

School of Social Justice and Service-Learning at Walnut Park Local District 6

PUBLIC SCHOOL CHOICE 3.0

SCHOOL OF SOCIAL JUSTICE AND SERVICE- LEARNING

AT WALNUT PARK MIDDLE SCHOOL



APPLICANT TEAM MEMBERS

Denise Altamirano, Parent/Community Member
Aida Coronado De Leon, Woodlawn Avenue Elementary School
Yolanda Delgado, Woodlawn Avenue Elementary School
Carlos Garibaldi, Local District 6
Lilliana Herrera, Local District 6
Rowena Lagrosa, Local District 6
Hilda Mehra-Montoya, Woodlawn Avenue Elementary School
Bernice Merino-Caan, Gage Middle School
Natividad Rozsa, Local District 6

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A. EXECUTIVE SUMMARY ANALYSIS

Unwavering Focus on Academic Achievement

A. Summary Analysis (4 pages)

The mission statement describes the purpose and aim of the school. It should be clear, focus on improving educational outcomes, and establish a set of priorities that are meaningful, manageable, and measureable.

The vision statement describes aspirations of the school. This includes what student will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

1. Mission and Vision

Our **mission and vision** for the School of Social Justice and Service-Learning (SJS-L) at Walnut Park is founded on the belief that every student should be prepared for and have the choice to attend a college-career program. We believe learning is constructed through personal relationships among students and teachers, students and students, and students and parents/community. These relationships encourage the learner to embrace the home language and culture, respect others from diverse cultures, and fully integrate into the global community through social responsibility and service. At School of Social Justice and Service-Learning at Walnut Park, we fully believe that in order for our students to abundantly participate as 21st century global citizens and to compete in a global economy, they must acquire the skills to access college/career programs as outlined in *The Partnership for 21st Century Skills* framework: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge.

At the School of Social Justice and Service-Learning at Walnut Park **our mission** is to ensure students are college-ready when they have the skills, knowledge, and behaviors to complete a college course of study successfully and without remediation. Our **purpose** is to create a student-centered learning environment which ensures young people are ready for college-career programs. Our **educational agenda aims** to provide **meaningful, manageable, and measureable** education for our students by guaranteeing:

- (1) Each student will be college-career ready by receiving a rigorous CA/Common Core State Standards-based instructional program with a highly qualified teacher, as measured by meeting proficiency on district periodic assessments, state exams, and school marks.
- (2) Each student will engage in authentic service-learning experiences using a two-way bilingual model of instruction in order to close the language and academic achievement gap between English learners and their English-proficient peers, as measured by the *California Standards Test* and the *California English Language Development Test (CELDT)*.
- (3) Each student will participate in a safe personalized service-learning community (SLC), as measured by successful completion of community, national, or global service-learning projects.
- (4) Each student will receive a research-based academic instructional program that implements instructional methodologies SDAIE, AVID, Project-Based Learning, Scottish Story Line, and Singapore

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Math and Marzano's High Yield instructional strategies, as measured by student independent application of said strategies.

(5) Each student will develop 21st Century learning skills: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge, as measured by successful completion of community, national, or global service-learning projects.

Our vision for the School of Social Justice and Service-Learning at Walnut Park is *"In a personalized, safe learning environment, students will demonstrate proficiency in a rigorous second language, college-career readiness, CA/Common Core standards-based instructional program aligned with community-based service-learning projects. Through interdisciplinary study of the sciences, math, humanities, arts and technology students will collaborate in multi-age diverse groups to critically solve real-world social justice problems. Our students will be capable, articulate, responsible citizens who take ownership for their learning as measured by state and federal-mandated assessments, LAUSD periodic assessments, project-based learning, and common formative assessments."*

2. School Data Analysis

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your teams' experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

School of Social Justice and Service-Learning at Walnut Park will receive students from Walnut Park ES and alleviate overcrowding at Gage MS, Southeast MS, and South Gate MS. Of these schools, Gage MS and South Gate MS are identified as Program Improvement 5+ and have not met their API Growth Targets for over five years. Only one school, Gage MS, had growth in API from 645 (2009-2010) to 652 (2010-2011). Furthermore, none of these schools have met their AYP for 2010-2011 school year. The **student population and community that will be served at Walnut Park MS** will be largely comprised of Hispanic/Latino origin, with over 25% EL's and almost 90% of our students will be eligible for free or reduced meals. In addition to the unique needs of English learners, about 10% of the student population is either a student with a disability (SWD) or gifted and/or talented (GATE); both subgroups requiring specific instructional strategies to meet their needs.

Student Demographics of School of Social Justice and Service-Learning (SJS-L) at Walnut Park (LAUSD Report Card)

	Gage MS	Southeast MS	South Gate MS	Walnut Park ES
Met AYP 2010-11	No	No	No	No
Met API 2010-11	No	No	No	No
Latino	99%	99%	99%	100%
White	0.0%	0.0%	0.0%	0.0%
African-American	0.0%	1%	0.0%	0.0%
English Learners (EL's)	27%	26%	23%	36%
Re-designated (RFEP's)	48%	45%	42%	16%
Students with Disabilities (SWD's)	9%	10%	11%	7%
Economically Disadvantaged	89%	93%	88%	100%
Gifted and Talented (GATE)	11%	8%	11%	2%

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The major strengths and opportunities for improvement at SJS-L at Walnut Park MS are:

- All students will use authentic social service issues affecting our community/society as part of their Service Learning projects.
- All students will receive an accelerated program in Mathematics: Algebra, Geometry, or Trigonometry, using the Singapore Math Model.
- All students will use effective oral and written communication skills by publicly presenting their Service Learning Projects.
- All students will participate in Service Learning Communities and maintain electronic portfolios in preparation for articulation to high school.

Gaps in achievement can be attributed to:

- Limited access to higher order mathematics (Algebra and Geometry) for all students.
- Limited academic and language achievement by Long-Term English Learners (LTEL's)
- Limited academic achievement in ELA and mathematics for SWD's

Approximately one-third of the students from these feeder schools are absent seven or more days. At the middle schools the percentage of students who have been suspended more than once has increased between 2-4%. Less than a fourth of the EL's and SWD's in the middle schools are performing basic or above on the CST; at the elementary school less than 50% are achieving at basic or above on the CST. Student transiency is significant with nearly 20-25% of our students entering and leaving school. Baseline Data Trends reveal declines-to-no-growth in CST/ELA across all four schools; and limited growth in mathematics at the elementary school. CST/Math data reveals declines in math at all grade levels, except for two schools at 7th grade; both made a 3-point gain. Only one school offered Geometry.

Baseline Data – School of Social Justice and Service-Learning (SJS-L) at Walnut Park (LAUSD Performance Meter)								
	Gage MS - %		South Gate MS - %		Southeast MS - %		Walnut Park ES - %	
Academic Year	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
CST/ELA Trends	27.4	30.0	34.6	34.6	32.3	32.3	45.9	45.2
ELA/5th Prof./Adv.	N/A	N/A	N/A	N/A	N/A	N/A	55.7	38.9
ELA/6th Prof./Adv.	29.9	28.9	33.8	31.8	31.4	27.2	N/A	N/A
ELA/7th Prof./Adv.	23.5	34.6	35.4	38.5	32.3	35.7	N/A	N/A
ELA/8th Prof./Adv.	29.3	26.2	34.6	33.2	33.1	33.2	N/A	N/A
CST/Math Trends	30.0	28.6	37.0	30.5	23.1	23.8	50.7	54.3
Math/5th Pro/Adv	N/A	N/A	N/A	N/A	N/A	N/A	15.2	30.8
Math/6th Pro/Adv	30.9	26.7	35.5	32.0	28.6	25.8	N/A	N/A
Math/7th Pro/Adv	27.4	30.7	44.0	32.9	29.8	33.0	N/A	N/A

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General Math	16.0	13.3	N/A	N/A	4.6	0.0	N/A	N/A
Algebra-I Pro/Adv	44.6	37.9	39.0	27.0	13.7	13.3	N/A	N/A
Geometry Pro/Adv	85.2	53.1	N/A	N/A	N/A	N/A	N/A	N/A
SWD's CST/ELA Basic +	10.3	9.2	26.7	18.4	13.0	21.8	35.0	47.7
SWD's CST/Math Basic +	16.2	16.0	22.8	21.3	16.7	21.2	45.0	46.5
EL's CST/ELA Basic +	16.3	16.4	23.9	24.1	26.9	17.1	58.0	55.6
EL's CELDT Prof.+	48.8	37.9	50.4	50.0	44.4	51.7	57.6	49.6
AMAO #2 –RFEP >5years (LTEL's)	32.6	27.5	33.3	34.3	32.5	34.8	26.7	23.9
EL's Suspension >1x	11.9	9.3	8.0	6.5	4.8	9.1	0.0	0.2
Students Attendance ≥96%	65.6	67.3	65.5	68.8	69.2	68.2	62.3	62.3
Student Transiency	23.6	20.0	14.8	14.4	16.1	14.2	13.4	13.7

Based on the Baseline Data for entering students, realistic and reasonable goals projected for our first instructional year and years 2 and 3 are as follows:

School of Social Justice and Service-Learning (SJS-L) at Walnut Park MS Performance Plan						
	Year 1 (2012-2013)		Year 2 (2013-2014)		Year 3 (2014-2015)	
	SJS-L	LAUSD	SJS-L	LAUSD	SJS-L	LAUSD
	Target	Target	Target	Target	Target	Target
INCREASE						
CST/ELA Prof./Adv.	40%	50%	50%	54%	55%	N/A
CST/Math Prof./Adv.	25%	41%	35%	47%	45%	N/A
On Track for Meeting A-G Requirements	40%	50%	50%	75%	65%	N/A
Algebra Prof.	30%	47%	40%	55%	50%	N/A
Reclassification Rates	24%	24%	27%	27%	LAUSD Target	N/A
Students w/96%+ Attendance	71%	71%	76%	76%	LAUSD Target	N/A

3. Applicant Team Analysis

Based on the above chart, it is apparent that Local District 6 (LD6) and its collaborative team of the **Teacher-Leaders for Social Responsibility (T-LSR)**, along with United Teachers of Los Angeles (UTLA) **have extensive experience (see Applicant History Data Sheet Appendix F)** in serving the diverse instructional needs of the typical student from these communities. The projected enrollment to be

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served at School of Social Justice and Service-Learning (SJS-L) at Walnut Park will closely mirror the student demographics of Gage MS, South Gate MS, Southeast MS, and Walnut Park ES.

