Robert Fulton College Preparatory

Public School Choice Plan 4.0

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A. VISION AND INSTRUCTIONAL PHILOSOPHY

1. What is the school's vision for the child or youth who will matriculate from your school?

The design team for the new Robert Fulton School of Health and Public Service envisions its future graduates as dynamic young adults who are empowered and ready to seize the college and career opportunities that they have created for themselves with the support that they received at Fulton. Our students will be inspired by their positive relationships with the adults who work at our school and in our community, and they are confident in their ability to communicate, take responsibility, and problem solve in a variety of settings. Our graduates will know how they learn, and they will know they are prepared to rise to the challenge of rigorous college courses and competitive careers.

Fulton graduates will proudly be the catalysts that catapult a change in their own lives and in the lives of their families, peers, and coworkers. For example, in 2017, Susana, a Fulton graduate, has been well prepared to meet the challenges of the 21st century, and is now the master of her own destiny. Over the course of seven years during her academic career at Fulton, her teachers and parents charted a course built on high expectations, and both teachers and parents instilled in her a deep desire to relentlessly pursue her education. They forged a strong, trusting relationship with her over the years and deliberately modeled how to actively participate in the educational process. Susana was taught to value knowledge, critically question the status quo, and pursue excellence. She is keenly aware that the key to empowerment in this information-intensive society is the frequent and ongoing sharpening of the skills she developed over the years as a Fulton student. Due to her active engagement in Fulton's rigorous instructional program, she is armed with the skills that she needs to excel in her post-secondary pursuits, and she is determined to live for a cause in an effort to change her world. Indeed, she has been inculcated over the past seven years to "Be the Change" that she wants to see in the world, and she is absolutely determined to make a positive difference in the lives of others. Nothing will deter her from this dream!

As a member of her small learning community, Susana collaborated with her classmates over the years to explore local and international communities via new and emerging technologies, such as webinars, online classes, blogs, and social media. Susana is now using her expertise with technology to teach a computer science class at her community center. In addition to inspiring others in her community, Susana is now the role model for her 8th grade little brother, Victor. Victor, also a Fulton student, looks up to his big sister and deeply admires her for being a true pioneer: Susana is the first member of her family to attend a four-year university. Susana is blazing a new trail: one that will be followed by her younger sibling and the generations that will follow as a direct result of the investment made by her teachers and parents over the course of her years at Fulton. The cycle that once seemed to generate only complacency and hopelessness has been broken, and is now replaced by a road that leads to opportunity and new frontiers. Susana encapsulates the Fulton spirit; one built on respect, responsibility, and academic readiness with an uncompromising commitment to excellence.

Following is the vision that will guide our work as we provide equity and access to all students, like Susana and Victor, to ensure that they graduate college and career ready.

"Robert Fulton School of Health and Public Service students will be Effective Communicators, Academic Achievers and Responsible Citizens who will participate in a rigorous, relevant, and personalized learning environment. Our graduates will be college-prepared, career-ready, and equipped with 21st Century competencies to positively influence their school, community, and world as Agents of Change."

2. **What is the vision of the school that will help achieve the vision of the successful future graduate described above? Convey where the school is headed over the next 5 years.**

The Robert Fulton School of Health and Public Service design team believes that to achieve the vision of our successful future graduate, we must implement critical changes in how we collaborate as a team to personalize students' learning experiences, how we hold ourselves and students accountable to a rigorous and relevant learning environment, and how we use these changes to instill college and career readiness skills into every young adult at Fulton. Our mission will disrupt the cycle of low achievement. After identifying our core values about teaching and learning, these are five commitments that we as a staff have made to ensure our vision is achieved. At Fulton, we believe that students will learn best when we provide a research-based teaching and learning environment where all school staff:

- Plan lessons and activities based in the belief that all students can learn. Our teachers will utilize differentiated instruction and accommodate various learning styles to provide access to a high quality education for English Learners, students with disabilities, and impoverished children.

- Teach with rigor and model competencies that are essential for the 21st Century learner including authentic literacy, critical thinking, and problem solving that connect to real-life experiences.

- Accept accountability for teaching and learning to ensure all students graduate college and career ready by continuously establishing goals, analyzing student outcomes, and reflecting on their own teaching practice.

- Collaborate to provide a safe, nurturing, and personalized environment that is conducive to the success of every student by building relationships of trust with students, parents, and colleagues. The school community treats all individuals with respect, values diversity, and communicates positive expectations.

- Foster a culture of inquiry where students are expected to engage their imagination and curiosity to discover new learning to compete in a global economy. Teachers develop habits of mind through modeling, class experiences, and through questioning and reflection.

3. **Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?**

In order to realize the high expectations established in the vision of our school, we will institute an educational program founded on the instructional philosophy that all students can learn at high levels in a rigorous, standards-based curriculum. When students are provided enhanced "opportunities to learn" based on their academic need, and "time" to apply and deepen their learning, the resulting "guaranteed and viable" curriculum has the most impact on student achievement (Marzano 2000).

Our instructional plan is designed to combine rigorous academic standards with college and career readiness to help students succeed and meet the demands of the 21st century world. As a result, we will provide a "guaranteed and viable" curriculum with measurable outcomes and quality instruction that is data-driven, rigorous, and relevant with real world applications for all students**.**

At Fulton, we know that integrating core concepts with key skills will prepare students for college and the workplace. We will provide a curriculum that moves away from the mile-wide and inch-deep coverage of

content in the classroom and instead develop skills in the context of core concepts using emerging technology. This instructional shift will support implementation of the common core standards and it will allow us to implement a coherent school-wide system of effective teaching practices that engage and promote critical thinking, problem solving, effective communication, and collaboration.

We will implement research-based instructional approaches and strategies that are proven to be successful for all students, specifically English Learners and students with disabilities. When used in all classrooms, these instructional approaches and strategies will raise students' achievement levels in the core subjects. They will provide students the best opportunities to learn at high levels while providing access to a rigorous, high-quality curriculum and a personalized environment where they will effectively and consistently accomplish tasks, both independently and cooperatively. Ultimately, our students will become proficient on CAHSEE and CST, and successful in A-G courses to be college-prepared and career-ready. The instructional approaches and strategies that will bring about the critical changes that are essential to achieving our vision are:

- ***Authentic Literacy*** will make it possible to create meaningful reading and writing, listening and speaking, numeracy, and digital technology experiences for students in the classroom. We believe that by having authentic literacy experiences such as reading various texts, creating arguments based on evidence from those texts, and writing to explore understandings and interpretations, students are better able to transfer their classroom learning to real life.

  Students will also experience and use digital literacy comprised of reading digital text, writing digital text, and developing the technical skills necessary to consume and produce these texts. Teachers will move away from using only word processing, to a variety of forms including images, slideshows, videos, podcasts, blogs, tweets, Facebook pages, and text messages. Our goal is for the artifacts to convey meaning and utilize digital technology to either be produced or consumed. These experiences will better prepare our students for the 21st century.

  Writing to learn: Writing to learn across the curriculum will help improve reading comprehension, support metacognition, improve communication skills, and prepare students for the writing demands of both college and employment (Graham & Herbert, 2010).

  Metacognition: Teachers and students will develop and use reflective practices that allow students to construct meaning individually. Through the use of reflection and metacognition, students will develop an awareness of what helps and hinders their learning and thus propel their development as independent learners.

  Numeracy: Students will engage in a rigorous, problem solving approach so that they are able to apply their grade-level skills and conceptual understanding to see mathematics as a way of finding answers to problems that occur outside of a classroom.

- ***Cooperative Learning*** will foster positive interdependence, promote positive interactions, provide for accountability and teach communicative skills. Students will work together in groups through structured activities that make them individually accountable for their work, and the work of the group as a whole.

- ***Cues, Questions and Advance Organizers*** will help access students' prior knowledge and provide cues as to what is important, as opposed to what is unusual. Higher-level questions will allow students to go to a deeper level of learning.

- ***Identifying Similarities and Differences*** will allow students to learn content at a deeper level because it requires them to activate prior knowledge, make new connections, construct meaning and talk about and justify their reasoning.

B. SCHOOL DATA PROFILE / ANALYSIS

1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

Using LAUSD's Performance Meter we conducted an in-depth analysis of our school data to better understand our school community and the physical, emotional, and academic needs of every student. The data represents a student population of approximately 1,950 students in our span grades 6 through 12. Out of our students, 30% are English Learners, 88% are socio-economically disadvantaged, and 15% are students with disabilities. The data analysis indicates that although we have made progress in some of the Performance Meter areas identified by LAUSD, we have not made consistent progress in all areas. The API score has increased 42 points from 607 in 2008 to 649 in 2012. We met our 2012 API growth target of 8 points. The total improvement and the average 8-point per year increments leave us well below the 800 API target. Our analysis represents data from the past five years in which we did not make our AYP, placing us in Program Improvement 5+, and which now gives us the opportunity to create a turnaround plan through Public School Choice 4.0.

Performance Meter Goal 1 – 100% Graduation

The four-year cohort graduation data for RFCP shows that we have improved in the past five years from 51% to 75%, representing a 24% increase, which we are proud of since it exceeds the 2011-2012 district graduation rate of 60%. Our students are graduating at a higher rate than the District's average. We attribute the higher graduation rate to the small high school enrollment numbers, which allow for more personalization and individual support.

Although we celebrate this strength, we also recognize that only 29% of our students were on track for meeting A-G requirements in 2009-2011. It concerns us that a high number of graduates are leaving high school unprepared for college and career. Inconsistent grading practices and student performance impact students' ability to achieve UC/CSU eligibility. Moreover, now that the class of 2017 must pass all A-G courses with a "C" grade or higher, there is a greater urgency to disrupt this trend of low achievement and low expectations from some stakeholders.

The 2012 10th grade CAHSEE data results show that 70% of our students passed the ELA section of the exam while 68% passed the mathematics section. Both sections have shown a decline in the pass rate. The ELA CAHSEE passing rate dropped by 5.7% from 2011 to 2012, while math dropped by 7.9%. In addition to A-G requirements, proficiency on the CAHSEE by 10th grade is an early indicator of college readiness. A critical concern is that the proficiency rates in English and mathematics have been inconsistent in the past five years, especially in ELA where the CAHSEE proficiency rate declined 11.3% from 44.3% in 2011 to 33.2% in 2012.

As shown in Table 1, the 10th grade CAHSEE pass rate results correlate with the A-G completion rate affirming that students, who are struggling with the CAHSEE strands, are also struggling with completion of the A-G requirements. Some students do not have the proficiency level to pass their classes with a grade of C or higher. Further analysis of the data shows that the key areas where our students struggled

the most are *Writing Strategies, Reading Comprehension, Algebra 1*, and *Number Sense* strands. These results are consistent with the CST results.

