concurrently attend parenting classes.

Los Angeles Police Department - Community outreach officers regularly visit to meet with staff and inform them about gangs, tagging, and other concerns in the community.

El Nido – El Nido is a community agency that offers various services including GRYD (gang reduction youth development). Their goal is to work with students before they get involved in gangs. Schools refer students exhibiting signs of at-risk behavior. With parental consent the agency conducts an assessment and evaluates whether the placement would be advantageous to the student. If a student qualifies, services include one-on-one meetings, mentoring, support in referrals to other community programs, and parent meetings.

4Rs-Mentoring Program - Agency Friends of the Family administers a mentoring program, where high school students are trained to mentor middle school students. The program pairs approximately 30-50 middle school students with same-gender mentors. The students and mentors meet three times weekly after-school to discuss high school transition, college, and general teen-age concerns.

PSA-Attendance Counselor - The counselor works with students and their parents/guardians that have attendance issues, trancies, and excessive school tardiness. The counselor facilitates Student Attendance Review Team (SART) meetings and attends Student Attendance Review Board (SARB) meetings. A major focus is the increase in student and staff attendance through incentives and assemblies.

Beyond the Bell- Beyond the Bell is LAUSD'S open enrollment, district funded after-school program offered daily to all students until 6 p.m. Programs include dance/drill team, sports, art, and homework assistance.

### ***Monitoring Students***

Most of these programs will provide Bi-monthly/Monthly reports to update the counselors on student progress including observations, improvements, interventions, and number of meetings with the student, parent, and or teacher/staff.

### ***Effectiveness of Programs***

The effectiveness of these programs will be determined by the number of students that are able to make a turn around with regards to their social emotional needs. Our goal is for our students to learn to deal with their social emotional problems so that those issues have a minimal impact on their academic success. Monitoring of outside agency work on campus is supervised by the school's Diploma Project Advisor and by administration.

#### **d. College and Career Readiness:**

College and career readiness is a central component of our mission and vision. As such, it is reflected in every component of our instructional plan. That instructional plan is the keystone of our work in this area. When we speak of academic achievement throughout the plan, we mean that it will be eventually manifested in a successful path to college and into career readiness. Our duty will be to create a college-going culture at Maclay Academy of Social Justice.

In addition, we have strong Community Partners who share our goals in this area, in particular Project GRAD, Youth Policy Institute (YPI), and CSUN's Michael Eisner School of Education. Their support will assist us in guiding our students down a path of college as an expectation and as preparation for a successful entry into the workplace.

Our Community Partner, Project GRAD, has a long and successful history of promoting college-bound aspirations and culture in our community and in targeting prospective students and their parents. We will work closely with them to support their external efforts in our day-to-day instruction. Youth Policy Institute shares a vision of college-bound aspirations, particularly in relation to the specific community we serve. Our relationship with CSUN and the Eisner School of Education serves us as a partnership with the very academic culture in which we are endeavoring to inculcate our students. All of these



partnerships lead to the ultimate goal of helping our students be prepared to successfully produce in a workplace what is described below: expert thinking and complex communication.

*“A study from Mass. Institute of Technology (Autor, Levy, & Murnane, 2003) found that, beginning in the 1970s, labor input of routine cognitive and manual tasks in the U.S. economy declined and labor input of non-routine analytic and interactive tasks rose. This finding was particularly pronounced for rapidly computerizing industries. As firms take up technology, computers substitute for workers who perform routine tasks—but they complement workers who perform non-routine problem solving. Repetitive, predictable tasks are readily automated. Hence, computerization of the workplace has raised demand for problem solving communications tasks, such as responding to discrepancies, improving production processes, and coordinating and managing the activities of others. The net effect is that companies—particularly those with heavy ICT (information and communications technology) Investments—are hiring workers with a higher skill set, particularly expert thinking and complex communication.”*

*—Partnership For 21<sup>st</sup> Century Skills*

*21<sup>st</sup> Century Skills, Education and*

*Competitiveness –A Resource and Policy Guide*

Within our rigorous core curriculum, we will focus on making connections between instruction and careers with a particular emphasis on math, science, engineering, Project-based learning assignments, and writing skills to galvanize the learning and retention process while encouraging students to find their aptitude and career interests.

Within the arts elective curriculum, students will experience a college and career preparation course at each grade level: *College and Career Planning*. All grades teams will be paired with the arts electives teachers who will present college and career ready lessons, provide guest speakers, assign career projects, and arrange field trips emphasizing 21<sup>st</sup> Century careers. The Physical Education team will provide core class support through collaborative team building, skill building activities as well as by emphasizing physical education/sports, and sports management activities.

In October of each year, Maclay Academy of Social Justice will celebrate College Month by focusing activities on 21<sup>st</sup> Century career and college-ready themes. In March, our Project GRAD-sponsored College Fair will continue to focus our students and all parents on the culture of college.

Throughout each year, teacher teams and support staff will lead conversations with students and parents regarding annual goals and benchmarks helping them track student goals to measure success, i.e. AB1802 meetings. Each classroom will have a 21<sup>st</sup> Century College and Career Corner with frequently updated information.

All Maclay Academy of Social Justice teachers will hold students to high standards in order to prepare for high school, college, and future careers. Lessons will incorporate critical thinking, note-taking skills, reading and writing skills in order to increase the student's academic skills. Students who earn a fail or show signs (through behavior or disengagement) of academic disinterest or failure will receive personalized intervention. Teacher teams will meet with the counselors, parents and the student to

create a plan to assist the student academically and/or emotionally. Teachers as well as administrators and support staff will monitor the risk factors for each student using SIS, grades, CST scores, attendance, and MyData.

### ***College and Career Readiness Plan by Grade-Level***

*The following will be instituted through the College and Career Elective class:*

Sixth grade students will explore the mode by which they best learn and will begin to identify portfolio-tracked career aptitude and interests. Core course project-based assignments will include research and innovation emphasizing renewable energy, computer readiness, robotics, computer repair and service, public safety, small business ownership, video game design, health and human services, vocational jobs, masonry, music technology and sports.

Seventh grade students will be introduced to high school University A-G requirements for the University of California/California State University systems through Intervention & Enrichment class; there will be field trips to college campuses including a mandatory Youth Policy Institute-sponsored 'Score High' field trip to the University of Southern California.

Eighth grade students will undertake vocational projects; all 8th graders will attend a College and Career Fair; and any 8<sup>th</sup> grade student interested in 9<sup>th</sup> grade Jr. ROTC will be provided information and support.

The following programs are in place with Community Partner Project GRAD and will continue:

- *Project Grad Really Achieves Dreams*: eLearning homework help through computer-assisted technologies and software, students programs, and parent workshops.
- *Academic Case Management*: Ongoing monitoring of attendance and homework for students with GPA 3.0 and above. Site facilitators consult with student's teachers, counselors, and parents/guardians.
- *Walk For Success*: College counseling and parent/community interface.
- *College and Career Day*: An annual fair to showcase post-secondary opportunities.
- *College Wednesdays*: A weekly focus on college-bound culture and specific schools.
- *College door contests*: A lead-up activity to generate support for College and Career Day.
- *College visits*: Campus visits held throughout the year to area colleges and universities.
- *Main hall display case* displays with 21st Century College and workforce-ready concepts, realia, and information.

- 'Save Me A Spot In College' campaign: Ongoing campaign to foster the concept that college is an attainable goal for our students.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- GEAR UP Student Summer Institutes in July 2012 in math, English, and science.
- GEAR UP tutors will provide daily tutoring before school, at nutrition, at lunch, and after school with priority given to targeted groups.
- College access and financial aid workshops to be held during Club GRAD nutrition, lunch, and after-school activities.

**e. School Calendar/Schedule:**

Our school calendar will follow the LAUSD Early Start Calendar, with the first day of instruction on August 14, 2012, and the last day of instruction on June 4, 2013. This calendar supports an eight-period 4x4+1 bell schedule<sup>17</sup>, with a daily Intervention/Enrichment (I&E) period. In this eight period day, a student will have English and Math each day. Science and History will alternate every other day, as will Physical Education and enrichment electives. The eight periods are conducted over two days, with odd periods one day, and even periods the next day. Daily class periods are 80 minute blocks, allowing for rigorous, standards-based, in-depth course work. The Intervention and Enrichment period provides additional, focused instructional time and extended learning opportunities.

