



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: SYLMAR LEADERSHIP ACADEMY

PROPOSED BY: LOCAL DISTRICT 2

FOR: VR K-8 SPAN SCHOOL #1

Mission & Vision of the School

Sylmar Leadership Academy, will serve students in Kindergarten through eighth grade, and prepare students to be life-long learners by developing in them self-esteem, respect for others, and commitment to the community beyond the school. **Students will solve real life problems together and discover the skills to become effective student leaders who are college-prepared and career-ready.**

All students will culminate their education at Sylmar Leadership Academy with **21st century leadership skills**. They will be ready to:

- Effectively use the critical thinking skills of analysis, synthesis and evaluation to solve problems
- Communicate information clearly and effectively using media/technology skills
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior
- Work independently and collaboratively to solve problems and accomplish goals

The school community at Sylmar Leadership Academy will collaboratively support the Vision by creating an environment where students **master core academic content standards to improve achievement comparable to quality national and international educational systems**. All stakeholders will recognize and support the educational and social/ emotional needs of students. The school will be organized around three school-wide systematic approaches to Standards-based instruction: Data-based decision making, Personalized Learning Environments, and Service-based learning.

As a united force, the school staff, parents, students, community and partners will analyze student data on an ongoing basis to provide all students with effective and timely instruction to ensure that each student meets their academic goals. Additionally, each student will be provided an adult mentor or teaching partner who will guide his or her “apprentice” on a successful educational journey.

Designing Data Driven & Student Centered Instructional Programs

The school report card, data sheets, and state test data clearly show that students need the following:

- Consistent and effective first teaching
- Inclusion in decision making processes; school governance (at age-appropriate levels)
- English Language Development
- Specially Designed Academic Instruction in English Strategies
- Extended learning opportunities
- Problem solving skills
- Critical thinking skills
- Leadership skills
- Personalized learning environments
- Teachers who are leaders themselves
- Parents who are leaders themselves

The following are student services and interventions that will be provided to prepare all students to graduate college-prepared and career-ready:

- Standards-based instruction
- Personalized learning environment
- Service-based learning
- A culturally relevant and responsive education
- A Leadership Academy
- A community school
- Personal skills development
- A family support team
- A mentor for every student; every student a mentor
- Activities and workshops on how parents can help their children at home



- After school educational activities and events

Instructional Program

Sylmar Leadership Academy will include the following to serve all student sub groups (Note that the underlined services overlap for all sub groups):

Students with disabilities

- Provide a safe environment that encourages students to talk and ask questions
- Deliver direct, explicit, and systematic instruction in the fundamental skills required to read
- Provide students with many opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect
- Allow students to create or select their own service projects
- Provide tutoring before, during, and after school
- Guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations etc.
- Provide the needed accommodations or modifications per their Individualized Education Plan (IEP)
- Use a wide variety of strategies to explain a concept

Socio-economically disadvantaged students

- Provide a safe environment that encourages students to talk and ask questions
- Deliver direct, explicit, and systematic instruction in the fundamental skills required to read
- Provide students with many opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect
- Allow students to create or select their own service projects
- Provide tutoring before, during, and after school
- Guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations etc.
- Model concrete strategies for learning and appropriate behavior
- Provide cooperative learning and shared decision making opportunities such as service-based learning
- Model ways to construct broader concepts from pieces of information
- Link new learning to students' prior knowledge
- Identify and address the learning styles of students
- Use Thinking Maps® and graphic organizers to help students organize, integrate and retain information
- **Model leadership skills in cooperative groups with real life situations**

Special needs students

- Provide a safe environment that encourages students to talk and ask questions
- Deliver direct, explicit, and systematic instruction in the fundamental skills required to read
- Provide students with many opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect
- Allow students to create or select their own service projects
- Provide tutoring before, during, and after school
- Guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations etc.
- **Model concrete strategies for learning and appropriate behavior**
- Provide cooperative learning and shared decision making opportunities such as service-based learning
- Link new learning to students' prior knowledge
- Use Thinking Maps® and graphic organizers to help students organize, integrate and retain information