Table 1	
2012 CAHSEE Strands	**Average % Correct**
Writing Strategies	61.1%
Reading Comprehension	65.4%
Algebra 1	51.5%
Number Sense	60.0%

Performance Meter Goal 2 – Proficiency for All

Since we are a span school of seven grade levels, we disaggregated our data into three categories: grades 9-12, grades 6-8, span (grades 6-12). We conducted an in-depth analysis that highlights areas of strengths, concerns, and trends.

In grades 9-12, the ELA CST proficiency and advanced rate has remained almost constant at 33% for the past five years. In grades 6-8, the proficiency and advanced rates increased from 17.9% in 2007-2008 to 30.9% in 2011-2012 showing a 13% improvement. As a span school, ELA scores have shown a 10% increase in the proficiency rate, moving from 21.6% in 2007-2008 to 31.9% in 2011-2012, reflecting a positive trend. However, it is important to note that students in grades 6-8 are moving into proficiency levels in ELA as opposed to students in grades 9-12 where the proficiency rate has remained unchanged (Table 2).

Table 2						
ELA		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Advanced	Grades 9-12	33.5%	34.4%	32.4%	32.1%	33.6%
	Grades 6-8	17.9%	19.4%	22.2%	26.3%	30.9%
	Span	21.6%	23.9%	25.8%	28.5%	31.9%

A related positive trend is the percentage of students scoring below basic and far below basic in the three groupings (9-12, 6-8, span) has declined, specifically in grades 6-8. For example, the percentage of students at below basic and far below basic in grades 9-12 dropped by 4% compared to a 10% drop in grades 6-8. In the five year period, the span configuration shows a 10% drop in the below basic and far below basic scores (Table 3). However, it is important to note again that grades 6-8 constitute most of the improvement. We attribute the increased proficiency rates in grades 6-8 to greater collaboration among teachers. For example, sixth grade teachers have worked together to modify and implement the designed lessons consistently. They also wrote an intervention curriculum for students who needed a double ELA block. Also, ELA teachers have collaborated on the 7th and 8th grade curriculum over the past three years. Some students in grades 6-8 participated in the after-school Beyond the Bell program that provided homework support and tutorial services. Collaboration to improve student learning will be an expectation of all teachers in grades 6-12 as part of our turnaround plan.

Table 3						
ELA		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic and Far Below Basic	Grades 9-12	27.5%	29.2%	31.8%	30.2%	23.6%
	Grades 6-8	46.1%	44.9%	45.1%	42.6%	36.1%
	Span	41.6%	40.2%	40.4%	37.9%	31.4%

Analysis of the overall CST ELA data illuminates deficiencies similar to those seen in CAHSEE data. The 2011-2012 CST English data also indicates that students in grades 6 – 9 struggled the most with the *reading comprehension and writing strategies strands*. For example, our grade 6 students scored an average 47.9% correct on *writing strategies*, grade 7 scored 46.6%, grade 8 scored 47.4%, and grade 9 scored 49.2%. Across the four grade levels, students missed over 50% of the questions. The poor performance on these CST strands predicts the students' passing and proficiency rates on the CAHSEE.

The negative trend of poor performance in literacy continues as students approach graduation. Students in grades 10 and 11 experienced difficulty with *writing strategies*, and *literary response and analysis*. Grade 10 students scored an average of 57.8% in the *writing strategies strand* and grade 11 students scored an average correct of 63.4%. In the *literary response and analysis strand*, grade 10 students scored an average correct of 61% while our grade 11 students scored an average correct of 58.8%.

Since the *writing strategies strand* is an area of concern across all grade levels, we closely examined cohort data to identify student growth at each grade level. Table 4 reflects cohort data for sixth grade students who enrolled at Fulton in 2007-2008. We tracked their progress for the next five years and found that they were not able to move beyond a 50% pass rate by ninth grade. The improvement seen in 10th grade is attributed to a different population because only students who earned credits necessary to matriculate to the 10th grade were tested.

Table 4

Class of 2015	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
CST Strand Writing Strategies	42.3%	42.0%	46.1%	48.9%	57.8%

The CST mathematics data also reflects a subtle but positive trend similar to that in the ELA CST data. The math CST proficiency rates in grades 6-8 show an improvement compared to the rate of students in grades 9-12. Although results in grades 9 – 12 have shown a 1.2% decline from 2007-2008 to 2011-2012, data for students in grades 6-8 show an increase from 11.6% in 2007-2008 to 20.9% in 2011-2012, reflecting a 9.3% improvement (Table 5). The slight improvement also reflects in the span configuration where mathematics scores show a 4.6% increase in the proficiency rate. Like the ELA CST scores, the overall math CST proficiency increase, is primarily attributed to the middle school grades as opposed to the high school grades. The increase in grades 6-8 may be attributed to the double-block intervention classes for at-risk students in grades 6 and 8, including ALEKS to support Algebra. Middle school students also received additional support with homework and tutorial services from Beyond the Bell.

Table 5

Mathematics		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Advanced	Grades 9-12	6.7%	7.2%	6.4%	4.8%	5.5%
	Grades 6-8	11.6%	14.0%	19.6%	22.8%	20.9%
	Span	10.5%	12.0%	14.9%	16.0%	15.1%

The below basic and far below basic math CST scores indicate that although there has been some improvement in moving students in grades 6-8 into the basic band, one also finds that more students are falling behind in grades 9-12. For example, students scoring below and far below basic in grades 9-12 increased by 3.3% from 71.9% in 2007-2008 to 75.2% in 2011-2012. As a result, the overall span data has remained constant at 61% in the past five years, reflecting no improvement (Table 6).

Table 6						
Mathematics		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic Far Below Basic	Grades 9-12	71.9%	72.6%	77.8%	74.3%	75.2%
	Grades 6-8	57.9%	57.9%	54.5%	54.5%	52.6%
	Span	61.2%	62.3%	62.8%	62.0%	61.1%

Further excavation of our math CST scores indicates that our grades 6 and 7 students scored low in the strands that prepare students for Algebra 1. Grade 6 students struggled with the *Number Sense strand: Ratios, Proportions, Percent and Negative Fractions* (50.9% average correct) and *Operations and Problem Solving with Fractions* (52.6% average correct). Grade 7 students struggled with the *Number Sense strand - Rational Numbers (46.1%),* and *Algebra and Functions - Quantitative Relationships and Evaluation Expressions* (44.9%), as well as *Multistep problems, graphing and functions* (51.4%). The students' poor performance on these strands directly contributes to the low Algebra I CST performance.

Further examination of the CST Algebra I results indicates that there has not been any significant change in the past five years. The below basic and far below basic percentages have increased by 2% whereas the proficient and advanced percentages improved by 1% from 2007-2008 to 2011-2012. It is especially concerning that although Algebra 1 is a gateway course in ensuring a student is college prepared, 71% of our students scored below basic and far below basic in 2011-2012 (Table 7).

Table 7					
Span	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Algebra 1 - Prof & Adv.	10.0%	9.0%	9.0%	11.0%	11.0%
Algebra 1 – BB & FBB	69.0%	73.0%	74.0%	75.0%	71.0%

To identify the specific area of concern in Algebra 1, we further analyzed how students performed in the individual strands and found that the key Algebra 1 strand, *Quadratics and Polynomials*, was a weakness among grade 8 students enrolled in Algebra 1. The average percent correct was 35.6. The *Functions and Rational Expressions strand* was also a challenge; both 8th and 9th grade students scored an average percent correct of 28.5. Based on this data, we conclude that we must focus more on the strands leading into Algebra 1 in grades 6 and 7 to ensure a higher success rate in Algebra 1, so that students are able to meet the UC/CSU A-G requirements in mathematics.

In Geometry, our students scored an overall average correct of 37% and 33.7% in Algebra II. In both areas, our students missed over 60% of the questions, which reflects in the low CST Geometry proficient and advanced rate of 11% and 6% in Algebra II for the 2011-2012 school year.

English Learners Data

The English Learner (EL) subgroup has not met the Annual Measurable Achievement Objective 1 (AMAO) in the past two years. The subgroup was successful in meeting one of the two AMAO 2 accountabilities, proficiency as measured by the California English Language Development Test (CELDT) by students who have been ELs for less than 5 years. However, the subgroup of students who have been ELs longer than five years, did not meet it. The EL subgroup has also failed to meet AMAO 3: Proficiency in ELA and math as measured by the CST, which correlates to Fulton's overall low proficiency rates in the CSTs.

In 2011-2012, 45.9% of our English Learners made at least one level of growth on the CELDT. Although we met the growth target for ELs who have been identified for less than five years, only 22.2% of these

students are proficient in English as measured by the CELDT and 34.9% of our EL students who have remained as English Learners for five years or more scored proficient on the CELDT (Table 8).

Table 8						
	2009-2012		2010-2011		2011-2012	
	Met	%	Met	%	Met	%
AMAO 1: CELDT Annual Growth	Yes	55.4%	No	42.9%	No	45.9%
AMAO2: Attaining English Proficiency • ELs less than 5 yrs	Yes	22.9%	Yes	23.4%	Yes	22.2%
• ELs 5 yrs or more	Yes	41.8%	No	30.7%	No	34.9%
AMAO 3: • Proficiency in ELA	No	17%	No	19.1%	Not Available	NA
• Proficiency in Math	No	17%	No	16.5%	NA	NA

The EL reclassification rate increased from 13.0% to 15.2%, reflecting improvement, however, it is still below the 2011-2012 LAUSD target of 21%. The low reclassification rate is partially attributed to: 1) the fact that our ELs scoring proficient on the California English Language Development Test (CELDT) did not change from 2010-2011 to 2011-2012, remaining constant at 39% and 2) the rate of students passing English or Advanced ESL with a "C" or above has actually decreased in the past two years (Table 9). As a result, many of the long-term ELs are not making progress at the expected rate and they are not on track to meet UC/CSU A-G requirements.

Table 9			
	2009 - 2010	2010 – 2011	2011 - 2012
Scoring Proficient on CELDT	30%	39%	39%
Scoring Basic or Above on CST ELA	24.9%	25.3%	31.3%
Passing English/Adv ESL with "C" or above	57.0%	40.0%	Not Available
Reclassification Rate Trend %	18.1%	13.0%	15.2%
Reclassification Rate Trend #	669	650	586

The majority of our English Learners are long-term English Learners (LTELS) or students who are "stalled" in the process of acquiring, taking more than five years in school to achieve the requirements for reclassification as proficient in using the English language. The percentage of the English Learners who have not reclassified as proficient after 5 years or more was 84% in 2011, which is consistent with 85% and 81% in the previous two years.