Using Data from SRI/SMI, My DATA, and CST results, our students will be programmed into classes according to ability levels to improve achievement. Through our varied assessment tools we will target specific needs of our students and will specifically address those needs in programs and classes such as: *Read 180*, ESL, ELL, and RSP.

School will start at 8:27 a.m. and will end at 3:29 p.m. (377 instructional minutes). A later start will allow for intervention classes from 7:30 a.m. - 8:15 a.m., the ability to serve a nutritional breakfast before school, and will reduce tardiness. A change in start time will support parents' work schedules, and reduce conflicting drop off times of siblings at other schools that begin at 8:00 a.m.

The 3:29 p.m. dismissal will also be beneficial to parent's work schedules by reducing unsupervised time a child spends before parents return from work (if they choose not to attend after-school enrichment/sports programs). A late start will allow for before-school intervention (homework help) and after-school enrichment/sports programs. (*LIS Waiver #5 – Scheduling*)

Our student-to-teacher ratio plays a vital role in the success of our programs made possible through QEIA funding. We will continue to maintain a student to teacher ratio of 25:1 so students will have maximum access to their teachers.

Students will be scheduled into grade level teams (6 teachers per team) who will work collaboratively to care for the academic and social emotional needs of their students. Each team will have approximately

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<sup>17</sup> See **Bell Schedule** in Appendix

150 students - two English teachers, two math teachers (each teacher serving 75 students), one science teacher (serving 150 students), and one history teacher (also serving 150 students). Our block schedule will provide our faculty the ability to work together in common conference planning periods. All grade level teams will meet two times weekly for 40-60 minutes during common conference periods. The benefits of common conference planning periods include the ability to facilitate cross curricular planning, produce project based learning curricula, carefully track each student's social/emotional needs when they arise, hold parent conferences, and support fellow faculty and staff members. One 40-60 min. team meeting per week will focus on improving instruction, provide time for in-depth data analysis, allow for lesson planning, ensure instructional mandates, and allow for peer classroom observations. (LIS Waiver #5 – Scheduling and LIS Waiver #6 – Internal Organization)

**f. Policies:**

Maclay Academy of Social Justice will have a school wide positive behavior discipline plan which will follow all LAUSD policies and is included in our *Safe School Plan*, a component of our *Single Plan for Student Achievement*. Our plan focuses on positive and preventive strategies emphasized for all students.

Using the most effective and most positive approach to addressing even the most severe problem behaviors, our goal is to incorporate creative ways to promote positive behavior in and outside the classroom, while discouraging negative behaviors. We will implement a school wide incentive and reward system to promote positive behavior which will recognize students for displaying the expected behaviors. In addition, teachers will be encouraged to develop their own incentive systems utilized in their own classroom. By providing positive reinforcement, we will promote a positive school culture, provide corrective feedback, acknowledge the use of pro-social skills, and maximize academic success. We will use various types of positive reinforcements including: praise/compliments, positive phone calls home via ConnectEd, award assemblies with the inclusion of good citizenship awards, as well as simple words of encouragement.

As a school community, we are dedicated to being safe, responsible, and respectful in order to create a positive, diverse, and caring learning environment. We are committed to demonstrating leadership and courage in promoting ethical and responsible behavior and in ensuring purposefulness, and high expectations for all. Everyone has a stake in responsible, respectful, and safe behavior at school. This forms a foundation and an atmosphere that promotes rigorous learning and excellent instruction. As a result, all staff members will be participating in our school wide incentive/reward system by acknowledging students who display the school wide expected behaviors. We will create a token economy where students will receive tokens or vouchers which they can later redeem for prizes at the company store. In addition, all staff members will focus on the positive as opposed to the negative, and they will praise students for behaving appropriately thus encouraging others to behave in a positive manner as well. This expectation of respect in turn becomes the social norm.

Although our plan contains three formalized tiers of disciplinary action in our school's progressive discipline plan, staff will be held accountable to use informal classroom strategies and techniques that decrease the necessity to move to formal interventions. These strategies may include, but are not limited to:

- *Clearly defining expectations for the classroom, and explicitly educating students regarding work habits and related skills that will contribute to their success in school, work, and post-secondary educational and career opportunities.*
- *Employing techniques, such as proximity to student, visual and verbal cues that warn the student that s/he needs to change his/her behavior, etc.*
- *Giving discreet, yet clear, verbal warnings and reminders of expected behaviors*
- *Utilizing other classroom management techniques, such as individual or group point systems, positive reinforcements and other systems.*

*"Behavior that is ignored is less likely to be repeated."*

*"No good behavior should be taken for granted, or it may decline."*

*Best Behavior: Building Positive Behavior Support in Schools*

*-Sprague & Golly, 2004*

If positive reinforcements and other informal strategies fail to modify a student's negative behavior, teachers will implement formal interventions using Response to Intervention's Problem-solving Model (Figure 11 – Response to Intervention's Problem-solving Model). We have outlined a detailed tiered plan which contains a series of interventions that teachers will use to address discipline issues while making sure that the students do not miss academic instruction. When positive reinforcements are not successful, teachers will begin with a Tier 1 intervention and document the intervention used. *(LIS Waiver #12 – Discipline and Codes of Conduct)*

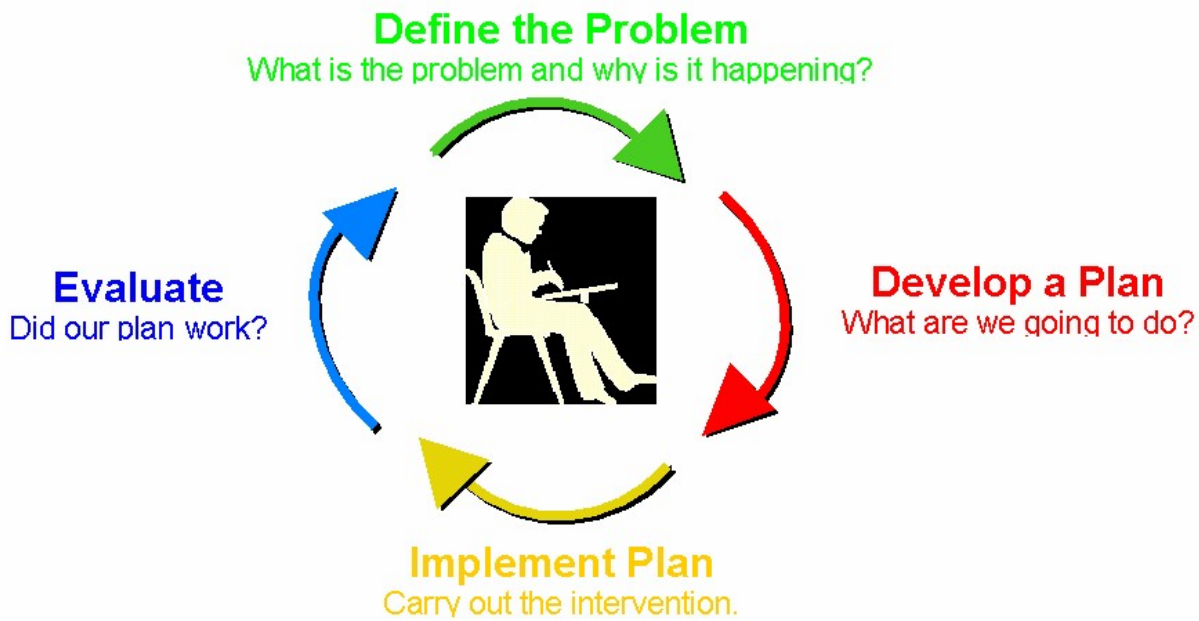


Figure 11 – Response to Intervention’s Problem-solving Model

### ***Discipline***

Maclay Academy of Social Justice will be committed to maintaining a safe and supportive school environment in which all stakeholders work collaboratively toward the effective outcome of our discipline plan. All students will be able to access and engage in a quality education. Our Students are valued as individuals and supported to take ownership of their own behaviors. We will always demand that clear expectations for students’ academic and personal achievement are known and supported by all stakeholders. Instructional time is valued and will be maximized so that students will learn at optimal levels ensuring current and future successes. Our goal is to guide students to grow and develop as ethical, responsible and involved citizens. (*Maclay Academy of Social Justice School Wide Discipline Plan*)

### ***Standards for Ethical and Responsible Behavior***

BE SAFE...BE RESPONSIBLE... BE RESPECTFUL

Using a **3 Tier Approach**, our staff will gradually increase intervention as they support and acknowledge positive choices:

### ***Tier 1- Class Room***

Teachers will handle the majority of disruptive situations in the class and will keep specific documentation of systematic interventions at least 3 times before referring a disruptive student to the grade counselor. Using provided Classroom Discipline Documentation Forms, teachers will keep an updated discipline folder noting documentation, parent phone calls, behavior contracts, and referrals. Teachers will have the right to create classroom, teacher to student to parent behavior contracts as needed.