Our Local District 6 provides a level of support and resources that other entities may not have the has capacity to manage this new middle school:

- A proven track record educating English Learners, students with disabilities, gifted and talented students, and economically disadvantaged students.
- A comprehensive data collection and analysis information systems and support which allows on-going progress monitoring and targeted intervention.
- An effective communication structure that ensures articulation and communication among feeder schools - elementary, middle, and high schools.
- A zone of choice in which middle school students will be eligible to matriculate to neighboring high schools with a focus on international studies and/or social justice/service learning.
- Key community partnerships which include: Museum of Latin American Art (MoLAA); Claremont Colleges

As the collaborative team of **Teacher-Leaders for Social Responsibility (T-LSR)**, we have many years of experience working with English Learners. Our team members' background experiences are as follows:

Denise Altamirano is a parent volunteer at Woodlawn Elementary, who has supported many school fund-raising events. She supports instructional practices within the classroom setting by providing assistance to teachers by way of preparing materials for student use. Although her community of residence is Walnut Park, she has been commuting to Woodlawn Avenue ES in the City of Bell because of her strong belief in a bilingual education for her daughter. Currently, she is pursuing advanced education in a nursing program at East Los Angeles City College, and interns at St. Francis Medical Center in Lynwood. In addition,, she and her daughter volunteer at SEEACA, an animal shelter in Downey.

Aida Coronado-DeLeon is a Title III Access to Core Expert at Local District 6 and possesses over 25 years experience in serving English learners as a teacher and Categorical Program Advisor. Ms. Coronado-DeLeon serves as an instructional leader, implementing professional development associated with English learners, such as SDAIE, Master Plan Program, ELD Practicum to fourteen Title III Instructional Coaches at LD6. Aida has a BCC (bilingual certificate of competency) and a multiple subject credential with a bilingual emphasis. She was instrumental in designing a research-based dual language program at Woodlawn Avenue ES which was modeled on the work of Mora Genesee on bilingual education. In addition, Ms. Coronado-DeLeon has extensive training on the Scottish Storyline, which was implemented in her multi-age classroom. As the categorical advisor ensured federal and state compliance for categorical programs. In addition, she oversaw the implementation of a model Parent Center at Woodlawn Ave ES.

Yolanda Delgado has 22 years of experience as a bilingual teacher, currently in the dual-language program at Woodlawn Ave ES. Through collaboration with the Pacific Theater Group, a Wonder of Reading state-of-the-art library at Woodlawn Ave ES was built. Trained by Alma Flor Ada, Yolanda has implemented family literacy programs. Ms. Delgado has successfully raised student achievement. Year after year, over 80% of her students score proficient or above as measured on the *California Standards Test (CST)* and LAUSD District Performance Assessments. In addition, Ms. Delgado continues to

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successfully reclassified over 90% of her students. Ms. Delgado received training on the Scottish Storyline and has implemented the practice in her classroom.

Carlos Garibaldi is the LD6 English Learner Coordinator and is responsible for Title III Access to Core Experts, Coaches, and school-site Categorical Program Coordinators. Carlos provides professional development in Project GLAD, Thinking Maps™, and Adaptive Schools. With 15 years as an educator, Mr. Garibaldi provides support to the District EL Advisory (DELAC), a parent group that advises on behalf of the local district's English learners. With a credential in Counseling and Administration, Mr. Garibaldi supported special education students as an Assistant Principal Elementary Instructional Specialist (APEIS) at Ellen Ochoa Learning Center.

Liliana Herrera is currently a Title III Access to Core Expert at LD6 providing cognitive coaching and instructional support to fourteen Title III instructional coaches. Lilly has over seventeen years of secondary experience as a history teacher and AVID Coordinator. At Hollenbeck MS, Ms. Herrera was a Community Representative and a key liaison between parents and the school community, where she organized the first Parent Center. Ms. Herrera has extensive experience with State and Federal compliance guidelines.

Hilda Mehra-Montoya, a bilingual teacher in the dual-language program at Woodlawn Ave ES, has twenty-eight years of classroom experience and extensive expertise working with English learners in multi-age instructional settings. By incorporating project and performance-based learning experiences, interdisciplinary literacy, inquiry math and science, and Scottish Storyline, her effective instruction has resulted in closing the achievement gap with her students, with over 70% of her students scoring proficient or above on the CST and CELDT (*California English Language Development Test*). As a LEARN Lead Teacher through the U.C.L.A. Advanced School of Managements, Hilda helped empower teachers through school-based management.

Alda Bernice Merino-Caan is the Title III Access to Core Instructional Coach at Gage MS providing support to both the English and Math Departments by way of cognitive coaching, the lesson study cycle, and meta-cognitive strategies for diverse learners. With nearly 30 years experience in serving English learners as a general and special education teacher and as a GATE coordinator, she has led professional development workshops and conferences throughout LD6 and L.A. county in research-based methodologies and instructional strategies. Bernice was the lead architect in designing a Science and Social Studies content-based ELD curriculum at Woodlawn Ave ES and implemented a Family Science program there in collaboration with the U.S.C. Sea Grant program. Bernice is a NBC Teacher, Individuals with Exceptional Needs.

Natividad Rozsa is a Local District 6 Principal-Leader and Director of School Services. She has over 35 years experience in serving English learners and has instituted systems and practices to increase student academic achievement and English language proficiency. As the principal and instructional leader at Woodlawn, she raised student achievement in English language arts, mathematics, and science for both students in the general education and special education programs. In addition, while overseeing and monitoring the bilingual program, she implemented a Dual-Language Program which is now in its third year. As a Principal-Leader and Director of School Services, Mrs. Rozsa supervised the re-structuring of Huntington Park High School. Her experiences as a leader will be an asset to our learning environment.

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B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B-1 Curriculum and Instruction (17 pages + attachments: LIS Waiver #2, TA page 2; LIS Waiver #6, TA page 3; LIS Waiver #3, TA Page 2)

Clearly explain how your plan is designed specifically with the student population in mind. Address how the program is differentiated to maximize learning and engagement for students of all needs and performance levels.

- a. **Instructional Program and Instructional Philosophy:** Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Our vision for the School of Social Justice and Service-Learning at Walnut Park, is crystal clear: *In a personalized, safe learning environment, students will demonstrate proficiency in a rigorous second language, college-readiness, standards-based instructional program aligned with community-based service-learning projects. Through interdisciplinary study of the sciences, math, humanities, arts and technology students will collaborate in multi-age diverse groups to critically solve real-world social justice problems. Our students will be capable, articulate, responsible citizens who take ownership for their learning as measured by state and federal-mandated assessments, LAUSD periodic assessments, project-based learning, and common formative assessments.*

Our visionary approach to learning is the result a comprehensive needs analysis of several factors: (1) an adherence to research-based best practices; (2) a review of available programs in the service area of this new middle school; (3) consideration for preferences and needs expressed by parents, students and community members through surveys and public meeting; and (4) student demographics and performance data from our surrounding middle and elementary schools.

The Underlying Theory of our Instructional Program:

There is a growing body of research on cognitive processing that emphasizes the student's role in the learning process (*Constructivism and Learning – Two Perspectives*. Excerpt *Phi Delta Kappan*:697-702, May). Constructivist theory is based on the work of Jean Piaget and Lev Vygotsky, among others, and the following premises:

1. **Culturally Relevant and Responsive** – In order for learning to occur, the learner must actively construct new learning based on his/her own schemata; that is, an existing framework of prior knowledge, beliefs, and personal experiences.
2. **Social Engagement** – Through questioning, investigation, and problem-solving, learners are actively engaged with others in the learning process.
3. **Authentic Real-World Problem Solving** –Real-world problem solving anchors what is learned in project-based experiences.
4. **Constructivist Curriculum** – As learners pursue their questions, they begin to develop new and more complex questions. A constructivist curriculum has both depth and complexity.

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5. Technology – Informational and communication technology is embedded within the constructivist curriculum.
6. Teacher Empowerment – In a constructivist classroom, the teacher is facilitator-mentor, providing learning experiences organized around big ideas.

Our rationale for the Constructivist model is the emphasis on a student-centered learning environment. Working collaboratively teachers plan explicit and purposeful instruction that invites students to participate in their own educational program by engaging and motivating learners to question, investigate, and reason. Out of this negotiation comes a **powerful sense of ownership and commitment on the part of the learner.**

We at School of Social Justice and Service-Learning at Walnut Park **assert that all students not only have a right to access a rigorous academic curriculum, but also have a right to engage in a rigorous learning environment.** Rigor is defined as teachers having high expectations that all students, including those identified with disabilities, English learners, Title I, and gifted and talented will achieve proficiency in a dual-language and standards-based core-content. We embrace an **adaptive pedagogy** in which multiple instructional strategies are utilized to support active learning (*Redesigning Schools. What Matters and What Works.* Linda Darling-Hammond.2002). Using what Howard Gardner refers to *multiple intelligences*, students will engage in guided inquiry and experimentation, small group work, discussion, project-based collaboration, independent work, book and technology research, model construction, and performance-based expression of ideas, all **21st century skills for college-career readiness.**

Research-based methodologies (Service-Learning, SDAIE, AVID, a Second Language Program, Scottish Story Line, and Singapore Math) are implemented across all core content areas and aligned with **research-based strategies** (Marzano's high-yield strategies) to support student learning. Classroom instruction will be scaffold to support students as they engage in Bloom's higher-level critical thinking (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) and solve real-world problems. Based on Hammond's research (2002) Students will develop the 16 Habits of mind – persistence; clear communication; perseverance; data collection; empathy; creativity; flexibility; inquisitiveness; reflection; responsibility; precision; humor; inquiry; independence; resiliency; and openness – requiring students to: (1) weigh and use evidence; (2) speculate on alternatives; (3) address multiple perspectives; (4) assess the value of the ideas they have studies; (5) make connections among ideas; and (6) present their ideas clearly and with appropriate use of conventions.