Our goal to reduce the number of long-term English Learners is an important one because the data shows that students who do not make timely and appropriate progress toward English Language development perform lower in academic achievement. For example, the data indicates that Long Term English Learners have the lower pass rate on the CAHSEE compared to students who have been English Learners less than five years. In ELA, 29.2 % of the LTELS passed the CAHSEE and 33.3% passed math. The LTELS lag far behind the students who have successfully reclassified as fluent in English (RFEP) and had been in U.S. schools for over five years. Those students had a pass rate of 93.5% and a proficiency rate of 47% on the ELA CAHSEE. In Math the RFEPS who had been in U.S. school for over five years passed at a 92.2% rate and 41.5% earned a proficient score. Clearly, moving students out of English Learner status within 5 years promises to lead to higher achievement in our school, where over 29.4% of the students are English Learners.

Our school is also aware that the students who have been reclassified as proficient are considered English Learners by the State of California until they have scored at a Proficient Level on the annual CST exams three times after their reclassification date. The proficiency rate of those students contributes to our school's AYP score and the performance meter target of "Percent of AYP Targets Met." Those reclassified students represent 45.8% of our student body and must continue to be supported in their acquisition of academic language and consistently held to high expectations in all classes in order to achieve as expected.

College Readiness Data

Advanced Placement

To ensure our students are college prepared, we offer a variety of Advanced Placement courses despite the small enrollment in grades 9-12. In 2011-2012, 16% of the high school population, 150 students, was enrolled in Advanced Placement (AP) courses. These students took a total of 222 exams. Twenty-four percent of the exams resulted in qualifying scores of 3 or higher, which earned students college credit. The 2012-2013 number of students enrolled in AP classes has dropped by 1% compared to those enrolled in 2011-2012. Both the low passing rate and drop in enrollment highlight an area of concern given that AP classes expose students to more rigorous courses that prepare them for college.

To further analyze the AP examination results, we reviewed English and History where enrollment is high yet the pass rate is low. The low passing rate indicates that our students are not consistently receiving appropriate instruction and practice in the areas of writing with a purpose, analyzing text, synthesizing ideas, and comparing and contrasting. As a result, our students are not prepared to pass the AP exams with a score of 3 or higher. These results correlate with the low proficiency rates in CST English and History as well CAHSEE English. Collectively, this data shows that most of our students are not college and career ready.

Early Assessment Program

The Early Assessment Program data supports our belief that our students are not graduating college prepared and career ready. We reviewed the EAP results to identify trends regarding strengths and areas of concern. Of the 11th grade students who took the EAP English language arts exam in 2011-2012, only 7% scored "ready for college," while approximately 80% of the students scored "not ready for college." The low performance in the EAP ELA parallels the low UC/CSU A-G completion rate, the low CAHSEE proficiency rate, and the low CST ELA proficiency rate. The EAP mathematics results are lower than the ELA results. Only 1% of the participating 11th grade students scored "ready for college," 28% scored "ready for college-conditional," and 71% scored "not ready for college." Again, these results mirror the low proficiency rates in A-G completion, CAHSEE, and CST.

PSAT

Approximately 85.9% of tenth grade students who took the PSAT scored in the 20-35 score range in Writing Skills and 14.1% scored in the 36-55 range. The data also shows that 66.7% scored in the 20-35 score range on Critical Reading and 33.3% scored in the 36-55 score range. Having scored in the lower bands, students showed a limited ability to use written forms of expression in an orderly, concise, and comprehensive manner, and students showed a limited ability to think logically, analyze, and evaluate. Approximately 53.8% scored in the 20-35 score range in mathematics and 46.2% scored in the 36-55 score range. Students showed a limited ability to think logically, analyze and evaluate to problem solve.

Performance Meter Goals 3, 4, and 5: Attendance - Parent Engagement - Safety and School Culture

Suspension and Attendance Data

Using suspension rates as well as both student and staff attendance rate from the District's performance meter, we investigated our needs for improvement in school culture. Our suspension rate indicates that the total number of suspension days dropped from 443 in 2010-2011 to 153 days in 2011-2012. As a result, fewer students were absent due to suspension days. The data reflects the successful implementation of our School-wide Positive Behavior Support Plan as well as RtI² strategies meant to support our students struggling with behavioral issues.

Although we are proud that our suspension rate dropped significantly in 2011-2012, we are concerned that the percentage of students meeting goal 3 of the performance meter, 96% attendance rate, dropped from 65% in 2010-2011 to 59%. With fewer absences due to suspensions and a 9th grade attendance improvement counselor, we had expected attendance to go up. The data shows that 41% of our students were absent more than 7 days in the school year. The large number of absences is due to the introduction of the TDAP vaccination that affected our students in grades 7-12 who did not provide proof in a timely manner and to the significant number of students who were absent. Equally concerning is the small percentage of staff members who met the 96% attendance rate. In 2011-2012, only 56% of our staff met the LAUSD attendance goal. The low attendance rate is partially related to a significant number of long-term illnesses that our staff experienced

To further investigate our school staff culture, we conducted a survey of our staff on three areas: professional collaboration, affiliated collegiality, and self-determination/efficacy. The majority of the staff believes there is a lack of collaboration. For example, many teachers believe there is little to no teamwork among staff. There is no true "sense" of a Fulton community. Also, most teachers do not believe that there is a sense of collegiality since adults rarely tell stories of celebration that support the school's values. Finally, only half of the surveyed staff members indicate that they enjoy and choose to work at Fulton. The negative perceptions reflected in the survey may indicate a low sense of efficacy and morale among staff members.

Classroom Observations

In addition to student achievement data analysis, the design team gathered additional data by conducting 10-15 minute classroom observations using the School Review Process Walkthrough Protocol and rubric. The observations provided a snapshot of the practices currently taking place in the classroom and it strongly suggests the need for in-depth and continuing professional development.

Design team members including our Principal, support staff, UTLA chapter chair, an independent advisor, and classroom teachers visited approximately 22 classes in the fall of 2012. In a few instances, substitute teachers were supervising the class. In the majority of the classrooms, 20 out of 22, the rating for classroom instruction/intellectual engagement received the rating of "emerging." Even a larger number were identified at the "emerging" level for classroom talk, and a clear majority, 18 classrooms were rated "emerging' regarding assessment, which includes clear criteria, monitoring of learning, and feedback to students. The classroom observation data was slightly better regarding Learning Environment, which refers to safety, physical set-up, behavior expectations and routines/procedures. Three of the classrooms were rated as "competent," 8 were rated as "approaching competency," and 11 were rated "emerging."

These classroom observations, in addition to the weekly walk-throughs conducted by our school's Director and the Principal, validated the analysis of the achievement data, which calls for a major shift upward in classroom instruction and a dramatic boost in teacher expectations of students. On a positive note, the process of visiting classrooms is a powerful practice that we will continue. Not only does it inform instruction and professional development needs, but it also allows us to calibrate our observation practices to provide appropriate feedback.

Student and Parent Meetings

Students were randomly selected to participate in three meetings held to inform them about the Public School Choice process. Their feedback supports and underscores the urgent need to change the culture of our school including the academic environment and level of expectations. Students confirmed strengths recognized by staff members; students enjoy football games/sports activities, dance performances, drill team, and cheer. Another strength identified by students is how some teachers interact and believe in them. Students noted the friendly atmosphere at Fulton and the span concept that allows them to get to know each other well over time. Students who participated in the sessions stated that many of their classmates do not value education, and they believe teachers must increase their level of expectations for all students. They added that students would need the appropriate academic support to pass the more rigorous classes.

At the PSC Parent, Student, & Community Involvement meetings, most of the parents' discussion centered around school safety and issues regarding school uniforms, drug use, and supervision. When the facilitator focused the discussion on academics, parents shared they want a stronger instructional program and more highly trained teachers. They believe Fulton needs programs and teachers who support students in math and provide support for both the CST and the SAT. Parents want teachers to be more skilled at teaching math with techniques and learning supports. In addition to academic support, they also believe that students must be more responsible, understanding, and respectful with their peers in the classroom. Furthermore, participants indicated that we must improve the interactions and build relationships between staff and students. Parents' responses did not include details about their role in school improvement. Their feedback did not indicate that parents see themselves as equal partners with the school. Their responses validate the need for collaboration and accountability among all stakeholders to improve student achievement.

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

Based on our in-depth data analysis, we identified three urgent issues that are hindering our school from improving student learning and achieving the vision of our successful future graduate. The three urgent issues are the lack of:

1. College and Career Readiness – The low achievement data on the CST, CAHSEE, AP, EAP, and completion of A-G requirements indicates that our students are not ready for the information age where the majority of jobs require students to master skills as communication, problem solving, critical thinking, and teamwork.

    a. Writing – The low student performance on the CST, CAHSEE, AP, EAP, and completion of A-G requirements highlights the challenges our students have with academic writing. The analysis shows that the *writing strategies and literary response and analysis* strands

are consistently the lowest area of performance for our students on multiple assessments. *Writing strategies* require students to make decisions about organization, syntax, and revision. This strand also requires critical thinking.

b. Numeracy – The low proficiency results on the number sense and algebra and functions strands in grades 6 and 7 are a cause of the low percentage of proficiency on the Algebra 1 CST. In 6th grade, number sense strands include a) ratios, proportions, percentages, and fractions and b) operations and problem solving with fractions. In 7th grade number sense strands include a) rational numbers, b) algebra and functions – quantitative relationships and evaluation of expressions, and c) multi-step problems and graphing and functions. Given that Algebra 1 is a gatekeeper for high school success and college readiness, it is important that students are well prepared in grades 6 and 7 so that they are successful in Algebra 1 and upper level math.

2. Data Driven Accountability - Low student achievement data, low student and staff attendance rates, and the lack of collaboration reflected in the staff survey indicate a need for greater accountability. We also identified a need to consistently collect data because not all teachers are using benchmark assessments/formative assessments. As a result, some are not able to make sound decisions about curriculum and instruction. This limits the opportunity to re-teach a lesson or concept to students, ensuring they have mastered what they need to know before the summative assessment.

3. Collaboration – As a span school, we analyzed data across multiple grade levels. The achievement data, classroom observations, teacher surveys, and parent/student feedback reveal little to no evidence of vertical or horizontal articulation. We found little evidence of partnerships between parents, teachers, and students to support academic success.

These urgent issues are clearly interrelated and there are strategies currently being implemented at our school to address some of these issues. However, we see the need to establish a system that will refine these practices and ensure they are applied consistently. It is our goal to create a paradigm shift that will meet the educational needs of our population and prepares them to succeed in the 21st century. We realize that it is difficult to make many changes at once. Therefore, we will strategically roll out components of our turnaround plan over the course of three to five years. The professional development plan over the next five years will not only introduce new approaches, but will also build on the current practices that are proven effective when delivered with fidelity.