### ***Tier 2- Grade Counselor Interventions***

Teachers will refer students, via the LAUSD Electronic Referral System, to the grade counselor for serious infractions/problems and for situations that have not been corrected after 3 documented classroom interventions. Counselors may use a variety of interventions including the following:

- *Re-teach the expected behavior*
- *Detention*
- *Team Conference with parents to decide additional supports*
- *C.O.S.T.*
- *Student Success Team*
- *Mentoring of students by staff members*
- *Daily Progress Reports*
- *Community Service*
- *Individual Counseling Sessions*
- *Peer Mediation-Conflict Resolution Program*
- *Contract with Student/Parent/Counselor*

### ***Tier 3 - Administrator/Counselor***

There are times when due to outside pressures, frustration with class work, interpersonal tension with peers, home stressors, or other triggers, students act out with serious offenses. With proper teacher and/or counselor documentation, administrators and counselors may use a variety of interventions including:

- *Class suspension*
- *Academic and behavioral data analysis*
- *Contract with student/parent/administrator*
- *Intensive academic intervention*
- *Referral to outside agencies*
- *Student Success Team*
- *Suspension*
- *Opportunity Transfer*
- *Expulsion Recommendation*



## **B-5. Parent and Community Engagement**

### **a. Background:**

Maclay Academy of Social Justice (currently Maclay Middle School) is located in the East San Fernando Valley in the community of Pacoima. Data from the Los Angeles Department of City Planning (2008) through [www.losangelestimes.com](http://www.losangelestimes.com) indicates that the population of Pacoima is predominately Latino with 85.6%, 7.2% African-American, 4.6 White, and 1.9% Asian. Official data indicates that household size of 4.3 is higher than both the city and county averages; however, anecdotal data indicates that that number can often be much higher.

For example, two of our current students, who come from a family that has attended Maclay for three generations, live in a household that is constantly fluctuating in number of residents, with up to thirty people sleeping at the home on any given night. As home owners, this particular family is more secure than other families within the community, some of whom live in garages with no insulation and dirt floors, or in trailers with no electricity and plumbing. The second largest housing project in the county of Los Angeles, San Fernando Gardens, is located a few blocks from the school. The Van Nuys Pierce Park Apartment Complex, one of the largest government assisted housing complexes in Los Angeles, is located directly across the street from the school. Several other smaller government assisted apartment complexes, three trailer parks, and one homeless shelter, are also located within the school's boundaries. Nearly 18% of the homes in Pacoima are headed by a single-parent household.

According to [www.losangelestimes.com](http://www.losangelestimes.com), violent crime is higher than both the city and county average over the past six months. These numbers are higher than most of the surrounding communities as well. Data from the Los Angeles Police Department show that there are twenty-three active gangs in Pacoima. Violent gang related crime is higher near the San Fernando Gardens Housing Project. Significant gang activity in the community remains a destructive alternative for academically underperforming and disengaged youth. Many of our students reside within the city of Los Angeles' Pacoima/Foothill Gang Reduction Youth Development (GRYD) Zone and the County of Los Angeles Gang and Youth Violence Prevention Project, Pacoima Demonstration Site. There are 21 identified gangs in the community surrounding the Maclay Academy of Social Justice. As students continually fail in school, the lure of the streets becomes ever more powerful. Our challenge, and our responsibility, is to create a community that inspires students to succeed by giving them the knowledge, skills, resources and adult support that they need, both inside and outside the classroom.

Data from the California Department of Education, gathered from the 2011 Standardized Testing and Reporting Program student answer document, indicates that out of 63% of students with a response, 61% of Maclay's parents are not high school graduates, 26% have a High school diploma, with only 9% having some college experience and 2% college graduates. The California Department of Education web-site also shows that 91% of the students live below the poverty line as indicated by participation in the Federal Free and Reduced Meal Program. Upward mobility for families is difficult despite the strong work ethic found among many residents; their lack of English Proficiency and limited education and job skills often result in low-wage jobs without health benefits. Limited adult educational attainment also means that the school needs to devote significant efforts to creating a college going culture.

Pacoima is a city with a long and diverse history of overcoming obstacles. In 1994, Community members made a concerted effort to meet with both local law enforcement and gang members to reduce crime in Pacoima. The result was a steady decrease in crime culminating in 2001 when Pacoima experienced the greatest decrease in crime in Los Angeles County.

Pacoima is also known as a community of transition and new beginnings. After World War II, many African-Americans came to California looking for opportunities and a better way of life. Many of them settled in Pacoima and worked in manufacturing jobs at General Motors in Van Nuys and Lockheed in nearby Burbank. Once established in California many left to buy homes in surrounding areas, leaving room for the next wave of people looking for those same opportunities. Many people from Mexico and Central and South America have settled in Pacoima. Although 86% Hispanic, our students come with a varied degree of longevity within the community. Pacoima (and Maclay) services people newly arrived to the country as well as people who come from families who have lived in the country for three or more generations. In fact, Maclay has a staff member who once lived in the San Fernando Gardens Public Housing complex, moved up to the Van Nuys Pierce Park Apartment complex and is now a home owner in the community. This story is true for many homeowners in the community of Pacoima.

Despite its long history of economic instability, the community does have many assets; first among those are the people of Pacoima, who have shown time and again the ability to organize when necessary to accomplish common goals. As mentioned above, they have often come together to reduce crime, and to petition for the needs of the community. When schools were grossly overcrowded, the community organized themselves to ask LAUSD for another school. Their effort was rewarded in 1960, with the building of a new Elementary School: Hilery T. Broadous (formerly Filmore Street) Elementary School.

There are many long standing churches located within the community whose pastors serve as community leaders. These churches include, First United Methodist, Valley Crossroads - 7th Day Adventist, Guardian Angel - Catholic Parish, Calvary Baptist, and Lakeview Terrace American Baptist Church.

There are several parks located in the community, including Hansen Dam, a 40-acre Aquatic Center, two Public Libraries, a low-income Senior Housing Complex, and a Senior Recreation Center.

In assessing the needs of the school and community for the Public School Choice writing process, Maclay conducted both on-site parent and student surveys and parent surveys<sup>18</sup> sent home with students. Approximately one hundred surveys were completed on-site and five hundred and twenty-seven surveys were returned with students. Both surveys contained two sections that included opportunities for suggestions. The first section consisted of a series of statements that parents were asked to rate on a five point scale ranging from *Strongly Agree* to *Strongly Disagree*. The second section consisted of a series of open ended questions.

Most parents strongly agreed they understood the school's vision and mission; the school had high expectations of students; and there was accountability of staff, a fair discipline policy, good transition to middle school, fair grading practices and a fair grading policy. However, only 76% of the parents strongly agreed that our School Compact was helpful; and 77% strongly agreed that the School Compact should be revised. On the issue of whether their children were academically challenged, 66% of the parents strongly agreed; 21% agreed; 45% had no opinion; and 4% disagreed. The data shows that parents are mostly satisfied with what the school is doing, but believe our School Compact should be revised, and their students should be more academically challenged.

There were approximately one thousand suggestions from parents that showed definite patterns in parent opinion. Suggestions can be grouped into seven main categories: student safety, meetings with teachers, communication with parents, parent classes and activities, after-school opportunities for students, volunteers, and activities and incentives.

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<sup>18</sup> Our school-developed and administered **Public School Choice Parent Survey** yielded a 57.8% return rate.