Evidence-based (Project/Performance-based) Learning Rigor stretches the mind, engages the body, and refreshes the soul. In project-based learning, students are engaged in challenging work solving real-world problems through research, inquiry, collaboration, and negotiation. As an assessment model, it provides clear evidence of student learning as students take ownership by providing models, demonstrations, and exhibitions of what has been learned. At the SJS-L we will use the Service-Learning Model for our Project/Performance-Based Learning.

Service-Learning Model Rationale:

- The Service-Learning model weaves the 21st century interdisciplinary themes into core subjects as outlined by *The Partnership for 21st Century Skills*: Global awareness; Financial, economic,

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business, and entrepreneurial literacy; Civic literacy; Health literacy; and Environmental literacy (internet:www.p21.org).

- Service-learning is a culturally relevant and responsive pedagogy where students learn to respect heritages, diversity, and the interests of others and enriches the lives of students through civic engagement and responsibility.
- Less than one-third of students from the feeder schools are proficient or advanced in English language arts as measured on the *California Standards Test (CST)*. Service-learning engages students in the development of a strong capacity for critical judgment and reflection, while conducting thoughtful inquiries about facts and decisions. The 1998 NAEP (National Assessment of Educational Progress) *Civic Consensus Project Assessments* identified that through Service-Learning students gain specific analytical and evaluative skills. Students are able (1) to describe and analyze information and evaluate; and (2) take, and defend positions on public issues (Reading Common Core State Anchor Standard #1 & 8). When students feel passionate about the causes they are defending, they have purpose and interest in applying the reading, writing and communication skills needed to be college and career ready.
- Nearly 32-37% of students from the feeder schools miss 7 or more days of school. According to *Effect of Crime and Violence in Neighborhoods and Schools on the School Behavior and Performance of Adolescents*, neighborhood danger is a predictive outcome impacting attendance and behavior. Adolescents who live in a context of fear and danger were less likely to experience school success (Natasha K.Bowen; Bowen, G. University of North Carolina Chapel Hill; *Journal of Adolescent Research*: 319-342.1999). Through Service-Learning students are provided opportunities to build character and personal responsibility by cultivating a sense of ownership and common good. Service-Learning will provide purpose in coming to school.
- Between 5-12% of students from these feeder middle schools have been suspended one or more times. Again the research from 1998 NAEP *Civic Consensus Project Assessments* identified specific skills acquired through service-learning:
 - Students are able to monitor and influence civic life, as well as, manage conflict by working with others and expressing ideas.
 - Students are able to identify and hold ideals and beliefs in the rights and responsibilities of individuals in society.
 - Students acquire the ability to understand others' perspectives and a willingness to engage in mutual give and take without animosity.

Specialty Designed Academic Instruction in English (SDAIE) Rationale

The SDAIE methodology uses the English language to support English Learners (EL's) in accessing and comprehending the core content (social English, Math, Social Studies, and Science). As a result, EL's gain both subject material and English proficiency.

Achievement Via Individual Determination (AVID) Rationale

AVID is a methodology that aligns with our **mission and vision** by transforming teacher behavior and expectations for student achievement. To that end, AVID provides a student-focused learning environment designed to close the achievement gap by improving the performance of all students, especially those (1) who have not traditionally completed the requirements for college entrance; (2) who are underrepresented at four-year colleges and universities; and/or (3) who are the first in their family to go to college. AVID is a college-career readiness methodology that provides academic rigor, academic skills, content knowledge, and social adaptability, all 21st Century Learning Skills.

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Second Language Program Rationale

Based on the preferences and needs expressed by parents, students and community members through our public meetings, there is a growing desire to honor the language of the home and culture, and offer a competitive “edge” for our students. The jobs of the future will demand foreign language skills and increased cultural awareness. A globalized society demands a globalized workforce, meaning individuals who are comfortable working with multiple cultures and speaking multiple languages. People who are bilingual in Spanish and English will be in particularly high demand due to the large Latino population across the country. Becoming multilingual is a life-long process, best begun from childhood.

Over 99% of the students who choose to attend School of Social Justice and Service-Learning at Walnut Park are Hispanic and of these nearly one-third will be English learners. Almost half of those students who choose to attend SJS-L are reclassified fluent English proficient (RFEP). In order to address the diverse needs of these students, SJS-L will offer a Second Language Program, which “*promotes bilingualism, academic achievement, and cross-cultural understanding in all of their students*” (*Designing and Implementing Two-Way Bilingual Programs. A Step-by-Step Guide for Administrators, Teachers, and Parents*; Margarita Espino Calderon; Minaya-Rowe, L., Corwin Press.2003.Chap.1:3-21).

A review of the available programs in the service area of SJS-L reveal two elementary schools that offer alternative master plan programs, Miles ES and Florence Ave ES, and a near-by high school that offers international studies and Mandarin. Students attending SJS-L will be from Walnut Park ES, Gage MS, Southeast MS, and South Gate MS with over 95% of the students identified as Hispanic and 75% are identified as EL’s. 90% of these students are Title I and 10% SWD’s. To prepare our students for success in a globally-oriented marketplace, Spanish for Native Speakers, Spanish for non-Native Speakers, and Mandarin will be offered. Upon articulation to high school, these students will have the opportunity to continue studying Mandarin at a near-by high school.

Scottish Story Line Rationale

Storyline is a effective methodology to learning and teaching that builds on a key principle of learning: in order for learning to be memorable it must be meaningful. The structure of Storyline provides an opportunity for active learning and engagement by connecting with the learner’s prior experiences and enthusiasm to create new learning through storyline. Learners develop a powerful sense of ownership in their learning.

Singapore Math Rationale

Singapore Math methodology places a consistent and strong emphasis on problem solving and model drawing (pre-Algebra) focusing on in-depth understanding of essential math skills, recommended by the National Council of Teachers of Mathematics (NCTM). Results from TIMSS (Trends in International Mathematics and Science Study) reveal significant student gains in math concept development.

Marzano’s High Probability Instructional Strategies Rationale

In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2011) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. Based on their research they determined nine strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels.

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School for Social Justice and Service Learning at Walnut Park: Meeting the Needs of Our Students			
Methodology	Beneficiaries	Marzano's High Probability Instructional Strategies	Essential Skills/Habits of Mind
SDAIE-Specially Designed Academic Instruction in English	Methodology that addresses the needs of English Learners	Cooperative Learning= 27% gain Nonlinguistic Representation = 27% gain Cues, Questions, and Advanced Organizers = 22% gain	<ul style="list-style-type: none"> •How to make connections among ideas •How to present ideas clearly and with appropriate use of conventions
AVID – Achievement Via Individual Determination	Methodology that supports self-motivated learners and/or those who want to attend college	Generating and Testing Hypothesis = 23% gain Cooperative Learning= 27% gain Summarizing and Note-taking=34% gain Cues, Questions, and Advanced Organizers = 22% gain Reinforcing effort and providing recognition = 29% gain Setting Objectives and Providing Feedback = 23% gain	<ul style="list-style-type: none"> •How to make connections among ideas •How to assess the value of the ideas that have been studied •How to weigh and use evidence
Second Language Program	Methodology that provides language, literacy, and content area instruction to all its students in both languages	Cooperative Learning= 27% gain Cues, Questions, and Advanced Organizers = 22% gain Reinforcing effort and providing recognition = 29% gain Setting Objectives and Providing Feedback = 23% gain	<ul style="list-style-type: none"> •How to make connections among ideas •How to present ideas clearly and with appropriate use of conventions
Scottish Story-Line	Methodology that builds on all students' existing experience and knowledge; and engages students in imaginative practical problem solving.	Similarities and Differences = 45% gain Nonlinguistic Representation=27% gain Generating and Testing Hypothesis = 23% gain Cooperative Learning= 27% gain Summarizing and Note-taking=34% gain Cues, Questions, and Advanced Organizers = 22% gain Reinforcing effort and providing recognition = 29% gain Setting Objectives and Providing Feedback = 23% gain	<ul style="list-style-type: none"> •How to make connections among ideas •How to present ideas clearly and with appropriate use of conventions •How to assess the value of the ideas that have been studied •How to weigh and use evidence
Singapore Math (Real-World Problem Solving)	Methodology that supports all learners by using bar models (a form of pre-algebra).	Cooperative Learning= 27% gain Nonlinguistic Representation = 27% gain Cues, Questions, and Advanced Organizers = 22% gain Generating and Testing Hypothesis = 23% gain	<ul style="list-style-type: none"> •How to make connections among ideas •How to present ideas clearly and with appropriate use of conventions •How to assess the value of the ideas that have been studied •How to weigh and use evidence

B-1. Curriculum and Instruction

b. Core Academic Curriculum: Describe the core academic curriculum, such as the scope and sequence of skills to be taught across the grade levels as well as the different subjects. If you are proposing a school with a particular focus (e.g. arts, technology, dual-language, etc.), or if you are

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applying for a pilot or small school, be sure to include a clear explanation of how you will still ensure all students will receive access to the core curriculum.

Rigorous Curriculum *Rigor* is one of those words that has defined a *Transformative* model of education, but yet, very few in education can say what exactly it means. Some have defined *rigor* as a classroom where students are completing endless quantities of worksheets involving drill and practice or increasing graduation requirements as preparation for college-career programs. At School of Social Justice and Service-Learning at Walnut Park we believe that to truly understand *rigor* one has to experience it; i.e. , see it, feel it, hear it. Rigor should involve a lot of reading, hands-on-work, problem solving, and math. It should also include a relevant content, in which students are engaged in “sinking their teeth” into in-depth learning. At the end of the day, students should feel “stretched”, but satisfied, similar to a great physical work-out.