C. SCHOOL TURNAROUND

1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.?

The approaches and strategies below will turnaround our school by addressing our urgent issues/root problems that are hindering our school from improving student learning and achieving the vision of the successful graduate. The specific strategies and practices are meant to be high leverage second order changes that will address the root problems from the perspective of the whole system. We have already begun the implementation of some of the strategies, and we will refine and strengthen them during spring

of 2013. The rest of the strategies will be rolled out strategically over a 3 – 5 year period. The systemic change will create a new paradigm that supports our vision of the college and career ready graduate.

We pledge to provide consistent implementation of strategies and practices that are proven to support academic achievement of our student population. Implementation of these research-based strategies and approaches will bridge the gap between the current level of low proficiency and the ultimate vision for our students as they matriculate from our school. All the approaches and strategies included here will be used to support the language development needs of our ELs. The implementation of these strategies will also support our performance meter goal to mainstream a higher percentage of our students with disabilities into general education classes.

Urgent Issue #1 --- College and Career Readiness (21st Century)

We are committed to ensuring our graduates are college and career ready and are agents of change in their lives, their school, and in the local and global communities. These strategies and approaches will address the urgent issue that exists in college and career readiness, specifically writing and numeracy, through the use of authentic literacy, cooperative learning, and specific Marzano strategies.

Specific Strategies/Practice	**Expected Change**
Authentic Literacy: Authentic literacy includes reading various texts, creating arguments based on evidence from those texts, writing to explore understandings and interpretations. We believe that by having authentic literacy experiences, students are better able to transfer their classroom learning to real life. The use of authentic text, which is aligned with the new Common Core state standards, will create meaningful reading and writing experiences for students in all content area classrooms. Currently, our students are engaged in authentic literacy in the LAUSD English Language Arts designed lessons grades 6 – 12. We believe we will see greater achievement growth by expanding the integration of authentic literacy, including reading and writing about informational and procedural text, across all content areas. *In Focus: Elevating the Essentials to Radically Improve Student Learning*, Schmoker indicates that we must focus on "what we teach and how we teach," and he also says that purposeful and argumentative reading and writing in every discipline is essential for college and career in the 21st century. Through authentic literacy, students will also experience and use digital literacy comprised of reading digital text, writing digital text, and developing the technical skills necessary to consume and produce these texts. Students will move away from only word processing to a variety of media including images, slideshows, videos, podcasts, blogs, tweets, social media pages, and text messages. Our goal is for students to create products that convey meaning and utilize digital technology.	Authentic literacy will: • Develop effective communicators and academic achievers who can think critically and problem-solve • Increase the number of students who enroll in a four year college • Prepare students to transfer learning to real life • Improve student engagement • Improve student proficiency rates in all core subjects • Develop digital literacy • Influence a college-going culture

Writing to Learn Across the Curriculum A necessary component of improved teaching and learning at Fulton will be a requirement that students are taught to write in all core classes using types of writing appropriate to the content area. For example, they will complete lab reports in science, proofs or justification of reasoning in math, and argumentation in social studies and English Language Arts. This requirement is in alignment to the common core standards, which include writing standards for literacy in ELA, history/social studies, science, and technical subjects. The infusion of writing will prepare our students to learn the skills needed to achieve proficiency as measured on many of our current assessments. It will also promote critical thinking skills as students conduct research and/or analyze complex text to build knowledge and present it in writing. As a result of required writing, our students will be ready for college and career. According to Graham and Perin in *Writing Next,* "A wide range of jobs requires employees to produce written documents, visual/text presentations, memoranda, technical reports and electronic messages." As we prepare our students for post-secondary experiences, we will emphasize the importance of informational text, as required by the common core state standards. In addition, students will be able to improve in academics as they become more proficient in writing. The *Writing Next* report reminds us that the process of producing text incorporates learning; "writing is a tool of learning content rather than an end in itself." Graham and Hebert's report, *Writing to Read,* provides evidence that writing improves student's reading comprehension, which the data shows is an area of concern among Fulton students. The researchers offer three core recommendations to improve reading; 1) Have students write about what they read in a variety of ways including, analyzing, interpreting and questioning; 2) Teach students the writing skills and processes that go into creating text; 3) Increase how often students write. Our students must understand the ways language works in order to read critically and communicate effectively. Writing across all content areas including mathematics, science and social studies will provide students the foundation to become accomplished writers, engaged learners, and active participants in a digital, interconnected world.	• Improve student proficiency rates on CST, EAP, CAHSEE, AP, and SAT exams • Increase the percentage of students who graduate college and career ready • Engage students in critical thinking, reasoning and analysis of concepts and text • Develop students' ability to be Effective Communicators • Provide ELs and students with disabilities access to core content

Metacognition Teachers and students will develop and use reflective practices that allow students to construct meaning individually. Through the use of reflection and metacognition, students will develop an awareness of what helps and hinders their learning and thus propel their development as independent learners. They will be able to apply their learning in diverse and novel situations. Effective thinking will allow students to make connections between prior and new learning, questioning, reflection, self-assessment, and goal setting. In *Thinking About Thinking: Metacognition*, Linda Darling-Hammond notes that a key trait that good problem-solvers possess is metacognitive skills. Good problem-solvers know how to recognize what hinders their own thinking, articulate their thought processes, and revise their efforts. Metacognitive strategies help students become more efficient and powerful in their learning because they help them to find information, evaluate when we need additional resources, and understand when to apply different approaches to problems When students are asked to engage in activities that build on their previous knowledge, challenge them with complex tasks, and require active sense-making, they are more likely to see the utility of being reflective and strategic learners. For that reason, our teachers will model and scaffold the processes of reflection, questioning, evaluating, and other thinking strategies that do not come readily to all learners.	The use of reflection (metacognition) in the classroom will: • Support reading comprehension • Support literary analysis • Develop students' ability to be independent learners • Prepare students to make connections between prior and new learning • Engage students in questioning, self-assessment, and goal setting • Increase student achievement
Numeracy Since number sense is the key to understanding all higher level mathematics, the curriculum in grades 6 and 7 will integrate algebraic thinking and proportional reasoning to enable all students to achieve in high school math and science courses. Students will acquire a sense of the "why" and "how" of learning math. Students will also recognize the importance of learning mathematics. The grade 6 and 7 key standards will be taught using a rigorous, problem-solving approach so that students will be able to apply their grade-level skills and conceptual understanding to see mathematics as a way of finding answers to real-world applications. (Mathematics Content Standards for California Public Schools 1997).	The focus on numeracy in grades 6 and 7 will: • Develop effective communicators and academic achievers who can think critically and problem-solve • Increase the number of students who enroll in a four year college • Prepare students to transfer learning to real life • Develop foundational math skills to better prepare students for success in Algebra 1

The focus on numeracy will encourage multiple representations of problems and solutions to support the English language development and mathematical needs of English Learners who may not understand the academic vocabulary. In the math classes, representations will be support students' understanding of mathematical concepts and relationships. Students can use representations to communicate mathematical approaches, arguments, and understandings to themselves and peers. In addition, representations help them recognize connections among related mathematical concepts and apply mathematics to realistic problem situations through modeling (NCTM, 2000). Teachers will incorporate the instructional shifts associated with the common core, which is in sync with building students' numeracy skills. They will go deeper into key standards by having students, both independently and cooperatively, use hands-on / real-life applications and manipulatives to explore the concept of integers, operations with integers, and understanding properties of geometric shapes. They will also read, reason, justify and explain their answers to the math problem in context. Students will engage in discussion as they construct viable arguments and critique the reasoning of others. It is one of the mathematical practices required by the common core state standards. As part of writing to learn in math, our teachers will continue to require students to justify their answers in in their math journals. Also, in response to our identified urgency to increase math achievement, we will lay a solid foundation of numeracy in sixth grade. We will provide students an additional grade-level math period. The block time will be dedicated to math instruction, reinforcement, and enrichment while providing teachers the opportunities to implement the Mathematical Practices associated with common core. For example, students will construct viable arguments and critique the reasoning of others, per practice #3.	• Improve student engagement • Improve student proficiency rates in math and science subjects • Increase completion of A-G courses • Increase enrollment and passing rate in upper-level math and science such as Math Analysis, Calculus, and Physics • Increase passing rate of AP math and science tests
Cooperative Learning Since our student population is socio-economically disadvantaged and predominately minority, cooperative groups must be part of the daily learning experience. For example, our ELs will be held to the same high expectations established for all students to use academic language to develop their English skills as they also acquire the content, as reflected in standard 3A4 of the LAUSD Teaching and Learning Framework and Principle 1 of the EL Master Plan. The structure of cooperative learning will provide them the support to safely engage in meaningful conversation. In the article *Teaching for Meaningful Learning:*	The use of cooperative learning will: • Develop collaborative skills to prepare student for working with teams in the 21st century • Increased student engagement • Increase student's higher level thinking skills • Support access to grade level

A Review of Research on Inquiry Learning and Cooperative Learning, Linda Darling-Hammond notes that groups outperform individuals on learning tasks and that individuals who work in groups do better on subsequent individual assessments as well. Cooperative learning will increase students' higher level thinking skills making them accountable for their contribution. It will engage students in active construction of understanding as per standard 3C of the Teaching and Learning Framework. Specifically, teachers will be supported in creating purposeful and productive instructional groups. According to Spencer Kagan, cooperative learning also introduces the sense of social orientation so that students regard their peers as someone to work with rather than someone to beat. Our school has already trained 50% of our faculty in Kagan's cooperative learning strategies, and many teachers have begun integrating cooperative learning activities into their instruction. We will continue to support implementation of the strategies by providing additional trainings and classroom observations to ensure effective differentiation.	content for English Learners and students with disabilities • Provides an opportunity specifically for English Learners to develop their listening and speaking skills (ELD) • Increase student accountability for individuals and groups • Create/develop respect for others learners and value diversity • Increase students' confidence and social skills.
Cues, Questions, and Advance Organizers access students' prior knowledge and provide cues as to what is important as opposed to what is unusual (Marzano). Higher-level questions produce more learning and allow students to go deeper in the learning. Standard 3B1 of the LAUSD Teaching and Learning Framework will support teachers in designing questions that provide cognitive challenge. Students will also learn to construct their own cognitively challenging questions as they engage in various types of student collaborative discussions. The use of cues, questions, and advance organizers will work for our students because teachers will scaffold by differentiating questions to make the learning comprehensible for student subgroups. Our at-risk, ELs, and students with disabilities will receive the support they need to respond to high-level critical thinking and to engage in discourse using the academic language. As part of appropriate support, teachers will also give students adequate wait time to think.	The use of Cues, Questions and Advanced Organizers will: • Promote deeper understanding of content • Improve student engagement • Engage students in cooperative discussions using academic language in all content areas • Increase opportunities for ELs to produce and practice the academic language in all content areas • Improve student proficiency rates in all core subjects
Identifying Similarities and Differences gives all students, specifically EL students and students with disabilities, the opportunity to learn content at a deeper level. It requires students to activate prior knowledge, make new connections,	The use of Identifying Similarities and Differences will: • Promote deeper understanding of

construct meaning, and talk about and justify their reasoning. We will teach students to use comparing, classifying, creating metaphors, and analogies to identify similarities and differences (Marzano). Implementation of this strategy supports the EL Master Plan, which states that EL students must be provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies. Through the use of graphic organizers, teachers will model and gradually release students until they are able to independently identify similarities and differences. As a result, students will develop and master the skills necessary to transfer their reasoning into writing in all content areas.	content • Help student organize their thinking and make connections • Support higher-order thinking • Increase writing practice and proficiency in all content areas

Urgent Issue #2 --- Data Driven Accountability

These strategies will address the need for teachers, students and families to be accountable for student learning through data analysis. We will also establish a school-wide instructional monitoring system.