### ***Student Safety***

Parents would like to see more supervision before and after school. In reference to before school, many comments included the need for students to use the crosswalks, and expressed concern about students running across the busy street after the light had turned red, students being dropped off in cars across the street, and students running in front of cars. In reference to after school, parents indicated a need for more staff to be stationed throughout the neighborhood to insure safety and prevent fights. Parents also indicated a need for more supervision during the school day, specifically during nutrition and lunch.

### ***Meetings with Teachers***

Respondents would like to meet with teachers more often, both in formal settings and informally. Parents expressed a desire to have more than one conference per semester to discuss their child's progress. Several parents also suggested having informal events with teachers such as 'Coffee with the Teachers,' and other similar activities. *(LIS Waiver #5 – Scheduling)*

### ***Communication with Parents***

Parents asked that more notices and flyers be mailed home. Statements were made indicating that middle school students do not bring notices home, and those that do, often forget to give them to their parents. Parents asked for multiple forms of communication for all events.

### ***Parent Classes and Activities***

An overwhelming number of parents asked for classes aimed at teaching parents how to help their children with homework. Many parents expressed a more specific need to have classes on how to help their children with mathematics. Parents asked for more classes on technology often including a desire to have classes with their children. More ESL classes requested. Activities such as family pot-lucks, family game nights, and family movies were asked for as well. Classes offered at various times, including late afternoon, and evening classes, are strongly desired.

### ***After-School Opportunities for Students***

Parents expressed a need for more tutoring and homework help for students. As stated earlier, there were many specific requests for homework help with math. More sporting events were also requested. *(LIS Waiver #5 – Scheduling)*

### ***Volunteers***

Parents described a need for more volunteers at the school-site. Many stated there was a need for parents to be in the classrooms. Others further addressed the needs for safety, suggesting that parents volunteer more for supervision duties at all times, and specifically before and after school.

### ***Activities and Incentives***

Remarking on the historically low turn-out at school meetings, parents suggested incentives and raffles to bring more parents into the school-site. Parents also suggested more incentives for students for such things as good attendance and good behavior. Parents and students both suggested the need for more

student activities, such as lunch time Spirit Events, and after-school sporting events with teachers and staff. (*LIS Waiver #5 – Scheduling*)

**b. Strategies:**

Maclay Academy of Social Justice (currently Maclay Middle School) is situated in a uniquely diverse community. The students we service come from a variety of backgrounds and situations. Some come from among the neediest families in Southern California whose families rely solely on public assistance. Others come from families where all adults work, but remain among the working poor. Some are unable to make ends meet despite working one or more jobs, while others living on the outer regions of the schools boundaries come from middle class backgrounds. As such, the parents have very diverse needs. Those diverse needs include a variety of different level classes and assistance needed, as well as the need for classes to be offered at different times.

Although Maclay's leadership team participates in Los Angeles Education Partnership (LAEP), an organization that brings leadership from non-profit agencies servicing the area of Pacoima, local police and probation representatives, with other community leaders, to discuss common goals for the community, there is a need to reach out more directly to community churches, community organizations, and local businesses. Partnerships with these previously untapped sources of support will be able to help fill deficits in the areas of manpower and financial support.

We will address each of the parents' areas of concern (as indicated by the parent surveys conducted for this plan) as follows:

***Student Safety:***

Of the parents responding to the 2010 - 2011 School Experience Survey, 85% indicated that they felt their child is safe at school. Of the 753 students who responded to the same School Experience Survey, 78% indicated that they feel safe on school grounds. However, the 537 parents who responded to our Public School Choice Survey indicated concern for student safety before school, during nutrition and lunch, and after school.

The Maclay Academy of Social Justice will continue to utilize LAUSD School Police, all campus security aides, and all support staff to supervise students before school, at nutrition and lunch, and after school. Random daily weapons searches in classrooms will continue. The school will reach out to parents and community members to volunteer during specific times. The school will also continue to utilize partner agencies housed at the school site including personnel from Hathaway, Project GRAD, Peer Mediation, and the probation officer from the Probation and At-risk Minors program, who will circulate and speak with students during student breaks. Finally, the school will make a more concerted effort to share this information with parents at all parent meetings to elevate parental concerns regarding safety.

***Meetings with Teachers***

Maclay Academy of Social Justice will participate in Back to School Night and Open House, as well as in PHABO Conferences twice a year. Teachers will be cored with either a partner teacher (6th grade) or teamed with teachers sharing the same students (7th and 8th grade). This will allow for all teachers to set up appointments with their 5th period class (Home Room). Teams will meet prior to conferences to

discuss academic performance and behavior of all students, thus giving opportunity for all parents to have a one on one appointment set to go over the academic progress of their child in all of his or her classes. Teachers will meet with their teams twice a week, for sixty minutes, during their conference period, to discuss student achievement. During this time, teachers will also discuss academic, as well as emotional needs, of their commonly shared students. This time will be used to discuss motivational as well as academic activities. Teachers will also use this time to use the Problem-Solving Model of Instruction and Intervention. *(LIS Waiver #5 – Scheduling; LIS Waiver #6 – Internal Organization; and LIS Waiver #10 – Teacher Assignments)*

In addition to these meetings, teachers will participate in three additional parent activities. Teams will participate in a ‘Coffee with the Teachers,’ each semester, where parents will be invited to share light refreshments and coffee during the team’s common conference period. This is an informal way for parents to speak to and get to know teachers on a more personal level. Finally, once a year, teams will plan and implement a team social event. Teams can elect to have a picnic, dinner, movie night, etc. inviting all students with their families to participate. *(LIS Waiver #5 – Scheduling; LIS Waiver #6 – Internal Organization; and LIS Waiver #10 – Teacher Assignments)*

### ***Communication with Parents***

Maclay Academy of Social Justice will continue to communicate with parents utilizing the District’s Connect Ed, telephone communication system, as well as the school marquee. Flyers and letters home are currently sent on a regular basis informing parents about special events; however, parents state that they do not always get the flyers. Therefore, the school has started a program of post-cards home for important events. This has been very successful, therefore we will continue to do this, and expand the practice to include more events and activities. As a Local Initiative School, teachers will commit to making parent contacts as outlined in the School Discipline Plan (a component of the Safe School Plan), as well as positive phone calls home (A minimum standard of contacts will be established in the first year of implementation). *(LIS Waiver #2 – Methods of Improving Pedagogy)*

Liset Arias, our School Project Coordinator, through School and Community Partnerships, provided by Youth Policy Institute (YPI), has redesigned the school’s monthly calendar to make it more user-friendly and appealing. The calendar also contains activities provided by YPI’s Community Center, the North East Valley Health Clinic, Project GRAD, and the Parent Center, all located on the school grounds. Through our continued partnership with YPI, we will be able to more effectively communicate with parents and community members.

### ***Parent Classes and Activities***

Of the 323 parents who responded to the 2010 - 2011 School Experience Survey question regarding the times of Parent classes, 79% indicated that they were offered at times when they could attend, and 52% of the parents who responded to the question regarding the Parent Center, stated that they have never visited the center. Parents comments on Maclay’s Public School Choice Survey stated that classes are not always offered at times when they can come. Upon reviewing parent classes, locations, and times, we found that over 90% of the Parent Classes are offered in the morning hours before noon.

Parents have asked for more ESL classes, classes on how to help their student’s with homework, classes on how to help their student’s with math, technology classes, and classes that they could participate in

with their children. The Maclay Academy of Social Justice will continue to work with school personnel and partners to provide classes for parents. We will offer classes in the afternoon, after school, and at least one series of classes per semester during the early evening hours. Through the Local Initiative School Model, teachers will be asked to sign a commitment to the plan. As part of this plan the school has determined (and will continue to determine) methods to improve pedagogy and student achievement. To achieve this, teachers will be asked to work two additional hours on-site per week. As part of this commitment we will be able to ask small groups of teachers to plan and facilitate several series of classes and workshops for parents and students. *(LIS Waiver #2 – Methods of Improving Pedagogy; LIS Waiver #5 – Scheduling; and LIS Waiver #9 – Mutual Consent Requirement for Employees)*

### ***After School Activities for Students***

By having a Commitment to the Plan, we will be able to have after-school homework clubs and tutoring. We will also be able to have teacher sponsored clubs and activities. We will expand this effort, to include before-school and after-school homework support. *(LIS Waiver #5 – Scheduling; and LIS Waiver #9 – Mutual Consent Requirement for Employees)*

### ***Volunteers***

During the Public School Choice process, parents have expressed a need for more parent volunteers, though 70% of the parents who responded to the question on the School Experience Survey stated they had not ever volunteered at the school. We will work with our Parent Center and Project GRAD to recruit more volunteers. Volunteers are needed for short periods of time before and after school, and during Nutrition and lunch. There are also opportunities for parents to work for longer periods of time in the Library and in classrooms. Electives teachers and special education teachers, in particular, have expressed an interest in having parent volunteers in their classrooms.