The School of Social Justice and Service-Learning at Walnut Park, will be comprised of three interdisciplinary Service-Learning Communities (SLC's), in which teachers are facilitator-mentors for service-learning projects. **Service-Learning**, a real-world problem-solving model that integrates meaningful community service with instruction and reflection. In-coming sixth grade students will collaborate in grade-level multi-disciplinary teams to investigate, research, and solve regional community-based problems. At seventh grade, students will select a two-year focus on national-based issues or global issues. These seventh grade students will continue in their focus area with their SLC through eighth grade. **Just as the students are empowered to select** their focus area: 6th grade Regional SLC, 7th-8th grades National SLC, or 7th-8th grade Global SLC, **teachers are empowered to select** the focus area they want to facilitate-mentor learning. Within the SLC teachers will **collaboratively design** learning experiences around the social studies big ideas. Each Service-Learning Community (SLC) will focus on executing two regional, national, or global service learning projects each year.



i. Autonomy The School of Social Justice and Service-Learning will seek Autonomy to develop a rigorous Service Learning Project Based curriculum and implement the Scottish Story-Line and Singapore Math methodologies(see **Autonomy** page)

Autonomy for Service-Learning Project Based: SJS-L Service Learning Communities will develop Social Service Learning Projects that will address the CA/Common Core State standards with clear, rigorous expectations, while students construct meaning as they address authentic issues affecting our communities. Curricular maps, SMART goals, Common Formative Assessments, and rubrics will be developed to guide the teaching and learning.

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Autonomy for FOSS: Core Science classes will use the FOSS (Full Option Science System) a research-based curriculum also developed at Lawrence Hall. The FOSS program materials are designed to challenge students from diverse backgrounds to prepare them for college/career programs in science, technology, engineering, and mathematics. Students acquire the ability to think like scientist through observation, logical thinking, testing and experimentation, and generating hypothesis and explanations. Students construct their own inquiries, investigations, and analyses as they explore the natural world.

Autonomy for Scottish Storyline Method: The foundation of Scottish Storyline Method is based on six guiding principles:

1) The Principle of Story – Central to the human experience is the Story, in which by telling we seek to make sense of our world. Stories provide a meaningful context for what we are trying to teach and a predictable structure for what students are expected to learn.

2) The Principle of Anticipation – Anticipation ensures that the process of learning is not bounded by classroom walls or school boundaries but is on-going and limitless.

3) The Principle of the Teacher's Rope – There is a critical partnership between teacher and student known as collaborative story-making. The relationship is balanced between teacher instructional goals and student ownership of the story.

4) The Principle of Ownership – There is no stronger motivation than ownership, the sense of responsibility, pride, enthusiasm for projects in which participants have clearly had a substantial role. Storyline begins by accessing and building on students' conceptual models and collective knowledge and bringing this to life in the classroom setting.

5) The Principle of Context- The Storyline Method meets the needs of diverse learners, but especially English language learners, by connecting new learning to previous acquired knowledge. Students construct their understanding by linking what they know with the unknown. Students come to realize that the Storyline topic mirrors real life and see the relationship to their own lives. For economically disadvantaged students, this linear, predictable structure provides context. For economically advantaged students, this linear, predictable structure provides context in which they come to understand patterns of behavior and thinking.

6) The Principle of the Structure before Activity – When students have an opportunity to express all that they know about a topic, then they can frame their own questions and seek to find the answers. Students need to learn to articulate what they don't know and identify the gaps in their knowledge. When this has been accomplished, students can begin to build their conceptual model by creating a frieze, researching and writing, presenting their learning, or thinking as one of individuals in the storyline. Storyline is accessible for students with limited oral or expressive skills due to disabilities or second language acquisition, as well as for students who are gifted and talented and capable of divergent thinking.

Autonomy for Singapore Math: The Singapore Math program focuses on developing the following student behaviors in mathematics: investigative work; communications skills in mathematics; appropriate use of computation and estimation skills; mental math; and model drawing for problem solving. The curriculum excludes any concepts or skills that are not fundamental to the essential

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understanding of the concept studied. Singapore math builds conceptual understanding and real-world practice. As a result, the focus for students is accelerated learning as opposed to intervention.

Autonomy for implementation of a curriculum other than the District-Mandated ELA Intervention:

ii Curriculum Development: Among researchers there is clear consensus that all students, but particularly at-risk students, require cognitively challenging instruction that requires thinking and analysis. Students who are expected to meet high academic standards and devote serious effort to academic learning by engaging in sustained and disciplined critical thought demonstrate academic achievement gains (*Teaching Transformed. Achieving Excellence, Fairness, Inclusion, and Harmony*; Tharp, R. G., P. Estrada, et al: 2000 Boulder, Colorado: Westview Press, 30-31). Student demographic and academic performance data (*LAUSD*) provide clear evidence of need for SIS-L, which will capitalize on students' prior knowledge and experiences to construct new knowledge and learning through high-interest authentic project-based 21st Century learning experiences and home language and culture

A top priority for the Teacher-Leaders for Social Responsibility Writing-Design Team was to identify the most successful **school structure and curriculum**, as well as, the best teaching practices given our proposed student population (see Sec. A Summary Analysis). Through a review of educational research, we have identified **five research-based differentiated instructional methodologies** that align with the Constructivist model of learning and address the unique and diverse needs of our student population. School of Social Justice and Service-Learning at Walnut Park will provide rigorous, individualized instruction and intervention to advance all students, but particularly the large number of English learners, gifted and talented students, those from socioeconomically disadvantaged homes, and special education students who will attend our new middle school. These **research-based instructional methodologies** - SDAIE (Specially Designed Academic Instruction in English); AVID (Achievement Via Individual Determination); Second Language Acquisition strategies; Scottish Story Line; and Singapore Math - will be supported by nine broad categories of **Marzano's research-based High-Probability Instructional Strategies**— identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypothesis; and questions, cues, and advance graphic organizers (*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*; Robert J. Marzano; Pickering, D. J.; Pollock, J. E; ASCD:2001).

The **Teacher-Leaders for Social Responsibility Writing-Design Team** have created a culturally relevant and responsive CA/Common Core Standards-based and second language service-learning curriculum where all students can achieve their potential to become 21st Century Global Citizens. In order to achieve this vision, students, staff, and parents and community have been included in building a common philosophy and core values:

-  All students, staff, parents and community members who join our school will commit to the belief that all students will acquire the knowledge and skills needed for a college-career program.
-  All students are guaranteed a rigorous academic curriculum that affords entry into a college-career program.
-  All students will receive an instructional focus that develops students into inquisitive, critical thinkers, problems solvers, capable oral communicators and expressive writers.

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- ✚ All students will execute a cooperatively-designed, research-based, community, national, or global service learning project.
- ✚ All students will demonstrate proficiency in both Spanish and English; students who have achieved proficiency in L1 and L2 will have access to the Mandarin language.
- ✚ All students will receive research-based instructional methodologies, strategies, and curriculum to support their diverse learning needs.

All members of the Teacher-Leaders for Social Responsibility Writing-Design team have agreed on setting high expectations for what the students will know and be able to do. Students at the School for Social Justice and Service-Learning at Walnut Park (SJS-L) will achieve proficiency or advanced on Meeting the needs of all learners

Addressing the Educational Needs of Diverse Learners

Student Needs	Research-based Methodology	Research-based Instructional Strategies	Highly Qualified Teacher(s)	Instructional Supports	Program Participation
English Learners	Culturally Relevant and Responsive Education (CRRE) SDAIE (Specially Designed Academic Instruction in English) LAUSD Access to Core Strategies BUL-4827 (2009)	Transition to MS Program •Cooperative and Communal Learning Environments •Instructional Conversations •Academic Language Development •Advanced Graphic Organizers – Thinking Maps™ •Project-Based & Service-Learning (Habits of Mind)	BCLAD; CLAD; DRW Program-Trained	<u>Elective</u> Tier II Intervention – Academic Literacy OR Tier III Intervention – Literacy for Success	Determined by LAUSD Master Plan
			BCLAD; CLAD	<u>Two-Way Bilingual Program</u> (Primary Language Support)	Determined by Primary Language Screener
Students with Dis-abilities	Full-Inclusion Model unless otherwise stated on IEP Modifications/ Accommodations aligned with IEP	Transition to MS Program Team-Building Activities •Project-Based & Service-Learning (Habits of Mind)	Fully-Credentialed Special Education Teacher(s)	•MCD Outcome #2 <u>Elective</u> : Learning Center •Extended Learning Time •On-site behavioral support personnel	Determined by IEP
Econo-mically Disad-vantaged	Core Curriculum PSA Counselor Psychiatric-Social Worker	Transition to MS Program Team-Building Activities •Project/Performance -Based Learning (Habits of Mind)	Specific Subject Matter; or Multiple Subject Credential	<u>Elective</u> : Study Skills	Categorical Program Determination
Gifted and Talented	Depth & Complexity	Transition to MS Program •Project-Based & Service-Learning	Coordinator of Gifted/Talented Programs. GATE Credential	<u>Elective</u> : Leadership	Determined by Assessment

CA/Common Core Standards, District-periodic assessments, and the LAUSD Superintendent's Goals: 100% Graduation; English Proficiency; 100% Attendance; Parent and Community Engagement; and Decrease in Violent/Non-violent Suspension. All students will acquire the skills to compete in a global economy: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge.