Specific Strategies/Practices	Expected Change
Organizing for Accountability: We believe that all students can learn at high levels in a rigorous standards-based curriculum through the continuous improvement cycle inherent in the work of our Professional Learning Communities (PLCs). The use of assessments will be an integral part of the daily instructional process. We will use assessments as sources of information for both students and teachers by developing high-quality common formative and summative assessments. These assessments will guide improvements in the ongoing teaching and learning context (assessments for learning), measure the level of success or proficiency that students obtain at the end of an instructional unit, and monitor college-preparedness and career readiness among all students. Our school data reflects the urgency to create a systemic approach to teaching and learning at Fulton. The fluctuations in growth indicate that as a school wide community we must develop and uniformly implement agreed upon systems to ensure a "guaranteed and viable" curriculum for all students, including English Learners and students with disabilities through the best first instruction in the core classroom.	The development and implementation of lesson design and the practice of data analysis will: • Increase collaboration among teachers • Improve good first teaching • Ensure timely re-teaching takes place in all the classes • Increase UC/CSU A-G completion rate • Increase graduation rate • Increase student achievement as indicated on CST, CAHSEE, AP • Provide enrichment as indicated • Create a systemic approach to teaching and learning

Instructional Accountability In order to provide a rigorous standards-based instructional program with college and career readiness for all students, we believe that having a strong and accurate system of assessing students' progress is vital for students to learn and achieve at high levels. Our assessments will be directly aligned to State and common core standards, District Instructional Guides, and Periodic Assessments. They will show what students should know and be able to do in each of the content areas and also assess the necessary skills and content for the next level of instruction. Most importantly, teachers will use the data obtained from collaboratively designed common assessments to determine the types of intervention or enrichment that students will need in order to demonstrate proficiency of the standards. In response, teachers will modify the instructional program through the use of research-based instructional strategies. Both formative and summative assessments will help us to identify RtI^2 Tiers 2 and 3 for those students who have not mastered the standards. In subject and grade-alike PLCs, teachers will develop common formative assessments (based on identified standards) that promote equity. In *Revisiting Professional Learning Communities at Work,* DuFour (2008) suggests that PLCs help monitor and improve student learning, and inform and improve the practice of both individual teachers and teams of teachers. Focusing on frequent checking for understanding (such as Exit Tickets) is one of the most powerful ways of improving learning in the classroom (William & Black, 2010). Through the cycle of continuous improvement, subject and grade-alike PLCs will work collaboratively on a weekly basis to determine and monitor what students must learn. Teachers will share the instructional practices that are working, provide systematic interventions that ensure students receive support for learning, and enrich learning when students have already mastered the agreed-upon outcomes. This collaborative effort among all teachers will be the foundation of our system of accountability for student learning.	• Check for understanding • Use of common formative and summative assessments • Share best practices based on data
School-wide Data Collection and Monitoring: We will collect and monitor data by utilizing all California Department of Education and Los Angeles Unified School District data collection and reporting tools including: MyData, DataQuest, Welligent, Core K12, ISIS, SIS, and the School Accountability Report Card. We will extract and analyze data to determine academic strengths and weaknesses, curricula and programming decisions, and to develop and publish school-wide	Data Collection and Monitoring will: • Increase teacher collaboration • Increase accountability for all stakeholders

goals that are specific, measurable, attainable, results-based, and timely – otherwise known as S.M.A.R.T. goals. In PLCs, teachers will use the school-wide S.M.A.R.T. goals to guide the development of their PLC's instructional S.M.A.R.T. goals. They will use MyData to examine student achievement data, identify at-risk students, and analyze early warning data to inform instruction and monitor student learning. Teachers will have access to comprehensive history reports to examine students' longitudinal learning patterns. Teachers will use this data to make decisions on teaching strategies, project-based learning experiences, interventions, and enrichments. As a result, they will conduct ongoing Tier 1 progress monitoring. The Instructional Leadership Team (ILT), composed of support staff, core department chairs, and administrators will use MyData, DataQuest, Welligent, Core K12, ISIS, SIS, and the School Accountability Report Card to extract achievement, demographic, and subgroup data to inform curricula, programming, and school-wide instructional strategy decisions. On a quarterly basis, the ILT will analyze school-wide data and share the results with the school-wide community. For example, in accordance with the LAUSD English Learner Master Plan, we will ensure ELD monitoring to identify students who may be struggling in core content areas while learning English. We will also monitor the functionality of the PLCs and the connections between the lessons designed and the school-wide S.M.A.R.T. goals. We will also use our resources to provide professional development based on the demonstrated needs of teachers and students. The support staff and administrators will continue a practice we began in the fall of 2012, Elmore's "Instructional Rounds." We will objectively observe classrooms, identify and discuss strengths, provide feedback, and set goals for our school. We will use the district's Teaching and Learning Framework as the observation tool. As a result, we will develop a shared practice of observing, discussing, and analyzing teaching and learning. Students will analyze their achievement data and set achievement goals in their advisory class with individual student data chat folders. We began implementing the data chat folders in advisory three years ago as a strategy to increase student awareness and accountability for their achievement. Students will continue to complete Achievement Folders that will include their most recent California Standards Test and California High School Exit Exam results.	• Establish and monitor school-wide and PLC S.M.A.R.T. goals • Increase awareness of school-wide data • Collect school-wide and PLC data • Monitor school-wide data • Develop a shared practice of observing, discussing, and analyzing teaching and learning

In collaboration with their advisory teachers, core teachers, counselors, and parents, students will set matriculation goals for the current school year, and they will develop an individual action plan to achieve those goals. Students will continue to maintain their folders throughout the year, and additional data, including progress reports, periodic assessments, and teacher tests, will be recorded. In addition, in the past two years, ELs have analyzed their data to set goals toward reclassification. As a result, they had a better understanding of the criteria necessary for reclassification. In collaboration with feeder schools, we will review and analyze student data of our incoming students. Data analysis will begin during elementary to better serve them in the sixth grade. Teachers and staff will analyze incoming student CST scores and counselors will be able to identify potential at-risk students and gifted students in advance, to better develop a clear picture of the students who are entering our school**.**	

Urgent Issue #3 --- System of Collaboration

These strategies will address the urgent issue regarding the lack of collaboration among all stakeholders.

Specific Strategies/Practices	Expected Change
Personalized Learning Communities: We will re-culture our school by implementing the professional learning communities model. With this model, we will focus on learning rather than teaching, work collaboratively, and hold ourselves accountable for results. This model will also enhance teacher leadership capacity as they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning. As a commitment to high-quality student learning, all teachers will meet within their content-area PLCs to systematically review and discuss student work. They will also monitor student progress toward mastering grade level standards, reflect on their use of instructional strategies, and use data to make instructional decisions and provide intervention following agreed upon norms, and protocols. Through reflection protocols, teachers will think about past lessons, plan how to address specific needs, and continue their own professional growth.	The implementation of PLCs will: • Develop and sustain teacher collaboration • Allow teachers to focus on learning rather than solely on teaching • Develop and establish the practice of reflection on teaching and learning • Build teacher capacity • Increase accountability for results • Enhance teacher leadership

In order to accomplish this goal, we will implement Dr. Richard DuFour's research-based approach to Professional Learning Communities (PLCs), using *Learning by Doing: A Handbook for Professional Learning Communities at Work*. We will engage in the ongoing exploration of four crucial questions that will drive the work within a professional learning community: • *What do we want each student to learn?* • *How will we know when each student has learned it?* • *How will we respond when a student experiences difficulty in learning?* • *What will we do when they already know it?* All subject and grade-level PLCs will use California State Standards and the common core standards to outline specifically *what we want each student to learn* and by when in each content area. We believe that student achievement improves when there is shared consensus on the essential curricular standards to form a foundational curriculum that is "guaranteed and viable." Our goal is to prevent students from failing classes and showing declines on standards-based assessments. The "safety net" approach will allow teachers to immediately address identified needs through the proper Tier 1 interventions such as differentiated instruction, frequent progress monitoring, and flexible grouping. The subject and grade-level alike PLCs will have the opportunity to review and analyze student work and data to guide student learning during their meetings.	capacity since they have an active role in refining instruction • Bring about consensus on the essential curricular standards to create a common high-quality curriculum • Ensure timely interventions such as differentiated instruction, frequent progress monitoring, and flexible grouping to address student learning needs (RtI) • Provide all students a "guaranteed and viable curriculum" • Increase student achievement
Understanding by Design (UbD): Once we have identified *what we want students to learn*, we will use the *Understanding by Design Model* from Grant Wiggins and Jay McTighe to explicitly define DuFour's question #2, *how we will know when the students have learned it*? This framework will provide a common process for teachers to develop lessons that promote student understanding rather than formulaic knowledge or recall learning. Through teacher collaboration, students can develop deep, enduring understandings of key concepts and processes that will serve them well over the course of their lives. Teachers within the PLCs will collaboratively identify desired learning outcomes, determine acceptable evidence, plan their curriculum, establish pacing plans, and choose engaging learning activities to support student learning. The Wiggins and McTighe model, also known as "backwards planning," will be monitored, adjusted and revisited based on students' performance data on school-based formative assessments, LAUSD periodic assessments, end-of-course departmental summative assessments, and CST results.	The use of UbD will: • Sustain teacher collaboration • Provide staff a model for lesson planning with the desired learning outcomes in mind • Require teachers to identify desired outcomes and results • Require teachers to determine what constitutes acceptable evidence of competency and the outcomes and results • Require teachers to plan instructional strategies and learning experiences that develop students' competencies at high levels