Students and their Case Worker/ Instructor from Tierra Del Sol, a school for mentally challenged adults, volunteer at the school every week. They perform light clerical and service duties. The Maclay Academy of Social Justice will work to recruit more community members to help. The Alicia Broadous-Duncan Multi-Purpose Senior Center, located on Glenoaks Blvd. will be contacted and asked to provide volunteers. The school also currently works with several existing partners that will be solicited to volunteer as well.

### ***Activities and Incentives***

By requiring teachers to fulfill the “Other Professional Duties” (UTLA/LAUSD Contract, Article IX, 4.0) component of the contract, we will be able to ask teachers to join a committee to plan large events, such as a Science Fair, Astronomy Night, Spelling Bee, History Day, Poetry Night, Math Fair, etc. Administration and support staff will devote a portion of their time to write letters requesting donations from local and national businesses to be used to purchase incentives for students. Incentives can be used for attendance, participation in class, improvement, etc. *(LIS Waiver #5 – Scheduling; and LIS Waiver #9 – Mutual Consent Requirement for Employees)*

The Diploma Project Counselor, working with the School Project Coordinator, will continue to recruit and monitor outside agencies to support our students and ensure there is no duplication of services. The effectiveness of our strategies to create a full service center, where parents and community



engagement is evidenced in our daily operations, will be continually accessed in multiple formats. First and foremost, our ability to create more community support and increase parental involvement will be measured by volunteer hours and attendance at school functions. Evidence will be provided by sign-ins and evaluation forms. Parent workshops and classes will have evaluation forms that will include suggestions for improvement. Constant evaluation and reflection will be used to adjust activities and classes on a continual basis. If attendance is low or does not increase at formal and informal meetings with teachers and parent classes, times will be adjusted to evaluate whether other times will prove to be more effective.

### ***How Will Our Community Partners Assist with Parent and Community Engagement?***

Project GRAD will continue the implementation of its parent engagement component with Maclay Academy of Social Justice's administrative team and the Parent Center Director. It will re-institute parent engagement activities such as 'Lunch with the Teacher' and add to that concept, e.g., 'Lunch with a PGLA College Scholar', to give parents and students opportunities to meet with current College Scholars in a relaxed and informal setting.

Other strategies will include:

- *Project GRAD will utilize [www.k12parent.org](http://www.k12parent.org), a bilingual interactive online college access/readiness curriculum designed for parents, which will be facilitated by school-based coordinators.*
- *Parent workshops will be conducted to enhance parents' knowledge of how to help their children succeed in school and how to actively plan for college.*
- *Project GRAD will conduct an Annual Parent Conference for families to network and learn about improving student success.*
- *Project GRAD will continue to leverage its community, business, educational institution, and non-profit organization relationships to assist Maclay in promoting student success.*

Youth Policy Institute will continue to provide a full-time School Project Coordinator. They will also continue the implementation of their community engagement programs with Maclay's administrative support team.

Other strategies will include:

- *YPI will continue to provide and support the fully equipped Mac Computer Lab (funded by BTOP) located on-site, as well as the Community Computer Lab located on the school property. This will include during school, after school, and on weekends, as needed.*
- *YPI will continue to provide community services at the full service Community Center located on the school property. This will include during school, after school, and on weekends, as needed.*
- *YPI will continue to provide parent workshops both at the school-site and at the Community Center.*

**c. Key Community Partnerships:**

Maclay Middle School has developed several community partners over the last three years. As the Maclay Academy of Social Justice, we will continue to seek out more resources to support our needs. The chart on the following pages details specifics of each school partnership (Figure 12 – Community Partners Chart):



Maclay Middle School  
Community Partners  
2011-2012 Academic Year  
(2011-12 Student Enrollment: 880)

Program Description & Overview of Services Provided	Population Served	Location/ Hours of Operation	Enrollment	Contact Person
<p><b>Project GRAD</b></p> <p>The program offers various workshops for parents and assists 8<sup>th</sup> graders in transitioning to high school as well as increasing college awareness and study skills. Individual academic case management to approximately 150 students with a 3.0 and above GPA.</p> <p><b>Gear Up</b></p> <p>This program offers ongoing college awareness classes and workshops aimed at 6<sup>th</sup> and 7<sup>th</sup> grade students and their parents with the support of classroom tutors and small group intervention before, during, and after school.</p>	<p><u>Total Parents/Students:</u></p> <p><i>School-wide</i></p>	<p><u>On School Site:</u> YES</p> <p><u>Days/ Hours of Operation:</u></p> <p>Monday through Friday 8:00 a.m.-4:30 p.m.</p> <p><u>Program Duration:</u></p> <p>Year long</p>	<p><u>Enrollment Process/ Eligibility:</u></p> <p>Open to all students</p>	<p><u>Agency Name providing service:</u></p> <p>Project GRAD Los Angeles</p> <p><u>Contact Info:</u></p> <p>Dina Brown and Elsa Huerta 818-686-3857</p>

<b>Youth Policy Institute</b>  Connects parents and students to services, workshops and strategic partners	<u>Total Students:</u>  Open to all students and the community	<u>On School Site:</u> YES  <u>Days/ Hours of Operation:</u>  Monday through Friday 7:30 a.m. - 4:00 p.m.	<u>Enrollment Process/ Eligibility:</u>  Open depending on service	<u>Agency Name providing service:</u>  Youth Policy Institute  <u>Contact Info:</u> Liset Arias 818-686-3823  Esther Villa 818-573-9011
<b>Michael D. Eisner College of Education at California State University, Northridge (CSUN)</b>	<u>Implementation:</u>  Provide summer school intervention classes for students  Provide professional development in the use of assistive technology  Professional development for all certificated staff to foster school-wide collaboration	<u>On School Site:</u> YES  <u>Days/ Hours of Operation:</u>  Weekly consultation at the school site  <u>Program Duration</u>  Year-long	<u>Enrollment Process/ Eligibility:</u>  Selected Students and all staff	<u>Agency Name providing service:</u>  CSUN  <u>Contact Info:</u>  Ivan Cheng 818-677-6424v
<b>North East Valley Health Corporation Maclay Health Center for Children</b>  Counseling and Health Services	<u>Total Students:</u>  <i>Varies for health services</i>  <i>Counseling caseload 10-15 Maclay students</i>	<u>On School Site:</u> YES  <u>Days/ Hours of Operation:</u>  Monday through Thursday 8:30 a.m. - 5:00 p.m. Friday 7:30 a.m. - 4:00 p.m.  <u>Program Duration</u>  Year-long	<u>Enrollment Process/ Eligibility:</u>  Open to the community	<u>Agency Name providing service:</u>  Northeast Valley Health Corporation  818-365-7517 x5808

<b>Hathaway</b> School-based counseling services	<u>Total Students:</u> 10-15 students	<u>On School Site:</u> YES <u>Days/ Hours of Operation:</u> Monday through Friday 8:00 a.m. - 3:00 p.m. <u>Program Duration</u> Year -long	<u>Enrollment Process/ Eligibility:</u> Students who are in need of individual counseling services	<u>Agency Name providing service:</u> Hathaway <u>Contact Info:</u> Kristi Gusts Aracely Benitez 661-305-3334
<b>Stirling Counseling Services</b> School-based counseling services	<u>Total Students:</u> 15-20 students	<u>On School Site:</u> YES <u>Days/ Hours of Operation:</u> Days/times vary depending on student's schedule <u>Program Duration</u> Year-long	<u>Enrollment Process/ Eligibility:</u> Program is open to all students experiencing social/emotional concerns	<u>Agency Name providing service:</u> Stirling Behavioral Health Institute <u>Contact Info:</u> Dr. Stephen Fefferman 818-376-0134
<b>CSUN's ETS Program</b> Program offers college tours, workshops, and trainings to increase student skills and college awareness	<u>Total Students:</u> 40-50 students	<u>On School Site:</u> YES <u>Days/ Hours of Operation:</u> Thursdays all day <u>Program Duration</u> Year-long	<u>Enrollment Process/ Eligibility:</u> Students are deemed eligible by the program's requirements	<u>Agency Name providing service:</u> CSUN <u>Contact Info:</u> Katherine Diaz 818-677-4088