1) Personalized Interdisciplinary Service Learning Community Structure: Current research findings (*Small Learning Communities*; Educational Leadership. V.65.8; May.2008) reveal that personalized learning community structures create more positive relations among students and among teachers, suggesting a connection between personalization and student academic achievement. In addition, a strong relationship with the teacher instills a perception that the course is relevant resulting in higher student attendance, which along with course grades, is a powerful predictor of high school graduation. School of Social Justice and Service-Learning at Walnut Park is composed of three highly personalized, interdisciplinary Service-Learning Communities (: the 6th grade Regional SLC, 7th-8th grades National SLC, and 7th-8th grade Global SLC. Each Service-Learning Community will be mentored and facilitated by the teachers in the SLC and will provide a structure for close interdisciplinary interaction:

- 2) *Project-Based Service-Learning Curriculum Structure*: The National Service-Learning Clearinghouse considered to be America's Most Comprehensive Service-Learning Resource (RMC Research Corporation, December 2002, updated May, 2007) has identified a growing body of research that reveal service-learning (1) positively impacts academic engagement and achievement; (2) provides a civic identity between self and others, thus positively altering student attitudes and behavior; (3) enhances social and personal skills; and (4) effectively engages young people by providing a social forum for community involvement. Therefore, students come to understand that they are valuable contributing members of the community. Students are motivated to learn, cultivate responsibility, and demonstrate improved self-esteem through service-learning.

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- Higher grades and test scores;
- Better school attendance;
- Greater completion of homework;
- Demonstration of more positive attitudes and behavior; and
- Higher graduation rates

In addition, parents who are involved in their children's education show that they value learning and good character, set high expectations, stay informed about their children's progress, and monitor their children's activities. Research shows that when parents maintain strong relationships with their children's schools, the parents develop:

- A greater appreciation of their role in their children's education;
- A unique way of communicating with and understanding their children;
- An improved sense of self worth;
- Stronger social networks; and
- A greater understanding about their schools and teaching and learning activities in general.

Students at School of Social Justice and Service-Learning at Walnut Park will engage in *high quality* service-learning opportunities directly tied to both the CA and Common Core standards. Through service learning students will engage in content-area learning through inquiry (science); research (social studies and English language arts); data collection (mathematics and technology); and application (art, music, physical education, etc.)

3) *Second Language Program Structure*: The U.S. Bureau of the Census predicts that in the very near future one in every four Americans will be of Latino ancestry (*Designing and Implementing Two-Way Bilingual Programs. A Step-by-Step Guide for Administrators, Teachers, and Parents*; Margarita Espino Calderon; Minaya-Rowe, L., Corwin Press.2003). This *massive* demographic shift presents a challenge as the authors describe “*Latinos’ overall school experience is a history of neglect, oppression, and periods of wanton denial of opportunity...*” (p8). Some alarming data from the authors research:

- By age 25, about 25% of English learners complete high school compared to 79% for English speakers.
- At-risk students enter school later, leave school earlier, and receive proportionately fewer high school diplomas and college degrees.
- 3 out of 10 Latino students are reported to have difficulty understanding and speaking English.
- Some of these students have been in transitional bilingual education programs, meaning that there is little attention to primary language or culture.
- Exiting a bilingual instructional program prior to developing native-language fluency limits bi-literacy skills, jeopardizes cognitive growth, and lowers their academic achievement.

Two reasons to support Second Language Program:

- Provides an educational reform structure that recognizes the richness of linguistic and cultural diversity stressing that all students, second language learners included, must complete high school in order to effectively participate in the economic and social world of the 21st century.
- Promotes that comprehensive language development impacts academic achievement; as students develop high-level bilingual skills, they are able to express their thoughts in dual languages.

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4) Complex Performance-Based Assessment and Evaluation Structure: Assessment informs instruction; in order for teachers to make informed instructional decisions monitoring data as to student progress and achievement must be on-going, standards-based, and authentic. At School of Social Justice and Service-Learning at Walnut Park (SJS-L) multiple assessment measures will be used to assess student learning, differentiate student learning, target intervention, and design standards-based lessons. Students will be assessed using the following instruments:

- Common Formative Assessments (CFAs) created by Professional Learning Communities or PLCs (Departments, grade levels and Service Learning Communities) with criteria/rubrics for benchmark, approaching and intensive. Metacognitive feedback forms will be developed along with the CFAs so students, teachers, and parents may reflect on results and develop a plan for improvement. CFAs will be given at least every three weeks so PLCs may inform their instruction, differentiate, and group students as necessary.
- Portfolios developed by students for Service Learning Projects, which will also be accompanied by rubrics, and feedback forms.
- Periodic Assessments
- Assessments selected by PLCs and individual teachers from the various textbooks or series used for instruction: Singapore Math, Full Option Science System (FOSS), English Language Arts, Social Studies, etc.
- Common Formative Writing Assessments created by PLCs for content areas (rubrics, feedback forms included).
- CST, CELDT

Interdisciplinary Curriculum and Instruction According to Robert Marzano, PhD.,

"Knowledge is stored in two forms: linguistic and non-linguistically. Research proves that the more we use both systems of representation the better we are able to think and recall knowledge." (<http://www.thinkingfoundation.org>).

At School of Social Justice and Service-Learning at Walnut Park **a comprehensive program has been designed to ensure a quality learning experience for all students.** In alignment with the CA/Common Core Standards our interdisciplinary curriculum requires all students to demonstrate both linguistic and non-linguistic competency. All students will be: (1) thinking and writing across the disciplines; (2) engaged in inquiry and investigations; (3) collaboratively working with peers to solve real-world problems that impact their community, nation, and world; and (4) effectively communicating their research findings and product-based learning by presenting before peers, families, and community.

Curriculum Sequence We have developed a curriculum aligned with our **vision, mission, and instructional philosophy** that builds both horizontally and vertically:

In a personalized, safe learning environment, students will demonstrate proficiency in a rigorous dual-language, college-readiness, standards-based instructional program aligned with community-based service-learning projects. Through interdisciplinary study of the sciences, math, humanities, arts and technology students will collaborate in multi-age diverse groups to critically solve real-world social justice problems. Our students will be capable, articulate, responsible citizens who take ownership for their learning...

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The **unique and creative aspects of our instructional program at School of Social Justice and Service-Learning at Walnut Park not only provides rigor, but is rich in student-centered learning experiences.** The curriculum builds both horizontally through the grade level year, as well as, vertically, from year-to-year. **The Service-Learning experiences are designed to capitalize on the History and Social Science “big ideas” while providing an environment to explore critical community-based or national/global issues.** In addition, **our program is grounded in evidence-based educational practice** as outlined in the reform document titled *Taking Center Stage: A Commitment to Standards-based Education for California's Middle Grades Students* (California Department of Education 2001): California Content and/or Common Core Standards alignment; Content and Performance-Based Proficiency; Differentiated Instruction based on student achievement data; Disciplinary and Academic Literacy – Habits of Mind; Reciprocal Accountability; and *Cura Personalis*, the Health, Safety, and Emotional Well-being of the entire student.

Our three-year instructional sequence demonstrates **academic rigor and interdisciplinary literacy across all content areas** to meet the unique needs of our student population. Our students will synthesize and showcase their learning from all subject areas into a twice-yearly culminating service-learning project that will **prepare our students with 21st Century skills.**

The **horizontal strand of each SLC is either Community-, National-, or Global-based and will focus on an interdisciplinary service-learning project** that develops the *Habits of Mind* (The Institute for Habits of Mind; Art Costa, PhD.). For example, the 7th/8th Global SLC may be presented with a hypothetical problem related to the theme of *Growth and Conflict: Peacekeeping*, such as, Child-Soldiers. In English, students will read, *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah, who was a child-soldier in the current African wars; while in mathematics, students are collecting statistics as to the number of child-soldiers throughout the world. In history students are determining the geographical, political, religious, social, economic (G.R.A.P.E.S.) conditions that provide a foundation for war. Students in science and health are examining the social-emotional implications and outcomes for child-soldiers. In the arts, students may present a drama or a visual representation of safety issues in their own neighborhoods. After collecting and weighing the evidence, assessing the value of alternative solutions to this world-wide problem students will work to formulate a clear and concise action-plan for their service-learning project.

Each service-learning project (6-8 grade) spirals and connects one idea to another. In the **vertical strand** students design their own e-portfolios of completed service-learning projects, required for high school graduation. The curriculum has been designed with clear expectations of the content to be learned, how student needs are met, how learning is monitored, and how students will be empowered as capable and responsible learners. The curriculum meets the LAUSD Quality Indicators for a Culturally Relevant and Responsive Education:

- A safe, personalized learning environment accepts and affirms the culture, language, learning style, and unique needs of each student, encouraging students to put forth high-levels of effort.
- A student-centered classroom promotes problem solving behavior, develops habits of mind, and empowers students to explore the decision-making process.
- Culturally-relevant literature and instructional materials are woven throughout a rigorous curriculum organized around the Social Studies “Big Ideas”.

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- Culturally diverse learning styles support higher-order thinking and meta-cognitive skills that promote student strengths and academic growth.
- Research-based Instructional strategies support student mastery of Academic English, disciplinary literacy, and content-knowledge
- Students' prior knowledge and linguistic needs of all students are considered when developing engaging academic activities.
- There are individual displays of project- and performance-based learning.

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CURRICULUM PACING PLAN for 21st Century College-Career Readiness Skills for High School A-G Course

Scope and Sequence; Advanced Placement (AP) access, and/or concurrent college enrollment.