	• Provide all students a "guaranteed and viable curriculum" • Increased student achievement
Sixth Grade House and Small Learning Communities (2): We will have a Sixth Grade House to transition our incoming students into two Small Learning Communities spanning grades 7-12, which will prepare our graduates for the demands of college and careers. Organizing large schools into smaller components has beneficial effects on students' achievement and emotional well-being. Adolescents are constantly going through social, psychological, and emotional changes, and when coupled with a transition from elementary to secondary, there may be a significant loss of achievement. During critical years of change, we must create personalized learning conditions that make development and learning possible: positive and powerful social and academic interactions between students and staff. When this happens, students gain social and academic competence, confidence, and comfort (Comer, 2001). <u>Sixth Grade House</u> The transition from elementary to secondary comes with a host of challenges — a different environment, more challenging classes, and making new friends. As students enter that awkward phase between being a child and growing into a teenager, our sixth grade house will offer that stepping stone to make the transition smoother for incoming 6th graders. We will offer an extended orientation to our incoming students and their parents to establish the beginning of a strong relationship. In classes, they will also learn effective study habits, team building, and organizational skills. An essential component of a successful 6th grade house will be the advisory program where teachers will: • establish a sense of belonging • promote open communication and build positive relationships between staff and students • monitor academic progress frequently • guide students to plan their future goals by exploring three fundamental questions that will motivate students to envision a productive life beyond high school and college/or career: 1) Who am I? 2) Where am I going? and 3) How will I get there?	Creation and implementation of the Sixth Grade House and SLCs will: • Establish a personalized learning environment for each student • Build significant relationships between teachers and students, particularly for our at-risk student population to address the whole child needs (socio, emotional, and academic needs) • Connect academic learning to real world applications and experiences • Increase collaboration among staff, students, and parents to increase student achievement • Increase accountability for all stakeholders to increase student achievement • Educate parents and students on the value of an education as a vehicle to success in their life and community; agent of change

To address the urgency of increasing our math achievement and focusing on numeracy, sixth grade students will have an additional grade-level math period dedicated to math instruction, reinforcement, and enrichment. The extended math time will provide teachers the opportunities to implement the mathematical practices associated with common core. For example, students will individually and cooperatively engage in challenging hands-on activities that connect math to the real world. <u>Health and Public Service Small Learning Communities</u> We researched the careers that according to the Bureau of Labor Statistics will offer our students the greatest opportunities in the 21st century. Based on those findings, we began the development of two SLCs in grades 9-12 for the 2012-2013 school year. Since we have the benefit of the span model, we will revise our SLCs to extend from grades 7 through 12. The personalized learning environment of the two SLCs will ensure that students are well known by their teachers and feel a positive social and emotional connection to the school. Through integration in the core classes, students will be exposed to the current issues and trends in health and public service careers. As students progress through grades 9 -12, they will take required District and UC/CSU college preparatory requirements, and they will be supported as they go beyond the minimum to make each student more competitive for college and careers. Students may also passport across SLCs to access general academic electives in grades 7-12 and Advanced Placement (AP) courses in grades 9-12. In addition to college and career development afforded by our SLCs, we will partner with community organizations such as Los Angeles Valley College. For example, beginning in spring 2013, we will work with Valley College to identify 35 students who will participate in the Upward Bound Math and Science Grant. The Upward Bound Math and Science program is will strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession. Through similar partnerships and the Service Learning Project/Senior Exhibition, we will continue to connect our students with colleges and real-world opportunities.	• Provide timely and appropriate interventions to support all students, specifically at-risk, EL and SPED populations in math. • Provide flexible access to AP and general academic electives

Articulation: We will develop vertical and horizontal articulation to support our students in becoming college and career ready upon graduation. Since we understand that learning is a continuum, it is important to develop connections/relationships with feeder schools and receiving schools to ensure successful transitions from grade level to grade level. For example, a third of our 8th grade students enroll at Panorama City HS and Van Nuys HS due to the options program. As previously indicated, our school is unique in that it is a grade 6-12 span school which enables us to have a deeper level of vertical articulation that begins with a 5th grade articulation program. Fifth grade students from Valerio and four neighboring elementary schools will continue to visit our campus and see student performances and presentations; they will also be led on student-guided tours of classrooms so that they can witness the rigors of secondary school. This experience is not only valuable for the elementary students, whose future educational goals are reaffirmed, but also for our secondary students who are empowered as educational leaders for the youth in their community. In response to the adoption of the common core state standards, teachers will engage in vertical articulation within the school to discuss and understand the progressions and expectations of the standards. They will work together to adopt the College and Career anchor standards for reading and writing in the core areas. English and math teachers will also learn and implement the progression of the content standards. Within our school, teachers will collaboratively develop and implement a horizontally aligned program for all core classes that is anchored in the knowledge, concepts, and skills needed to engage all students in higher levels of learning. For example, teachers will develop common formative assessments, analyze student results, and identify areas of need to provide timely and appropriate support to students in grades 6 to 12.	The process of articulation will: • Provide vertical and horizontal alignment of the instructional program • Increase staff engagement (opportunities for collaboration and communication) • Increase student engagement by fostering multiple connections: school and family, teacher and student, student and student, student and community, and student and learning. • Establish partnerships with local elementary schools, pursuing opportunities for our students to function as tutors and mentors in their community, building a culture of academic success.

2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

Transforming culture is a second order change that will improve student achievement and help close the achievement gap. It is a systemic change that requires a different mindset, one of empowerment, collaboration, consensus building, and trust. It is important to help stakeholders evolve their mindsets to participate effectively in the change process (Banathy, 1996; Nelson and Stolter- man, 2003). As

recommended by the U.S. Department of Education's Institute of Education Sciences, we must unite all stakeholders early in the turnaround process and garner their support and commitment to change. Seeing real change in action will begin the process of overcoming resistance and apathy. We will establish "quick wins," visible improvements with positive outcomes, that although they may not lead to immediate achievement gains, they will set the tone that we are entering a new day and imminent change is on the horizon. For example, in 2011-2012, we drastically reduced the number of days lost to suspension from 443 to 154. Through the implementation of the school-wide positive behavior support policy, we focused more on reinforcing positive behaviors, which reduced the number of suspensions. Quick wins will be the first step to establishing a turnaround culture and climate and acquiring the stakeholders' support at Fulton School of Health and Public Service.

The new and transformed culture of Fulton is one where there is a shared sense of purpose, an established norm of continuous learning and improvement, norms to reinforce recognition and celebrate success, and collaborative relationships within a personalized, safe and caring environment.

- Sense of Purpose – We value the contributions of all stakeholders who hold high expectations for learning and achieving in order to make our vision a reality. Staff, students, parents, and community members display a sense of empowerment because we collaboratively lead our own development. Our collective sense of purpose will allow all members of the school community to play a role in determining the direction of the school and in understanding the impetus for change.

- Norm of Continuous Learning and Improvement – We have a well-defined improvement plan and an established norm for continuous learning and improvement. The supervision of the instructional program will fuel the cycle of continuous learning where classroom instruction is monitored on a regular basis, observation data is analyzed, and appropriate professional development is provided. This practice will support our instructional philosophy that all students can learn when provided a "guaranteed and viable" curriculum with appropriate instructional strategies.

- Collaborative Relationships - All members of the school community work together effectively and are guided by the same sense of purpose to improve teaching and learning. Teachers and staff, administrators, students, and parents share the common vision and work collaboratively to reach that goal. We focus on consensus building and trust. For example, all stakeholders respect each other, value their differences, and are open to each other's ideas.

    - Through our PLC work, teachers will have the opportunity to work with colleagues, and openly reflect on practice. Their work will provide the foundation for developing a collaborative culture. According to Carl Glickman (*Renewing American Schools*), when teachers work together, discuss important issues relevant to their role as professionals, and have a role in the school's decision-making process, this change results in a successful school.

    - We will use Joyce Epstein's Framework, *The Six Keys to Family Involvement*, to establish relationships with parents and the community. While we will continue to provide support for Parenting and Learning at Home, we will launch a new system for improving on Communication, Volunteering, Decision-Making, and Collaborating with the Community to address our identified needs.

- Norms to Reinforce, Recognition and Celebrate Successes - Fulton will be a place where we recognize and celebrate student accomplishment, teacher innovation, and parental commitment. Staff and teachers will proudly share their student accomplishments, and these will be shared with the community.

- Personalized, Safe, and Caring Environment – The new atmosphere at Fulton is one that hums with excitement where students carry themselves with poise and confidence, students and staff are enthusiastic and there is respectful treatment among all stakeholders. Parents feel confident in sending their students to us and they have positive relationships with teachers and staff. For example, students will have an advisory teacher for several years, decreasing the number of transitions. This will allow them to build stronger relationships with teachers.

- School Leadership – Leaders of the change process will also evolve their own mindsets and guide the change process while involving other stakeholders in the decision-making process and sharing responsibilities To empower individuals who are embracing the change, leaders must be open to new ideas, while stimulating their intellectual abilities (Watson, Watson, and Reigeluth).

3. How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

a. Given your community context, what needs to be true for your colleagues, students and parents to join you in the transformation of our school?

In order for our colleagues, students, and parents to join in the transformation of our school, they must understand how the instructional philosophy and turnaround plan are the guide towards reaching our goal of ensuring all students graduate college and career ready. They must also understand their individual roles and receive the appropriate support to ensure their equal participation in the turnaround plan. Most importantly, they must be committed to our vision.

In order for this to happen, our teachers and staff must have an open mind, be flexible, trust colleagues, respect diversity, and believe in our students. For example, teachers must be able to work together honestly, observe each other's classes, and share their challenges and triumphs while holding each other accountable. They also need to establish and build relationships with students and parents through participation in various SLC activities, such as field trips, clubs, athletics, and school-wide activities.

Our students must understand the value of their education and realize its connection to the real world and their future. They will need to demonstrate effort-based success and have a sense of pride and a sense of belonging to the school. Parents must support their student's academic and social learning at home. Like the teachers and staff, parents need to build relationships with students and teachers through participation in various SLC activities, such as field trips, clubs, athletics, and school-wide activities.

b. Given your community context, how are you going to share, communicate and generate interest and excitement about your plan for turning around your school?

We will share and communicate our plan to our students through grade-level assemblies filled with interactive activities, advisory updates, one-to-one conversations, and student-led leadership activities. For example, students who participated in the Public School Choice process will continue to meet through

out the spring semester to plan ways to share, communicate, and share excitement about the plan. They will be the agents that will assist with the change of the school culture to generate pride among the student body.