<p><b>Peer Mediation</b></p> <p>Program offers peer mediation and conflict resolution and also trains students to be peer mediators</p>	<p><u>Total Students</u></p> <p><i>Open to all students</i></p> <p><i>Trained 75 peer mediators and 150 students have gone through the resolution process</i></p>	<p><u>On School Site:</u> YES</p> <p><u>Days/ Hours of Operation:</u></p> <p>Monday through Friday during school hours</p> <p><u>Program Duration</u></p> <p>Year-long</p>	<p><u>Enrollment Process/ Eligibility:</u></p> <p>Open to all students</p>	<p><u>Agency Name providing service:</u></p> <p>Center for Civic Mediation, LA County Bar Association</p> <p><u>Contact Info:</u></p> <p>Lauro Cons</p> <p>213-272-3219</p>
<p><b>GRYD-Gang Reduction Youth Development</b></p> <p>El Nido-Community agency that offers prevention for students that are at-risk</p>	<p><u>Total Students:</u></p> <p><i>10-15 students</i></p>	<p><u>On School Site:</u> NO</p> <p><u>Days/hours of Operation:</u></p> <p>Varies</p> <p><u>Program Duration:</u></p> <p>Year-long</p>	<p><u>Enrollment Eligibility:</u></p> <p>Students are deemed eligible by the program's inventory</p>	<p><u>Agency Name providing service:</u></p> <p>El Nido</p> <p><u>Contact Info:</u></p> <p>Margie Guzman</p> <p>818-896-7776</p>
<p><b>Beyond the Bell</b></p> <p>After school program offers sports, dance, drill, homework support to all students that enroll</p>	<p><u>Total Students</u></p> <p><i>School-wide</i></p>	<p><u>On School Site:</u> YES</p> <p><u>Days/ Hours of Operation:</u></p> <p>Monday to Friday after school until 6pm</p> <p><u>Program Duration:</u></p> <p>Year long</p>	<p><u>Enrollment Process/ Eligibility:</u></p> <p>Open to all students enrolled at Maclay Middle School</p>	<p><u>Agency Name providing service:</u></p> <p>LAUSD</p> <p><u>Contact Info:</u></p> <p>Julio Colindres</p> <p>818-800-5002</p>

<p><b>Probation and At-Risk Minors Program</b></p> <p>Probation officer meets with students that are at-risk. Probation officer meets with students that are on probation and not on probation to do intervention and prevention.</p>	<p><u>Total Students</u></p> <p><i>30-50 Students</i></p>	<p><u>On School Site:</u> YES</p> <p><u>Days/ Hours of Operation:</u></p> <p>Monday through Friday 7:30 a.m. -4:00 p.m.</p> <p><u>Program Duration</u></p> <p>Year long</p>	<p><u>Enrollment Process/ Eligibility:</u></p> <p>Open to all at-risk students</p>	<p><u>Agency Name providing service:</u></p> <p>Probation Department</p> <p><u>Contact Info:</u></p> <p>Patricia Lamas 818-669-1450</p>
<p><b>EduCare</b></p> <p>Educare trains students to be positive leaders and teachers them to build positive relationships with staff and peers</p>	<p><u>Total Students:</u></p> <p><i>100 students</i></p>	<p><u>On School Site:</u> YES</p> <p><u>Days/ Hours of Operation:</u></p> <p>3 days</p>	<p><u>Enrollment Process/ Eligibility:</u></p> <p>Students self-refer and are referred by staff</p>	<p><u>Agency Name providing service:</u></p> <p>EduCare</p> <p><u>Contact Info:</u></p> <p>Stu Semigran 805-379-0736</p>
<p><b>Youth Speak</b></p> <p>Youth Council-This program trains students on how to use their leadership abilities</p>	<p><u>Total Students:</u></p> <p><i>Collaborates with two leadership classes to implement service learning projects</i></p>	<p><u>On School Site:</u> YES</p> <p><u>Days/ Hours of Operation:</u></p> <p>Two classes a week</p>	<p><u>Enrollment Process/ Eligibility:</u></p> <p>Leadership students will lead projects but participation will be open to all students</p>	<p><u>Agency Name providing service:</u></p> <p>Youth Speak Collective</p> <p><u>Contact Info:</u></p> <p>Mayra Esparza 818-890-2928</p>

<b>4Rs Mentoring Program</b>  Friends of the Family's mentoring program.	<u>Total Students:</u>  <i>25 students that are matched with high school students</i>	<u>On School Site:</u> YES  <u>Days/ Hours of Operation:</u> After school program-Monday through Thursday	<u>Enrollment Process/ Eligibility:</u>  Open-Students self-refer and are referred by staff	<u>Agency Name providing service:</u>  Friends of the Family  <u>Contact Info:</u>  Tracie Williams 818-988-4430
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Figure 12 – Community Partners Chart

## **Category Three: Leadership that Supports High Achievement for Students and Staff**

### **B-6. School Governance and Oversight**

#### **a. School Type:**

##### ***Rationale for Applying as a Local Initiative School***

We are applying as a Local Initiative School because of the strong support the Local School Stabilization and Empowerment Initiative of 2011 provides through the waivers negotiated between UTLA and LAUSD. The waivers negotiated very nearly mirror the local school autonomy our Design Team came to believe was necessary for us to request as we went through the Public Choice 3.0 planning process, first as a Focus School and later as a Watch School.

This model empowers schools to exercise more local control and grants greater freedoms to teachers, principals, and parents at our school site to set policy and direction for our school. With this selection, we will be able to request a set of automatic waivers from articles of the collective bargaining agreement and District policies and mandates.

Throughout this plan we have made every effort to clearly articulate that we serve a unique community and student population, and that it requires a unique set of beliefs and skill set to serve them. We have attempted to make a case for the need for clear professional expectations and systems of mutual accountability. The Local initiative School model allows us to choose appropriate, research-based methods of improving pedagogy, finely tune district-approved curriculum, focus additional assessment tools, design and implement a teacher-centered professional development plan, assign staff according to student need, all while requiring a commitment from those who choose to serve.

We believe that there are wide variations among District schools and the communities they serve. We believe the professionals and parents at our school are in the best position to assess and address local needs and challenges. As a Local Initiative School we will develop our Instructional Plan based on the needs of our students so that the local initiatives are driven solely by the imperative of continued improvement in student achievement and quality of instruction.

#### **b. School Level Committees:**

##### ***Decision-Making Bodies***

The Maclay Academy of Social Justice will implement several committees giving all stakeholders the opportunity to participate in the decision making process. Some of the committees will have complete decision-making authority while others will serve as advisories to provide input on various school issues including budgets. The following committees will be implemented at Maclay Academy of Social Justice:

School Based Leadership Team – this team will be composed of administrators, out of the classroom support staff, and classroom teachers. It will be responsible for making decisions related to school activities, instruction, and staff development.

School Site Council – this council is composed of the Principal, elected staff members including teachers, students, elected parents and community representatives. This council’s main responsibility is the approval, implementation and monitoring of the Single Plan for Student Achievement. It is responsible for ensuring that all funds from categorical funds are spent according to state and federal guidelines.

Compensatory Education Advisory Committee (CEAC) – as the name states, CEAC is an advisory committee that reports directly to the principal and the School Site Council. This committee is composed of elected parents, community members and students and school personnel. Parent members of CEAC constitute a 51% majority of the membership. Its main purpose is to make recommendations regarding the educational program and categorical budgets in order to raise the achievement of disadvantaged students.

English Learner Advisory Committee (ELAC) – this committee is composed of elected parents and legal guardians of EL students, school staff, EL students and community members. Like the CEAC, this committee also has a 51% parent majority. Its main responsibility is to make recommendations to the principal and the School Site Council regarding the Single Plan for Student Achievement, especially with regards to the sections related to English learners.

Safety and Discipline Committee – this committee will be responsible for addressing any safety issues on campus as well as student discipline issues.