Subject/Methodology	Grade 6:	Grade 7:	Grade 8:	Habits of Mind
Mathematics <i>Singapore Math</i> (Problem-Solving and Non-Linguistic Models)	General Math 6 (Pre-Algebra) New Elementary Mathematics Syllabus D. Publisher Marshall Cavendish Int. S) PTE Ltd, Singapore ISBN: 9789812714114	Algebra I; General Math 7 New Elementary Mathematics Syllabus D. Publisher Marshall Cavendish Int. S) PTE Ltd, Singapore ISBN: 9789812714114	Geometry; Algebra I; General Math 8 New Elementary Mathematics Syllabus D. Publisher Marshall Cavendish Int. S) PTE Ltd, Singapore ISBN: 9789812714114	How to weigh and use evidence
				How to make connections among ideas
				How to speculate on alternatives
English <i>SDAIE</i> <i>AVID-WICR</i>	English 6; English 6 Honors	English 7; English 7 Honors	English 8; English 8 Honors	How to present ideas clearly and with appropriate use of conventions
Science <i>FOSS</i> (Full Option Science System) (embedded: Science Reasoning and Technology)	Earth Science <i>FOSS</i> : Planetary Science; Earth History; Weather and Water	Life Science <i>FOSS</i> : Human Brain and Senses; Populations and Ecosystems; Diversity of Life	Physical Science <i>FOSS</i> : Electronics; Chemical Interactions; Force and Motion	How to weigh and use evidence
				How to speculate on alternatives
History and Social Science <i>Scottish Story Line</i>	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Modern Times	United States History and Geography: Growth and Conflict	How to assess the value of the ideas that have been studied
				How to make connections among ideas
				How to address multiple perspectives
Physical Education	PE 6	PE 7	PE 8	How to make connections among ideas
Electives	Health Transition to Middle School – Study Skills	Music-Band Art Dance AVID/Leadership Language for Success Technology	Music-Band Art Dance AVID/Leadership Language for Success Technology	How to assess the value of the ideas that have been studied

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7th Period <i>Service-Learning Experience</i>	Community-Based Service-Learning: <i>The Human Story - Elders</i>	2-year focus: National or Global Service-Learning: <i>World Governments - Trade</i>	2-year focus: National or Global Service-Learning: <i>Growth and Conflict-Peacekeeping</i>	How to make connections among ideas
				How to address multiple perspectives
Second Language Program (embedded in Service-Learning): Spanish for Native Speakers; Spanish for Non-Native Speakers; Mandarin	Stage 1 and 2: Content Communication Culture Setting	Stage 2 and 3: Content Communication Culture Setting	Stage 3 and 4: Content Communication Culture Setting	

(c) WASC Accreditation (High schools only) Not applicable

(d) Addressing the Needs of All Students Explain how individual students' performance levels and needs will be determined at the beginning of the school year. Describe the practices, programs, people, structures,, services to ensure the learning needs of all students are met. Based on the data analysis in Section A, what specific needs have you already identified?

School of Social Justice and Service-Learning at Walnut Park's curriculum design is based on a Culturally Relevant and Responsive Pedagogy using the Service-Learning Model. Students' prior knowledge is used to construct learning allowing them to make connections with new knowledge. The selected **research-based methodologies and instructional strategies have demonstrated significant student achievement gains** for English learners, students with disabilities, socio-economically disadvantaged, and students identified as gifted and talented.

1. Students receiving inquiry-based instruction in science (FOSS) had a strong understanding of the scientific content and an enhanced level of linguistic proficiency in English that translated across reading, writing, and mathematics. In addition, the achievement of these learners increased in relation to the number of years they participated in an inquiry-based science program (*Helping English Learners Increase Achievement Through Inquiry-Based Science Instruction*; Olga M. Amaral and Leslie Garrison; San Diego University; Michael Klentschy, El Centro School District. *Bilingual Research Journal*, 26:2 Summer 2002).

2. Adherence to student selection criteria – average standardized test scores, average classroom ability, school personnel recommendations, student attitude, and the potential to be successful – is critical for the AVID program success. However, when the initial selection of these students are more in-line with the criteria there is measured student achievement for high-achieving students (*A Causal-Comparative Study of the Advancement Via Individual Determination (AVID) Program on Middle School Student*

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Achievement and Attendance; James M. Vitory; Dissertation; Virginia Polytechnic Institute and State University. Blacksburg, VA. 1998).

3. The Scottish Storyline method yielded a learner-centered approach in which students: (1) made connections between what they knew and what they were learning; (2) increased motivation for learning; (3) interacted more frequently with peers, including those with unique educational needs, such as, second language learners and students with disabilities; (4) gained authentic literacy – listening, speaking, reading, writing, and thinking – experiences; and (5) engaged in more interdisciplinary conceptual problem-solving and critical thinking (*Qualities of the Storyline Method for Teaching in Primary Schools Iceland*; Bjorg Eiriksdottir; University of Strathclyde. Faculty of Education. Jordanhill Campus. 1995).

4. An independent evaluation by Educational Research Institute of America (ERIA) reviewed math scores from the New Jersey Assessment of Skills and Knowledge (ASK). After one year of implementing the Houghton Mifflin Harcourt *Math in Focus* (U.S. version of Singapore Math) data analysis revealed a 12.4 point increase in average test performance compared to peers not using the Singapore Math method (*Math in Focus*), who gained only 3.5 points (*Study Finds Houghton Mifflin Harcourt's Singapore Math Program Raises Student Achievement in the U.S.* Press Release. Boston. 2011).

5. Research on Second Language Programs and Dual language education indicates that it is extremely effective both in student outcome and teacher effectiveness. In terms of closing the achievement gap, two-way 90-10 programs reach the highest level of achievement in the shortest amount for students who had no proficiency in English language. However, for students with limited English proficiency the 50-50 dual language program was favored in closing the achievement gap. Furthermore, students in a dual-language program were most likely to experience respect and nurturing of the multiple cultural heritages of the two main school languages; were perceived more positively by the greater community; and forged friendships across social class and language boundaries (*The Astounding Effectiveness of Dual Language Education for All*. Virginia P. Collier and Wayne P. Thomas. George Mason University. NABE Journal of Research & Practice (NJRP). Winter. 2004: Vol. 2, No. 1. p1). The second language program for incoming students who have participated in a Dual Program (students from neighboring schools such as Florence Elementary, Miles Elementary, Montara Elementary, Southeast Middle School) will be grouped to continue a Dual language program, while students who have not experienced Dual language will be provided with a Second Language Program.

6. Through a meta-analysis of 100 independent studies of high-yield instructional strategies, researcher, Robert Marzano et. al identified nine strategies that have the greatest positive effect on student achievement, across all subject areas, and at all grade levels (*Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. 2001).

Research shows that use of teacher common planning time to: (1) analyze research-based classroom practices, (2) develop and implement engaging instructional lessons that meet the needs of all students, and (3) design common progress monitoring instruments increases student achievement. School of Social Justice and Service-Learning at Walnut Park interdisciplinary teams of teachers will meet three times weekly in their SLC (service-learning community) to collaboratively:

1. design a rigorous instructional curriculum based on the California State Standards and

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Common Core Standards which implement the school-wide methodologies (SDAIE, AVID, Dual-Language, Scottish Story Line, and Singapore Math);

2. develop common assessments and rubrics to measure student achievement in linguistic and non-linguistic representations;
3. examine student achievement data and prescribe intervention;
4. identify a forum for student expression of learning; and
5. provide feedback to parents and students regarding academic and social-emotional progress.

During collaborative planning, teachers will ensure that the specific needs of our students are met by utilizing research-based methodologies and instructional strategies; individualizing instruction, and providing a safe, personalize learning environment.

Enrollment data and on-going progress monitoring will be used to plan and address the unique **performance levels and needs of individual students.**

(e) Vertical Articulation is an integrated part of Walnut Park Middle School instructional plan and is accomplished through the following activities:

- (1) Service-learning communities at SJS-L will share their learning with the neighboring Walnut Park ES.
- (2) Teachers from SJS-L will meet with teachers from Walnut Park ES and Huntington Park HS and Linda Marquez High School/(SRHS#7) to engage in vertical planning for in-coming sixth grade and out-going eighth grade students to ensure students unique learning needs – students with disabilities; English learners; gifted and talented – are addressed upon transition to middle school or to high school.
- (3) Department-specific teachers will design curriculum maps, pacing schedules, and research-based lessons to ensure that instruction is vertically-aligned, CA/Common Core Standards-based, and timely with respect to assessments.
- (4) Service-learning communities (SLC's) will design interdisciplinary learning experiences based on Community-, National-, or Global-based problems.

(f) Early Education – Not applicable

(g) Service Plan for Special Education – Separate Document

Students with disabilities (SWD) will receive a rigorous curriculum at par with the general education students. 10% of student population may be students with disabilities. We are prepared to serve all, from mild to most severe SWD. See Appendix E.

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B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B-2 Professional Development (5 pages + attachments: LIS Waiver #7, TA page 3)

(a) Professional Culture: In order to stay true to our stated vision and be able to develop "...students who are capable, articulate, responsible citizens who take ownership for their learning," behaviors amongst our staff must model such qualities. Furthermore, the way that we work with each other will be indicative of our professional relationship with our students. As a result, our Teacher-Leader Social Responsibility Writing-Design Team is determined to create a culture of learning, collaboration and trust where data will be reviewed continuously and strengths and weaknesses will be addressed banking on the safety of mutual support and shared responsibility for effective instruction.

At School for Social Justice and Service-Learning at Walnut Park (SJS-L) our Professional Development learning model will reflect a culture of collaboration that promotes the ideals of social justice and responsibility for every member of our community. The professional teaching and learning cycle (PTLC) is a job-embedded, systematic approach to the professional development process in which teachers collaboratively plan and implement standards-based lessons aligned to the CA/Common Core Standards. There is an abundance of research that supports this approach to teacher-collaboration and sharing impacts classroom instruction and improves student learning (DuFour & DuFour, 2004).

Small safe, personalized learning environments through the service-learning communities (SLCs) are the foundation of a culture of collaboration and trust, in which teachers engage in a cycle of teaching and learning in order to provide a guaranteed viable curriculum for all students. Through collaborative planning teams (grade-level, department, or vertical) teachers critically examine and discuss the learning expectations of what students will be expected to know and do; how the students will be assessed; and the response when students achieve, exceed, or fall below benchmarks.