Gifted students

- Provide a safe environment that encourages students to talk and ask questions
- Deliver direct, explicit, and systematic instruction in the fundamental skills required to read
- Provide students with many opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect
- Allow students to create or select their own service projects



- Provide tutoring before, during, and after school
- Guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations etc.
- Provide highly cognitively challenging instruction
- **Enhance curriculum with leadership skills**
- **Provide an education infused with leadership skills to challenge students and keep them interested in guiding their learning.**
- Arrange students in flexible and strategic groups to have their educational and social needs met.

English Language Learners

- **Provide a safe environment that encourages students to talk and ask questions**
Deliver direct, explicit, and systematic instruction in the fundamental skills required to read
- **Provide students with many opportunities in oral language and speaking activities to process new information**
- **Build personal relationships with students, family and community to build trust and respect**
- Allow students to create or select their own service projects
- Provide tutoring before, during, and after school
- Guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations, etc.
- **Pre-teach, and re-teach essential elements of concepts, such as academic vocabulary, background information, and English language grammar**
- Create classroom structures that foster learning by modeling, scaffolding, and helping students construct understanding
- Access prior knowledge to help students acquire new learning
- **Use visuals and clues to help students understand new concepts**
- Use Specially Designed Academic Instruction in English strategies to help students access the core standards

Standard English Learners

- **Provide a safe environment that encourages students to talk and ask questions**
- Deliver direct, explicit, and systematic instruction in the fundamental skills required to read
- **Provide students with many opportunities in oral language and speaking activities to process new information**
- **Build personal relationships with students, family and community to build trust and respect**
- Allow students to create or select their own service projects
- Provide tutoring before, during, and after school
- Guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations etc.
- **Explicitly teach Standard English within the context of the lesson**
- Use Thinking Maps® to compare Standard English to Informal English
- Model the difference between grammatically correct and incorrect statements
- Provide opportunities for students to use Standard English
- Deliver culturally relevant and responsive instruction

School Culture

The school culture will focus on student leadership. **Students will take responsibility for their own actions and participate in maintaining a safe, positive and inviting learning environment.** Classroom environments will reflect the diversity of students and the arrangement of the desks will be grouped for students to work together, share materials, and help each other. Teacher-student relationships will be developed and every student will have a mentor to enhance and personalize learning. Quality instruction of the grade level standards and student engagement will be the key to student success. **Students will be happy, safe, and involved in leadership activities.**

A typical day in the life of a student at Sylmar Leadership Academy will be happy, safe and enriching.

Before school: Students will have the opportunity to eat breakfast and meet with either a group of students in the MPR room to work on a service-based project and/or meet with a mentor.

During school: Students will be involved in rigorous standards-based learning in collaborative groups. The groups will share leadership responsibilities. They will know and articulate the standards being taught. Students will also have the opportunity to conduct research on iPads and computers.

After school: Students will work on accumulating service-based points, tutoring, attend an enrichment class or meet with a mentor.



Parent Engagement & Involvement

The strategic plan to engage parents and guardians in the academic achievement of their children is to establish a Community School. The school staff will communicate with parents via

- Face to face meetings
- Email
- Connect-ED
- Phone calls
- School website
- Parent center – Will provide English classes and resources for parents to use to help their children complete projects
- Monthly family nights
- Student-led parent conferences
- Mentorship Program
- Monthly Breakfast meetings with the principal
- Parent valet program
- Parents will be part of the Personnel Selection Committee
- Parents will participate in the mentoring program

Staffing

Teachers and school staff will possess the following characteristics in order to meet the needs of the students:

- Knowledge of standards-based instructional practices for elementary and middle school.
- Leadership skills
- Collaboration skills
- Excellent problem-solving skills
- Sensitivity to all student sub groups
- Excellent communication skills
- Commitment to student achievement
- A proven track record of success serving students in Sylmar

Applicant Team Contact Information

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