Personnel Team – the Maclay Academy of Social Justice will follow the Local Initiative School Model to develop a Personnel Team designated to participate in the selection of full-time certificated staff for the school. It will be composed of all stakeholders and it will be responsible for interviewing and selecting candidates for employment at Maclay Academy of Social Justice. Its makeup will be as outlined in the Local School Initiative MOU.

### ***Real, Meaningful Impact***

One of core values is to include *parents and community as partners*. We believe that parents need to play a much bigger role in their child’s education. Therefore, our goal is to educate our parents so that they can make recommendations to the Principal and the School Site Council. Project GRAD and Youth Policy Institute both have very strong parent components. A lot of what they do focuses on parents by teaching them how to help their child be successful. As our Community Partners, that parent component will be implemented at a much larger scale. Parents will not only receive parenting classes, but they will also receive training on school policies and procedures so they can make meaningful contributions in the decision-making process.

### ***Process for Gaining Input from All Stakeholders***

All stakeholders will have a say in key decisions through their committees. Stakeholders who are members of an advisory committee will have an opportunity to express their views and opinions within their committees. The elected representatives within those committees will then be able to express those views and opinions to the councils with decision-making authority. Our goal is to have a transparent decision making process where all stakeholders’ voices are heard and valued, always keeping in mind that all key decisions must be centered on what’s best for our students.



**c. Governing Council:** *(Not applicable)*

**B-7. School Leadership**

- **Principal Selection:**

Veronica Arreguín has been Maclay Middle School's principal since February, 2007 and will continue to be the principal of the Maclay Social Justice Academy. Ms. Arreguín is singularly suited to lead our school through this transformational process because of her vast personal and professional experience.

As a product of LAUSD as an English Learner in a nearby community, she knows firsthand the challenges many of our students face. She continues to have deep ties to the community as her parents and many family members live within a few miles of Maclay Social Justice Academy. Ms. Arreguín became a Bilingual Teacher's Assistant at the middle school she attended (Sun Valley Middle School) as a teenager, while attending college. She was a Chicano Studies Commissioner, Student Body Vice President, and Student Body President, at Los Angeles Valley College, before going on to receive her Bachelor's Degree in Social Science, her Teaching Credential and her Masters Degree in Educational Administration at California State University Los Angeles.

She began teaching at Sun Valley Middle School, went on to become the Bilingual Coordinator, and then left LAUSD for a short period of time to become an Assistant Principal in the Newhall School District. She returned to LAUSD, serving as an Assistant Principal at Dyer St. Elementary School before becoming the Principal at the same school in 2000, where she remained until accepting her current position at Maclay Middle school in February, 2007.

Ms. Arreguín has teaching and leadership experience serving at the middle school and the elementary school levels. That combination of knowing what students have been taught and the skills they should come to middle school with, makes her uniquely qualified to move our school forward. Both Dyer St. Elementary and Maclay Middle School experienced growth as measured by multiple factors including API scores. She is an effective school leader who has the ability to provide strong instructional leadership including, the design of instructional strategies, supervision, evaluation of programs, development of curriculum, understanding of the process of teaching and learning, knowledge of new teaching methods, and student construction of knowledge and skills in problem solving. She is an outstanding instructional leader who devotes a large portion of her time and energy toward improving teaching and learning at our school. She makes regular visits to classrooms and makes a personal habit of staying current with both instructional and brain research. Ms. Arreguín actively promotes discussion of instructional practices and believes that leadership is a constant process of growth.

Veronica Arreguín is a natural leader who connects well with people from diverse backgrounds and socio-economic status. She is as comfortable speaking before District and community leaders as she is speaking in front of students and parents. She makes personal connections to some of our most challenged students and has been known to show up to students' homes when all else has appeared to fail, often making the critical difference in that students' life.

Ms. Arreguín has agreed to serve the school for a minimum of three additional years, beginning school year 2012-2013. In the event we need to find a replacement, the qualifications and job description are

attached in the Appendix. Furthermore, we advocate the practice of promoting all administrators from within due to the steep learning curve at our school. (*LIS Waiver #15 – Other*)<sup>19</sup>

- **Leadership Team:**

The School-Based Leadership Team consists of the Principal, Assistant Principals, Coordinator(s), Instructional Coaches, Counselors, Department Chairs, Team Leaders, and other selected staff. The Leadership Team will be responsible for guiding the implementation of the school reform practices including, but not limited to how to measure participation and commitment to the Local Initiative Public School Choice Plan. The team will oversee the implementation of common instructional routines, common formative assessment practices and structured collaboration that will guide teaching and learning, and an analysis of data to inform instruction and intervention. The team will discuss and set policy for the bi-weekly, sixty minute, team meetings, held during conference periods. Data will be analyzed to verify the effectiveness of the grade level teams' use of the Problem Solving Process in developing individual as well as small group intervention. The out-of-classroom members of the Leadership Team will meet weekly to discuss Professional Development and School Activities, while the larger Leadership Team will meet once a month to come to common agreements and plan such activities.

There are always common threads throughout the various committees and councils at the school-site. Every committee and council has an administrator, coordinator, or counselor who attends the meetings to organize and report, or as a sitting member. Using protocols established by the Leadership Team, data and findings on instructional progress will be presented to the Compensatory Education Advisory Committee, English Learner Advisory Committee, School Site Council, and all other committees at the school site. This practice will empower the Leadership Team to monitor instructional progress and to make informed decisions about the allocation of resources that support student achievement.

## **B-8. Staff Recruitment and Evaluation**

### **a. Staffing Model.**

As previously stated, our school and our students require teachers with a belief that all students can learn and achieve. A cohesive group of professional educators dedicated to the mission and vision of the Maclay Academy of Social Justice must commit to the work ahead. We require teachers who are life-long professional learners and who are willing to engage the children they serve in positive, supporting relationships. They must have, or be willing to develop, a strong connection to the community and an awareness of the specific needs of its children. They must be willing to embrace the challenges of truly putting students first in every instance. This willingness will begin with a commitment to the plan and the structure of the school as it is being proposed.

Our staffing plan is designed to maximize the number of teachers we can afford so that our teacher-to-student ratios are in keeping with the personalized learning experience we envision for every student. We currently have one Principal, two Assistant Principals, one Title I/ Data Analysis Coordinator, two Instructional Coaches (one Secondary Literacy, and one Title III - Access To Core), one Drop-Out Prevention Counselor, two Grade Level Counselors (reduced from four over the last three years), 2 1/2

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<sup>19</sup> See Appendix for *Additional Waiver Request*.

days of PSA (Pupil Services and Attendance Counselor), and 3 days of Nursing (reduced from five this school year). Over the next five years we would like to add another Grade Level Counselor, a Dean, and a Bridge Coordinator (cut this year). In addition, we would like to regain our Nurse full-time, and increase our PSA time. *(LIS Waiver #8 – Budgeting Control)* Currently, the District allows Principals to select and hire Instructional Coaches of their choosing. If this should change, we reserve the right to have all Support Staff (Coaches and Coordinators) selected by the school Principal.

Our non-academic clerical positions have been reduced from seven, just three years ago, to four. Maclay also has two Ed Aide IIs, reduced from five over the last four years. To implement, communicate and document our instructional program effectively we would like to regain one of our Bilingual Office Technicians. *(LIS Waiver #8 – Budgeting Control)*

We believe that quality teachers are the linchpins in building the school we envision and they should be regarded as a critical resource. In keeping within our Quality Education Impact Act (QEIA) funding requirements, all core content classes will be 25:1 (or lower) and all non-core content classes will be 46:1 (or lower). Special Education class size will comply with state guidelines. As stated earlier, we will remain on the 4x4+1 block schedule that we have implemented for the past three years. This schedule has embedded double English and Math classes, requiring additional English and Math teachers on both of our 7th and 8th grade teams.

Each team consists of two English teachers, two Mathematics teachers, one History teacher, and one Science teacher, a total of six teachers per team. In 6th grade, our teachers work in cores; each core shares the same fifty students. The number of 6th grade teachers is determined by the number of 6th grade students; we currently have twelve 6th grade teachers. Three P.E. teachers and four electives teachers are required to support this schedule. In addition to these teachers, we currently have three Special Day teachers, two RSP teachers, one Autism teacher, and one MRM teacher. The school currently has ten special education teacher assistants, two bilingual T.A.s, and two Title I T.A.s.