Our PD strategies are tied to the goals identified in section A and the specific needs of our student population: Through collaboration in professional learning communities (department/grade and vertical groups), teachers will design standards-aligned common lessons and common assessments to meet our diverse student population of English learners, students with disabilities, economically disadvantaged, and gifted and talented. Just as we expect our students to take ownership for their learning, teachers are expected to take ownership for their professional growth and development. In order to prepare our students with 21st Century skills, teachers also need to develop the critical Habits of Mind: (1) weigh and use evidence; (2) speculate on alternatives; (3) address multiple perspectives; (4) assess the value of the ideas they have studies; (5) make connections among ideas; and (6) present their ideas clearly and with appropriate use of conventions.

At the School of Social Justice and Service-Learning at Walnut Park, we believe that the way that we work with each other as professionals, will be indicative of our professional relationship with our students. **Professional trust** will be built using the following proven strategies: **Lesson Study, Cognitive Coaching, and Socratic Seminars.**

Lesson Study Model Rationale

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The PTLC is a Lesson Study process that serves as an on-going approach to professional development as it effectively aligns curriculum, instruction, and assessments to the CA/Common Core State Standards, ultimately increasing student achievement (*The Professional Teaching and Learning Cycle, Introduction 2nd Edition*. Southwest Educational Development Laboratory (SEDL).2008. U.S. Department of Education).

The PTLC **Lesson Study** model is comprised of six steps for teaching and learning:

Step 1 Study: Teachers work in collaborative teams to critically examine and discuss learning expectation based on the CA/Common Core State Standards. Teachers identify the concepts and skills students will need to know to accomplish the standards. In addition, teachers will determine how the standards will be assessed on state and district tests.

Step 2 Select: The collaborative planning teams identify the effective and appropriate instructional strategies and resources needed to support diverse students in learning the standards. Teachers agree on the appropriate assessment technique to be used to provide evidence of student learning.

Step 3 Plan: The Planning Team designs a common lesson incorporating the selected instructional strategies and agree on the student work that will provide evidence of student learning. Teachers design a pacing plan outlining the lessons objectives, materials, procedures, time frame, and learning activities.

Step 4 Implement: Teachers implement the planned lesson, noting successes and challenges, and gathering agreed-upon evidence of student learning. Teachers record data as to where students struggled, and where instruction did not achieve expected outcomes.

Step 5 Analyze: Teachers in collaborative teams examine a sampling of student work and discuss student understanding of the standards. Teachers discuss whether students have met the standards and reflect on the strengths, weaknesses, and implications of instruction for future lesson development.

Step 6 Adjust: In order to promote student learning of the standards, collaborative teams reflect on the implications of student work analysis and discuss alternative instructional strategies or modifications to the original instruction strategy. Teachers freely discuss their common and different teaching experiences; and how to improve the lesson.

Cognitive Coaching Rationale

The Cognitive Coaching model provides the tools Teachers-Leaders need to facilitate the learning of All learners. Research shows that nothing within a school has greater impact on student achievement than professional growth of teachers. As teachers collectively examine, questions, and reflect on their instructional practice, they develop new practices that support the goals and objectives of the school community. An essential feature of cognitive coaching is the building of conversational relationships among teachers, school leaders, students, and parents/families,

Through the Cognitive Coaching model teachers will professionally grow in a safe, risk-taking environment which allows the purposeful sharing of professional practice by: (1) observing one another; (2) videotaping lesson for critical peer analysis; (3) analyzing student achievement data individually and as a group; and (4) identifying growth targets to improve instructional practice. The Socratic seminar

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format will be used to support professional reading and discourse. During common planning time, our Service-Learning Communities (SLC) will explore, analyze, compare, and evaluate student achievement data (periodic assessments, CA Standards tests, common formative assessments), that provide the catalyst for discussions around effective instruction and assessment practices (Deasy 2011).

Socratic Seminars Rationale

A key element to professional growth is engagement with professional text. The purpose of the Socratic Seminar is to achieve a deeper understanding of text by systematically posing questions, examining issues, and articulating different perspectives on text. Through group discourse participants construct meaning through analysis, interpretation, listening, and participation. The strength of this learning structure is the learner-responsibility for the quality of the discussion. Learners have the responsibility to study the text closely in advance of the discussion; to listen actively; to share ideas and questions in response to ideas and questions posed; and to provide textual evidence to support their ideas.

The **week prior to the opening of the school year**, teachers will meet to engage in team-building, professional reading, and curriculum planning. After receiving professional development on the SJS-L's Mission and Vision and Service-Learning model, teachers will select their Small Learning Community (SLC). These SLCs will provide students with project/performance-based learning experiences, as well as, a Second Language Program, that extend beyond the school into the local community and national/global communities. In order to provide rich learning experiences for our students, teachers will receive professional development on Project/Performance-Based learning (PBL), as well as, our identified research-based instructional methodologies (SDAIE, AVID, Scottish Story-Line, and Singapore Math) and research-based instructional strategies (Marzano's High Yield Instructional Strategies).

B-2 Professional Development

(b) Professional Development (PD) The specific PD activities and structures that will support our professional culture are consistent with SJS-L

Vision – “...students will demonstrate proficiency in a rigorous second-language, college-career readiness, CA/Common Core standards-based instructional program aligned with community-based service-learning projects...Through interdisciplinary study of the sciences, math, humanities, arts and technology...” and **Mission** – “...students are college-ready when they have the skills, knowledge, and behaviors to complete a college course of study successfully and without remediation.”

Instructional program –

- 1) Personalized Interdisciplinary Service-Learning Community Structure
- 2) Project-Based Service-Learning Curriculum
- 3) Second Language Learning
- 4) Complex Performance-Based Assessment and Evaluation

Our PD plan is linked to our Performance Plan or All Students as outlined in Section A Data Analysis

SDAIE - supports EL's to access and comprehend the core content

AVID – supports all learners in college-career readiness

Second Language Learning Program – supports all learners through cultural and linguistic pedagogy

Scottish Story-Line – supports all learners in making connections to new learning

Singapore Math – supports conceptual understanding through non-linguistic representations of math.

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Walnut Park MS Expectations: The Professional Teaching and Learning Cycle					
Key Personnel	PD Facilitator	SLC's	Key Teacher-Leaders	Content Specialists	School and District Leaders
Activities	Ensures everyone understands the work and the implementation of the PTLC model is aligned to the academic needs of the students	Project-Based Performance-Based Learning (PBL) Two-Way Bilingual Program	Provides guidance as teachers design research-based lessons aligned to CA/Common Core Standards	Provides Content Expertise	Monitors PTLC implementation and impact; by ensuring teachers have necessary support to make the process successful
Structure	Provides school-wide PD prior to school year; during Faculty/Staff meetings; and other identified PD days.	Plan service-learning experiences during Common Planning Time, which meets twice weekly during the teacher conference period. May meet once a month on a designated Saturday if funds are available.	Plans with the SLC's during Common Planning Time; helps SLC's to identify learning objectives	Provides support each week during "Banked Time" to support department/grade-level planning	Collaborates with school site leadership committees to establish PD calendar "Banked Time" and Critical Needs; communicates clear expectations; builds capacity of staff members who need support
PD Focus Research-Based Methodologies and Strategies	Throughout the year Socratic Seminar Readings SDAIE – EL's Second Language Learning AVID – Differentiated Instruction Marzano's High Probability Strategies Project-Based and Performance-Based Learning		Throughout the year Lesson Study and Cognitive Coaching ELA/SS: Scottish Story-Line Math/Science: Singapore Math		

Teachers will be supported in the implementation of the instructional strategies across different grade levels and content areas by: (1) participating in small professional learning collaborative groups (Service-Learning Communities; department/grade learning communities); (2) engaging in the

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Professional Teaching and Learning Cycle; (3) learning through professional reading using the Socratic Seminar.

The PD will be differentiated to support teachers at varying stages of their career. At the School of Social Justice and Service-Learning at Walnut Park, we will implement the LAUSD Educator Growth and Development Cycle to: (1) Identify effective teachers to demonstrate/model instructional practice for peers ; (2) Implement strategies designed to meet the needs of individual teachers through the Cognitive Coaching model.

At SJS-L teachers will meet in their SLC's three times per week during their conference period; teachers will meet in department/grade professional learning communities once per week during banked time; and meet each week on Mondays for differentiated professional development. At the end of first semester the School Leadership Team will meet to reflect and evaluate on the need for increased Common Planning Time or address areas that need more in-depth study based on both quantitative (student performance based on assessments) and qualitative data (peer/coaching observation recommendations) **(see Autonomy page)**.

SJS-L will collaborate with the surrounding professional growth institutions (universities) to make available **PD for teachers seeking leadership/career advancement opportunities**.

i. Autonomy At the end of first semester the School Leadership Team will meet to reflect and evaluate on the need for increased Common Planning Time or address areas that need more in-depth study based on both quantitative (student performance based on assessments) and qualitative data (peer/coaching observation recommendations) **(see Autonomy page)**.

ii. Management of Multiple Schools Not Applicable

(c) Teacher Orientation Orientation to the School of Social Justice and Service-Learning at Walnut Park will occur the first seven days before the school year begins. Throughout the Orientation teachers will participate in professional development aligned with our Belief System (Mission and Vision) statements; plan standards-based lessons aligned with our research-based instructional methodologies and strategies; build team with colleagues and with students; and meet with parents.

(d) PD Program Evaluation The effectiveness of the PD will be determined by analyzing data and asking ourselves three questions aligned to our Belief System: (1) Who are we? (2) Why are we doing this? And (3) Why are we doing it this way? *(Adaptive Schools Model)*

These reflective questions enable us to look at our formative and summative data from the lens of a learner and push us to walk our core values – the belief that **all** students can and will learn a rigorous, 21st Century standards-based content, that prepares them for a college-career program. In addition, to monitoring instructional practice through classroom observations, teachers will share their practice through video-demonstration lessons or their classroom data analysis before a small group.