Given that we will be a school with a new vision and instructional philosophy, we will have an orientation for new and continuing students so that they can experience the excitement of launching the new Robert Fulton School of Health and Public Service. Advisory teachers will continue communicating the message to all students throughout the school year. Also, students will generate excitement and interest by creating sixth grade house and SLC celebratory banners and posters in art and computer classes throughout the spring in preparation for implementation in August. Building on our well-respected athletics program, games and pep rallies will be another avenue for creating excitement not only among our students and staff but also with our community.

We will share the plan with teachers and staff through email, website, newsletter, and faculty and department meetings. We will host period-by-period informal PSC 4.0 implementation meetings on a monthly basis. Holding these meetings during the spring semester will provide teachers an opportunity to understand how we will collaborate to reach our goals and increase student achievement in a non-threatening setting. Moreover, it will help teachers understand their role in the turnaround plan and assist with the establishment of our new school culture.

To better meet the needs of our working families, we will have morning and evening meetings to personally continue sharing our plan with parents and community members. The meetings will be held in both Spanish and English to support our predominately Spanish-speaking families. Parent leaders, students and teachers will work collaboratively to facilitate and deliver the informational meetings. At the same time, we will generate excitement about our new Fulton through digital media such as the Fulton website, the marquee, telephone calls and newsletters. We will continue to host Coffee with the Principal to share exciting updates and elicit feedback.

D. IMPLEMENTATION

1. How will you monitor the implementation of your proposed turnaround efforts?

We will monitor the implementation of our proposed turnaround efforts by evaluating the instructional program on an ongoing basis and reviewing leading indicators such as benchmarks, formative, and summative data to make decisions about program effectiveness.

First, the Instructional Leadership Team will collect and analyze student achievement data such as CST, and CELDT scores at the beginning of the year to determine curricular strengths and weaknesses, areas of success and need for students, and to develop school-wide academic goals. The ILT will review data to set long-term and short-term goals that are Specific, Measurable, Attainable, Results-Oriented, and Time-Based (S.M.A.R.T.). The team will determine when and how often the data will be collected and shared with all stakeholders to make decisions about program effectiveness. Data will include periodic assessment scores, unit summative assessments, class writing samples, mid-term academic marks, instructional rounds (classroom observations), PLC collaboration and PLC products such as pacing plans and/or assessments.

After the ILT has identified the student data to collect to monitor progress, the ILT will create a data collection template to use in recording the data. We will also decide in what format to record the data and where to display it, making it public.

Next, the PLC teams will review the school-wide S.M.A.R.T. goals to create their own based on their students' data. Like the ILT, the PLCs will also collaborate to discuss what data will be collected as evidence that students are learning. They will monitor their own instruction and data, and inform the Instructional Leadership Team about their progress, on a quarterly basis. For example, they will provide the ILT with the results and analysis of unit summative assessments leading to mastery of the course content and follow-up steps, as well as writing samples, and projects.

In addition to reviewing the PLC data, the ILT will conduct frequent classroom observations using Elmore's Instructional Rounds protocol to collect additional data regarding classroom instruction. The ILT will meet on a weekly basis to review and discuss the findings. This data will support the monitoring of the implementation of the strategies to see if the staff is making progress in setting objectives, identifying similarities and differences, cooperative learning, cues and questions, and developing numeracy and authentic literacy.

Based on the PLC and classroom observation results, we will continue as planned or re-evaluate and modify the professional development to support identified needs. The quarterly monitoring cycle will be the system that will drive the schools instructional program to meet the school's S.M.A.R.T. goals and increase student achievement.

In addition to the instructional monitoring, ILT members will be responsible for gathering non-instructional data such as student and staff attendance and student suspension rates to analyze and provide appropriate intervention as needed. We will also share the data results with the school-wide community on a monthly basis.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

Given our existing school, we anticipate two significant barriers that might hinder the implementation of our school plan.

The first barrier is the current limited teacher capacity for implementation of instructional strategies, staff collaboration, and the capacity of administration to monitor, support, and follow-up, given the span configuration. To minimize the impact of this challenge on the successful implementation of our school plan, we will provide intense professional development based on identified needs. We will build capacity among our staff and embed professional development for the administrative staff to support teachers and staff with implementation of instructional strategies. Para-professionals will also be included in the professional development plan.

A second barrier is the need to increase parental involvement in their student's academic performance and the need to improve student behavior in and outside the classroom. To address this barrier, we will continue to build relationships with parents through various school functions. We will also increase outreach to parents by including them in fieldtrips, college fairs, and presentations of students work such as the senior exhibition. In addition, to establish relationships with parents, we will implement Joyce Epstein's framework on Family Involvement. To improve student behavior, we will refine our school-wide positive behavior support policy to highlight and reward expected student behaviors. Cooperative learning will help address student behavior inside the classroom.

E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan?

The new Robert Fulton School of Health and Public Service will follow the "Local Initiative School Model" (LIS) to govern and oversee the instructional and operational needs of our school community. Our school vision, and instructional philosophy drove our selection of the LIS model because it best meets the needs of our school by providing waiver options that give us the flexibility to create systems to achieve our goals. It is our expectation that this change will lead to improved student achievement that will result in students being college and career ready.

To ensure the whole staff is committed to our plan, we followed the LAUSD-UTLA Local Schools Stabilization and Empowerment Initiative of 2011. The staff petitioned to hold a vote to approve the plan with LIS as the governance model. Out of 59 staff members who voted, 57 voted yes and 2 voted no.

The LIS governing council will oversee and be responsible for the successful implementation of the educational program. The governing council will be the decision-making council for all educational programs with input form the Instructional Leadership Team and School Site Council. Based on the school vision and instructional philosophy, the governing council will make decisions regarding curriculum and instruction, assessment and accountability, professional development, fiscal allocations, school culture, and school environment to increase student achievement.

As part of our identified priority to build collaboration at our school, we will create a governing council inclusive of the Principal, UTLA Chapter Chair, teachers, classified employee, students, and parents/community members. Parents and students will be elected by their peers, and department chairs and SLC lead teachers will be elected by their colleagues with the understanding they will also be members of the governing council. The governing council will meet on a monthly basis to carry out its responsibilities.

2. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

Methods of Improving Pedagogy Waiver
We will establish local school-wide instructional strategies that will be implemented by all teachers. Our school has determined that these strategies will improve pedagogy and student achievement. We will continue to refine our school-wide practices with these strategies.

Internal Organization Waiver
We are establishing a sixth grade house and two high school SLCs. Our house and SLCs will establish an environment where students effectively and consistently build knowledge and skills, both independently and cooperatively, value diversity, and respect themselves and others. Teachers will work within their content area and each SLC to develop and monitor a high-quality curriculum with real-world relevance to support the high expectations of our school-wide instructional program.

Increased Professional Development Time and Schedule Waiver
We are requesting that our professional development is scheduled to take place weekly on

Tuesdays, as the calendar permits, to meet within grade-level subject-alike PLCs. The weekly schedule will provide more consistency and coherence to our PD plan.

Mutual Consent Requirement for Employees Waiver
We will implement a mutual consent waiver to ensure that our school is not obligated to accept mandated priority placement of certificated staff, allowing us to select teachers who are committed to our vision and instructional philosophy.

Staff Appointments
The selection of staff for leadership positions, including SLC lead teachers, department chairs, coordinators, deans, and any other out of the classroom teacher positions will follow Article IX from the District/UTLA contract. The Staff Appointment Waiver provides a uniform process for the selection of all members of the Instructional Leadership Team.

F. SCHOOL PLANNING TEAM

1. Who are the members of your planning team?

The members of the design team are:

Design Team Member	Credentials
1. Maxine Bush	English Single Subject; NBC Certified Teacher
2. Robin Cheney	Marine Biology Single Subject; NBC Certified Teacher
3. William Gaffney	Biology, Health, and PE Single-Subject Credential; UTLA Representative
4. Raquel George	Administrative Credential, English and Spanish Single-Subject; Principal
5. Karen Harris	English Single-Subject Credential; Access to Core Coach
6. Marlene Kamin	Multi-Subject Elementary Credential; Categorical Advisor
7. Rebecca Mackenzie	Multi-Subject SPED Credential; Resource Teacher & SPED Department Chair
8. Patricia Merritt	English Single Subject Credential; Data Problem Solving Coordinator
9. Meena Rao	Mathematics Single Subject Credential; NBC Certified Teacher

The staff and parents were informed about the PSC 4.0 process. After the PSC 3.0 process, we had a better understanding of the kind of input we needed to develop a successful turnaround plan. With this knowledge in hand, we set a course for reorganizing and rewriting. After confirming that the Fulton staff preferred to submit only one plan, it became evident that we needed to create a smaller, more cohesive design team as opposed to the previous one that consisted of over 20 members.

A memorandum went out to all staff members asking participants to submit a brief statement highlighting their qualifications. They were asked to include any workshops or trainings that they had recently attended, a successful application of a professional reading, collaborative projects, and positive data regarding student achievement, in addition to a desire to serve on the team. Design members who were selected met the following criteria:

- Believed all students can learn and are committed to develop a turn-around strategy based on student need
- Were collaborative and respectful of colleagues, students, and parents

- Were open-minded and knowledgeable about current research-based instructional practices and/or pedagogy
- Possessed expertise in the areas of English Learners, Gifted, Special Education, and At-Risk Students
- Were committed to volunteer and write during the summer break, after-school, evenings, and on weekends.

At the first planning meeting, the Design Team asked Ms. George, the principal, to be the leader of the planning team with Karen Harris, as her co-leader. Members of the design team attended most of the District-sponsored workshops and as a group, analyzed school-wide data and research to begin the process of creating a new plan for Fulton.

2. In what ways did you engage parents in the development of your plan?

In our continued effort to include parents in the development of the PSC 4.0 plan, we invited parents to multiple meetings, especially during the fall semester. Parents were encouraged to attend Coffee with the Principal to receive updates and provide feedback. Information was also provided at SSC, CEAC and ELAC meetings.

Parents were also involved in the Public School Choice Parent and Community Engagement meetings. Through facilitation, parents shared their vision for their child and the school. On multiple occasions, parents were provided the achievement data to analyze, outlines of sections of the school plan, and were encouraged to ask questions of the design team. At these meetings, parents expressed a concern regarding the urgent need to improve instruction. With this feedback in mind, we designed a turnaround plan that would significantly improve the instructional program we offer at Fulton.