#### **b. Recruitment and Selection of Teachers.**

The Maclay Academy of Social Justice will participate in the District's hiring fairs, advertise vacancies, contact the personnel specialist and seek applicants who are supportive of the reform efforts at the school. The Maclay Academy of Social Justice will follow the Local Initiative School Model to develop a Personnel Team designated to participate in the selection of full-time certificated staff for the school. Prior to being hired, applicants will demonstrate teaching ability by demonstrating a lesson taught to the interviewing panel. A requirement for "mutual consent" by school and applying employee with respect to the filing of UTLA-represented, site-based openings at the school will be signed by all parties upon the offer of a position. *(LIS Waiver #9 – Mutual Consent Requirement for Employees)*

However, many of our teachers participated in the planning for this application and the Writing Team went to great lengths to ensure that this was an open and transparent process; therefore, we believe most of our teachers will commit to the Local Initiative Public School Choice Plan at our school during our transformation. We have requested an autonomy that will allow teachers who are unhappy with the culture change to request year to year transfers. Inevitably, we expect that some teachers will choose to leave. In the event that we need to fill positions, we will work with our LAUSD Personnel Specialist to recruit the best teachers in the area who believe in our mission, vision and educational philosophy. Hiring timelines will align with professional development timelines; all new hires will be in

place in time for the new teacher orientation and school-wide professional development planned prior to the beginning of the school year. In accordance with our QEIA requirements, the Maclay Academy of Social Justice will hire highly-qualified teachers.

However, if after interviewing a reasonable number of candidates (following the above procedures) for a single position, and we have been unable to find a suitable candidate, the Maclay Academy of Social Justice reserves the right to assert the provisions granted under the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, listed under the Local Initiative Schools; “Local Initiative School” Authority, #14, which states that schools may adopt separate waiver plans such as those outlined in the Pilot Program, to have complete autonomy over our schedule and staffing in exchange for increased accountability.<sup>20</sup>

### **c. Performance Reviews.**

We will follow District policy and employee contracts in evaluations of certificated and classified personnel. It is the minimum expectation that all certificated employees will be evaluated formally every other year. Certificated teachers who do not meet the standards or those who struggle to meet the standards will be evaluated annually. Classified employees are evaluated annually according to their respective contracts. The School-Based Leadership Team will develop a formal classroom observation form. This form will be used for the Stull evaluation process for classroom use of school-wide adopted instructional strategies, interdisciplinary instruction and differentiation for all learners. The evaluation process will also incorporate a means to reflect upon the fulfillment of the Commitment to the Local Initiative Public School Choice Plan. Additionally, we will develop a form to provide constructive feedback tailored to the specific duties of the various out-of-classroom personnel who are also subject to the Stull evaluation process.

A strong component of all employee evaluation will focus on the participation of the employee in the collaborative process. Much consideration will be given to how well the employee works with all stakeholder groups, participates in collaborative activities, models collaboration for our students, and directly contributes to student collaboration throughout the school and the community. At the beginning of the school year certificated employees to be evaluated will submit their Initial Planning Sheets. Administrators will hold Initial Planning Conferences with the employee to discuss their goals/objective for the year and delineate the strategies to meet these goals. As part of this process, employees will be required to include goals/objectives that align strategies for collaboration in their Initial Planning Sheets.

Administrators will adhere to all timelines and to confidentiality stipulations. Administrators will conduct formal classroom observations, delivering written feedback in timely post-observation conferences, at a minimum of four times throughout the school year. The pre-observation and post-observation conferences will include a review of evidence of, long-term planning, participation in individual and team events with students and parents, parent contacts and procedures as outlined in the School Discipline Plan (a component of the Safe School Plan), and individual positive phone calls home to parents. If an employee is not meeting the standards, additional observations and detailed plans to provide guidance and assistance will be implemented to assist the individual. Release time will be provided for struggling teachers to observe peers modeling desired practices and to elaborate

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<sup>20</sup> See Section C-1 Waivers, #15 - **Additional Waivers.**

cognitively on findings with the assistance of the Instructional Coaches and Support Staff. In addition to the standard practice of having individual administrators observe teachers, administrators also will observe teachers as a team and hold reflective conversations with the individual teachers regarding the teaching and learning observed. This will be done to align the expectations and feedback of individual administrators so that teachers receive clear, consistent critiques that enable them to improve their instructional practices.

**B-9. Sharing a Campus** *(Not applicable)*

## C. INTERNAL MANAGEMENT

### C-1. Waivers.

The Maclay Academy of Social Justice intends to ask for all but two of the waivers agreed upon by the District and UTLA as part of the Local Initiative School Model as outlined below:

1. Re-adoption into the Local Initiative School program of any current special conditions/waivers that are already applicable to the school pursuant to SBM, ESBMM, Pilot or other arrangements;
2. School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and Intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis). At the Maclay Academy of Justice, this will be limited to direct services to students, which could include planning for student/parent/school events and workshops;
3. Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards);
4. Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements);
5. Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction);
6. School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population;
7. Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates;
8. General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related District requirements such as those governing "guided purchases";
9. A requirement for "mutual consent" by school and applying employee with respect to the filing of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement (see also Section I-G below, which gives detail regarding the local selection process);
10. Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes, (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms, etc.);

11. Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.);

14. School's adoption of separate waiver plans such as Pilot program (but subject to that program's RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program's requirements) – in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes; and

15. Additional waivers: A school pursuant to the procedures outlined below, may request local authority waivers in addition to those described above; such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective.

- Modification of LAUSD Thursday Common Planning Time and Professional Development Tuesdays: The LAUSD Thursday Common Planning Time and Professional Development Tuesdays will be combined to allow for shortened days, every Tuesday of the school year.
- Modification of LAUSD/UTLA agreement to dissolve our local Leadership Council and designate the School-Site Council to perform its roles: Dissolve our Local Leadership Council as described in Article XXVII in LAUSD/UTLA Agreement and delegate its roles, responsibilities and authority to the School-Site Council.
- The Maclay Academy of Social Justice requests the rights granted under the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, listed under the Local Initiative Schools; Authority, #14, which states that schools may adopt separate waiver plans such as those outlined in the Pilot Program, to have autonomy over our schedule and staffing in exchange for increased accountability in order to fulfill the Mission and Vision of the school as outlined in the Public School Choice Plan, provided specific requirements are met.

## **C-2. Budget Development:**

The Maclay Academy of Social Justice has opted to stay with the norm-based funding model for the first year of implementation. During the first year of implementation the school will research both the benefits and any possible risks and/or negative outcomes that may result from requesting the per pupil funding model, and make a determination as to whether or not to remain on the norm-based model during year two and three of implementation.

The Maclay Academy of Social Justice is committed to using data as a means to determine budgeting priorities. Annual evaluations of program effectiveness will be utilized to develop the annual school budget through a transparent process that includes input from all stakeholders.

Surveys to determine all stakeholders' budgeting priorities will be given at the beginning of the budgeting process. After careful examination of survey results and new-year allocations, Administrative and Administrative Support Staff will work to put together a "rough-draft proposal" to present to stakeholders.

During the budget development window, dependent on the District's release of allocation and budget development material, the Maclay Academy of Social Justice will conduct a series of workshops that will support stakeholders in understanding the budget development process. During this time, the CEAC and ELAC will review data, analyze program effectiveness and the amount of the allocations provided to make recommendations to the School-Site Council.

The School-Site Council will receive the recommendations of, the Leadership Team, the Compensatory Education Advisory Committee, and the English Learner Advisory Committee, and work with the "proposed budget" to develop a final budget based on the allocation of resources, data analysis and committee recommendations in the interest of student achievement. All budget meetings will be open to the public and minutes of each meeting are public record available for review.



## **D. OPERATIONAL MANAGEMENT**

### **D-1. Portfolio Development.** *(Not applicable)*

#### **Portfolio Growth.** *(Not applicable)*

**a. Operations.** *(Not applicable)*

**b. Portfolio Evaluation.** *(Not applicable)*

### **D-2. Organizational Responsibilities and Goals.** *(For charter schools and network partners.)*

**a. Core Functions.** *(Not applicable)*

**b. Leadership.** *(Not applicable)*

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