APPENDIX

Public School Choice 4.0
Waiver/Autonomy Checklist

School Site: Robert Fulton College Preparatory

Proposed School/Design Team Name: Robert Fulton School of Health and Public Service

Proposed Governance Model (mark all that apply)**:**

☐ Traditional ☐ Pilot ☐ Expanded School Based Management

X Local Initiative School ☐ Affiliated Charter ☐ Technical Assistance Partner

☐ Limited Network Partner ☐ Full Network Partner

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

x **Methods of improving pedagogy.** Rationale on page(s): 5, 14-20, 24, 32

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).

☐ **Curriculum.** Rationale on page(s): _____

Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).

☐ **Assessments.** Rationale on page(s): _____

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.

x **Scheduling.** Rationale on page(s): 20-21, 32

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).

x **Internal organization.** Rationale on page(s): 24-26, 32

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

x **Professional development.** Rationale on page(s): 14-15, 19, 31, 32

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.

☐ **Budgeting control.** Rationale on page(s): _____

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."

x **Mutual consent requirement for employees.** Rationale on page(s): 33

A requirement for "mutual consent" by school and applying employee with respect to the filling 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.

☐ **Teacher assignments.** Rationale on page(s): _____

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).

x **Staff appointments (e.g., department chairs).** Rationale on page(s): 33

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

☐ **Discipline & codes of conduct.** Rationale on page(s): _____

School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

☐ **Health and safety.** Rationale on page(s): _____

School's health/safety matters, aligned with District-wide health/safety mandates.

☐ **Additional Waivers**: (list waivers requested)

_____

Applicants selecting "Additional Waivers" must provide a rational the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

NOTICE TO ALL UTLA-REPRESENTED EMPLOYEES WHO ARE FULL-TIME AT FULTON

THE ELECTION TO APPROVE OR DISAPPROVE THE
Robert Fulton College Preparatory
Public School Choice Plan 4.0
Providing for a Local Initiative School (LIS) model

WILL BE CONDUCTED AT THE FULTON MAIN OFFICE ON MONDAY, October 29, 2012

BEFORE SCHOOL FROM 7:00 AM TO 7:40AM

AND

AT NUTRITION

YES = 57
NO = 2

ELECTION TO APPROVE OR DISAPPROVE THE
Robert Fulton College Preparatory
Public School Choice (PSC) Plan 4.0
Providing for a Local Initiative School (LIS) model

BALLOT
October 29, 2012

UTLA-represented employees
Full-time at Fulton

MARK ONE

I APPROVE THE PSC PLAN WITH THE LIS MODEL _____

I DO NOT APPROVE THE PSC PLAN WITH THE LIS MODEL _____

ELECTION TO APPROVE OR DISAPPROVE THE
Robert Fulton College Preparatory
Public School Choice (PSC) Plan 4.0
Providing for a Local Initiative School (LIS) model

BALLOT
October 29, 2012

UTLA-represented employees
Full-time at Fulton

MARK ONE

I APPROVE THE PSC PLAN WITH THE LIS MODEL _____

I DO NOT APPROVE THE PSC PLAN WITH THE LIS MODEL _____

Petition

The undersigned members of the UTLA-represented staff of Robert Fulton College Preparatory School support the petition for the Public School Choice Plan to be submitted on or before October 31, 2012. We approve inclusion of the LIS Model in the Plan.

We support the holding of an election to adopt the Plan, including the LIS model.

PETITION

Person ID	Last name First name	Job text	PA
629603	ALMAGUER, SILVIA	SECONDARY TEACHER	2UTK
986726	ANTONE, JOSEPH	SECONDARY TEACHER	2UTK
711676	ARBOGAST, DAVID	ELEMENTARY TEACHER	2UTK
804599	AYBAR, CARMEN	SECONDARY TEACHER	2UTK
698561	BEHR, EVA LISA	SECONDARY TEACHER	2UTK
798975	BONILLA, RAYMOND	SPECIAL EDUCATION TEACHER	2UTK
710663	BRONAKOWSKA, AGATA	SECONDARY TEACHER	2UTK
736102	BRONAKOWSKI, PAWEL	SECONDARY TEACHER	2UTK
673811	BROOKS, NORMA	SECONDARY TEACHER	2UTK
804387	BUSH, MAXINE	SECONDARY TEACHER	2UTK
710644	CAMPBELL, JOHN	TCHR,MATHEMATICS,FOUNDATI	2UTK
756279	CHEYNE, ROBIN	SECONDARY TEACHER	2UTK
1006054	COOPER, SEAN	TCHR, SP ED, RES SPST PRG	2UTK
656601	CYNKIN, LISA	SECONDARY TEACHER	2UTK
323591	DALLAS, MARIONETTE	SECONDARY TEACHER	2UTK
954992	DANIYAN, OLAJUMOKE	SECONDARY TEACHER	2UTK
609292	DAVERSA, DIANE	ELEMENTARY TEACHER	2UTK
586695	DAVIS, PAUL	SECONDARY TEACHER	2UTK
696388	DIAZ GARCIA, BEATRIZ	SPECIAL EDUCATION TEACHER	2UTK
767546	DONAT, RAJI	SECONDARY TEACHER	2UTK
562602	ELLISON, LORNA	NURSE	
664322	ERIKSSON, MARIA	SECONDARY TEACHER	2UTK
780569	EUKEN, KENNETH	SECONDARY TEACHER	2UTK
727374	FATAH, FREDDA	ELEMENTARY TEACHER	2UTK
805081	GAFFNEY, WILLIAM	SECONDARY TEACHER	2UTK
1044725	GARBER, MATHIAS	SPECIAL EDUCATION TEACHER	2UTK
1044524	GERST, ANDREW	SECONDARY TEACHER	2UTK
666432	GLOE, EDITH	SECONDARY TEACHER	2UTK
697708	GRANDI, WILLIAM	SECONDARY TEACHER	2UTK
790203	GRAY BASTON, TAMARA	SECONDARY TEACHER	2UTK
725534	GURDINE, KATHLEEN	COUNS,SCHOOL	2UTK
623529	HAMRICK, JOHN	TCHR,S,LIBR MEDIA	2UTK
720421	HARRIS, KAREN	Instrnl Coach, Sec	2UTK
308478	HARTZ, FAWN	ELEMENTARY TEACHER	2UTK
800499	HENDERSON, TONYA	SECONDARY TEACHER	2UTK
764792	HERNANDEZ, MARITZA	SECONDARY TEACHER	2UTK
956831	HOLTZMAN, MATTHEW	SECONDARY TEACHER	2UTK
758862	JOHNSON, KATHRINA	SECONDARY TEACHER	2UTK
712152	JUNIO, ROSE	ELEMENTARY TEACHER	2UTK
214711	KAMIN, MARLENE	ADVSR, CTEGORCL PGM	2UTK
574884	KAUFMAN, GREY	SECONDARY TEACHER	2UTK
672477	KAY, MARCIE	SECONDARY TEACHER	2UTK
1044819	KLAUS, CHASE	SECONDARY TEACHER	2UTK
747720	KLINGENDER VAGHI, MARIA	SPECIAL EDUCATION TEACHER	2UTK
790311	LANDER, CATHERINE	COUNS,SCHOOL	2UTK

PETITION

771268	LAZARUS, DARREN	SECONDARY TEACHER	2UTK
716753	LESERMAN, AMY	SECONDARY TEACHER	2UTK
668733	LEVINE, DANIEL	SECONDARY TEACHER	2UTK
711924	LOCKETT, XOCHILT	SPECIAL EDUCATION TEACHER	2UTK
629769	LUBA, BRYANT	SPECIAL EDUCATION TEACHER	2UTK
800549	MACKENZIE, REBECCA	TCHR, SP ED, RES SPST PRG	2UTK
609238	MADRIGAL, VALERIE	SECONDARY TEACHER	2UTK
732925	MANOLE, CRINA	SECONDARY TEACHER	2UTK
580757	MARZAN, JOEL MARVIN	SECONDARY TEACHER	2UTK
954806	MCCULTY, JEFFREY	SECONDARY TEACHER	2UTK
631858	MEDINA NETZEL, VIVIANE	ASMT,NONCLSRM,PREP	2UTK
760844	MERRITT, PATRICIA	ASMT,NONCLSRM,PREP	2UTK
772492	MESA, JEREMY	SECONDARY TEACHER	2UTK
651765	MHERYAN, ALMA	ELEMENTARY TEACHER	2UTK
529499	MONTERROZA, JUAN	TCHR,MATHEMATICS,FOUNDATI	2UTK
946474	MULDONG, EDELA	SECONDARY TEACHER	2UTK
707425	NEWELL, DERRICK	TCHR, SP ED, RES SPST PRG	2UTK
747222	OGUEJIOFOR, MIRIAM	TCHR, SP ED, RES SPST PRG	2UTK
683241	OLEA, DORA	SECONDARY TEACHER	2UTK
711889	ORENSTEIN, KEVIN	ELEMENTARY TEACHER	2UTK
702027	PALMA, GERARDO	SECONDARY TEACHER	2UTK
645401	PEARSON, PHILLIP	ASMT,NONCLSRM,PREP	2UTK
800813	PETROSYAN, LILIT	COUNS,SCHOOL	2UTK
1024513	PORTER, LORI	SPECIAL EDUCATION TEACHER	2UTK
684378	POTELL, LAWRENCE	ELEMENTARY TEACHER	2UTK
619579	PULLEY, DANNY	SPECIAL EDUCATION TEACHER	2UTK
609073	RAO, MEENA	SECONDARY TEACHER	2UTK
737308	RECTO, JOE ENGEL	ELEMENTARY TEACHER	2UTK
748866	RIOS, MARCO	SECONDARY TEACHER	2UTK
678291	SAINI, JOHN	SECONDARY TEACHER	2UTK
257492	SHAPIRO, RHONDA	ELEMENTARY TEACHER	2UTK
295236	SHIEN, BRUCE	SECONDARY TEACHER	2UTK
760458	STEINBERG, DORIE	COUNS,SCHOOL	2UTK
671251	TEUNISSEN, PAMRA	SPECIAL EDUCATION TEACHER	2UTK
539518	TIONGSON ENGNAN, LEILA	SECONDARY TEACHER	2UTK
924594	TOKATLIAN, EJENI	SECONDARY TEACHER	2UTK
611982	TROPPER, JOACHIM	SPECIAL EDUCATION TEACHER	2UTK
780794	UCEDA, YURI	ADVSR, CTEGORCL PGM	2UTK
647803	VARELA, HECTOR	SECONDARY TEACHER	2UTK
789110	VASQUEZ, JUAN	SECONDARY TEACHER	2UTK
956712	WAN, CARRIE	SECONDARY TEACHER	2UTK
962140	YATES, KAREN	TCHR, SP ED, RES SPST PRG	2UTK