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B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B.3 Assessments and School-wide Data (2 pages)

(a) Effectiveness of Student Assessment At School of Social Justice and Service-Learning at Walnut Park we endorse an *“authentic pedagogy – instruction is focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work”* (Hammond, 2002:p20). By focusing on two critical questions: (1) *What do we want our students to know and be able to do by the time they leave School of Social Justice and Service-Learning at Walnut Park?* And (2) *How will we know we are succeeding?* – School of Social Justice and Service-Learning at Walnut Park will use **project- and performance-based learning and assessment as concrete representations of academic progress in meeting proficiency on the core-content standards**. Student writing, artwork, and other projects be prominently displayed throughout the school; students will maintain personal portfolios, and participate in oral presentations and performances before peers, parents, and community.

In addition, **through the service-learning model students will be guaranteed an opportunity to participate in intellectually challenging work, which is linked to their lives and interests**. Students will use technology and inquiry in response to complex community-based, or national/global issues, problems, or concerns. Students will display or perform their service-learning projects at a local community center, city library, city hall, senior citizen or community centers, and local businesses.

Student Assessment Plan		
	Curriculum-Based Assessment	Project/Performance-Based Assessment
Core Content-Area Learning English (Reading & Writing) Mathematics Science Social Studies	<i>Common Core Standards</i> <i>California Standards Test (CST)</i> District Periodic Assessments	Common Formative Assessments (CFA's) – Open-Ended Questions Disciplinary Literacy – Student Writing Portfolio – Student Self-Assessment
Service-Learning	<i>Common Core Standards</i> <i>California Standards Test (CST)</i> District Periodic Assessments	Open-Ended Ethical Questions Extended sustained tasks (PBL) Problem Solving
Second Language Program (or Dual Language)	<i>Common Core Standards</i> <i>California Standards Test (CST)</i> District Periodic Assessments	Disciplinary Literacy
Scottish Story Line Method	<i>Common Core Standards</i> <i>California Standards Test (CST)</i> District Periodic Assessments	Disciplinary Literacy Open-Ended Ethical Questions Extended sustained tasks (PBL) Problem Solving
Singapore Mathematics	<i>Common Core Standards</i> <i>California Standards Test (CST)</i> District Periodic Assessments	Problem Solving Constructing Non-Representational Models (PBL)

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c. Data Collection and Monitoring: Research shows that use of teacher common planning time to: (1) analyze research-based classroom practices, (2) develop and implement engaging instructional lessons that meet the needs of all students, and (3) design common progress monitoring instruments increases student achievement. School of Social Justice and Service Learning interdisciplinary teams of teachers will meet weekly in their SLC (service-learning community) to collaboratively:

1. Design a rigorous instructional curriculum based on the California State Standards and Common Core Standards which implement the school-wide methodologies (SDAIE, AVID, Dual-Language, Scottish Story Line, and Singapore Math);
2. Develop common assessments and rubrics to measure student achievement in linguistic and non-linguistic representations;
3. Examine student achievement data and prescribe intervention;
4. Identify a forum for student expression of learning; and
5. Provide feedback to parents and students regarding academic and social-emotional progress.

During collaborative planning, teachers will ensure that the specific needs of our students are met by including in their plans research-based methodologies and instructional strategies that match students' needs; individualizing instruction, and providing a safe, personalize learning environment.

Enrollment data and on-going progress monitoring will be used to plan and address the unique performance levels and needs of individual students.

Data Collection and Monitoring

Assessment Data	All	EL	SWD	GATE
LAUSD CoreK-12 Progressing Monitoring (Fluency and Vocabulary)	Incoming 6th-Grade to determine instructional needs/programming	4 Times a Yr. At mid and end of semester	Yearly - IEP Goals & Objective	
CELDT (California English Language Development Test)		Yearly – EL Progress Monitoring through <i>MyData</i> (AMAO 1 & 2)	Yearly - IEP Goals & Objective	
CST (California Standards Test)	Incoming 6th-Grade to determine instructional needs/programming	Yearly - EL Progress Monitoring through <i>MyData</i> (AMAO 3)	Yearly - IEP Goals & Objective	Yearly – Progress Monitoring
	7th/8th Grade to determine programming needs	Yearly	Yearly - IEP Goals & Objective	Yearly - Progress Monitoring
Common Formative Assessments	Department-Level LAUSD CoreK-12: Progress Monitoring about one every three weeks			
Screener for Primary Language Proficiency	Spanish for Native Speakers; Spanish for Non-Native Speakers; CELDT			
Screener for Math	Incoming 6th-Grade to determine instructional needs/programming			

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B. INSTRUCTIONAL PLAN:

Unwavering Focus on Academic Achievement

B-4 Instructional Plan School Culture and Climate (8 pages + attachments: LIS Waiver #5, TA page 2)

(a) Description of School culture.

Without a doubt school is an important context for children's academic and social development. **A key component of our mission and vision** for the students who will attend the School for Social Justice and Service-Learning at Walnut Park is to provide them with *"...a rigorous second-language, college-readiness, standards-based instructional program aligned with community-based service-learning projects"*.

At SJS-L students will acquire the skills necessary to effectively compete in a global economy: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge.

Based on the research findings reported in *Leading the Conversion Process, Lessons Learned and Recommendations for Converting to Small Learning Communities* (Prepared for the Bill & Melinda Gates Foundation, September 2006, **our plan at SJS-L will focus on developing and maintaining a culture that is safe, supportive, and sustainable, promotes student learning, alleviates negative behaviors and maximizes learning.** To ensure successful implementation of our stated mission and vision for SJS-L and be able to develop *"...students who are capable, articulate, responsible citizens who take ownership for their learning,"* the **school culture at SJS-L** will focus on three strategies:

1. Building academic self-concept and psychological well-being through relationships among students and teachers, students and peers, and among students and families/community.
2. Promoting social acceptance in a safe learning environment; and
3. Connecting students' social experiences to learning.

Objective #1: Building Academic Self-Concept and Psychological Well-Being *"Middle childhood is a critical period for self-concept formation... While at school, children are developing a sense of themselves, both as students and as social beings, and the beliefs that they form about their academic abilities affect their classroom performance."* (Classroom Social Experiences as Predictors of Academic Performance. Lisa Flook, R. Repetti, J.B. Ullman. Developmental Psychology 2005, Vol. 41, No. 2, 319–327). **The SLC's will be structured** to provide **sixth grade students** a self-contained classroom for the core content areas with one teacher. Entering sixth grade students' transition to middle school will focus on building community, study skills, and behaviors for success. At the end of the sixth grade year, students will select their two-year service-learning community (SLC) – National or Global.

Similar to the sixth grade SLC, **the seventh and eighth grades SLC's will be structured** so that these students have core classes for English-Social Studies and Math-Science. These students will not only showcase their service-learning projects for their parents/families and the community, but also prepare a multi-media presentation for a college-career portfolio required for high school graduation.

Objective #2: Promoting Social Acceptance in a Safe Learning Environment There is a direct association between a lack of social acceptance at school and declining academic performance. Researchers in the field of self-esteem and academic achievement have reported that as the level of self-esteem increases, so do achievement scores. Furthermore, self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. These researchers agree that the best way for a child to

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sustain a sense of confidence is to (1) demonstrate competency in skill development and learning; and 2) set meaningful and realistic goals. Three conference periods per week will be set aside as common planning time in order for teachers within the SLC to collaborate on interdisciplinary instruction, student achievement data, and student academic/social-emotional needs. Each service-learning community will implement RtI² model (response to instruction and intervention) to monitor student-learning progress. Tier III interventions will take place during the elective period, administrator and coordinator will work with targeted students during this elective period in order to reduce student teacher ratio and personalize student learning.

In addition, one day per week teachers within specific departments will collaborate during banked time to plan vertically-aligned content instruction and progress monitoring. Furthermore, the school day will be structured so as to minimize transition from period to period. This will be accomplished by providing a self-contained 6th grade; and 7th-8th grade core (English-Social Studies and Math-Science).

Objective #3: Connecting Student's Social Experiences to Learning The School for Social Justice and Service-Learning is committed to providing a rigorous CA/Common Core State standards-based problem-solving curriculum and Second Language Service-Learning model. Through a cycle of collaborative inquiry, planning, action, and reflection, students will solve a community, national, or global problem, Service-learning is effective for enhancing student achievement for English learners, economically disadvantaged students, students with disabilities, gifted and talented students, and Native Americans (American Indians, Native Hawaiians, and Native Alaskans).

Current research on truancy and absenteeism by Joyce Epstein reveals students with better attendance score higher on achievement tests than peers with chronic absenteeism. **Given the unique demographics of our students** – 100% economically disadvantaged; 60% transiency; 20%+ English language learners; and 10%+ students with disabilities – additional practices, routines, activities, and structures to improve teacher/student attendance and a culture of achievement will be implemented.

SJS-L is structured to provide small safe personalized learning environments through the Service-Learning Communities (SLC's) which engages students in meaningful choice, active learning, plan-do-review, cooperative learning, and service-learning leadership development. At SJS-L we will develop a **practice** that builds a productive school-family-community connection based on Joyce Epstein's model of effective parent-community involvement – (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision-making, and (f) collaboration with the community – is proven to result in greater student attendance (*Present and Accounted for: Improving Student Attendance Through Family and Community Involvement*. Joyce L. Epstein and S. B. Sheldon. John Hopkins University. The Journal of Educational Research. May/June 2002.[Vol.95(No.5)]).

The School for Social Justice and Service-Learning at Walnut Park will implement **proven activities designed to improve on daily attendance and reduce chronic absenteeism.**

1. Attendance will be celebrated and rewarded.
2. Establish effective communication between SJS-L and students' families.
3. Provide After-school programs for students and families.
4. Using community resources, such as "recovery days", to make home visits.
5. Collaboration & communication with feeder schools to collaborate, pull resources and address families with students with serious absenteeism problems.

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B-4 (b) Student Support and Success (see page 32) At SJS-L all students are expected to academically succeed. To achieve this goal **specific research-based instructional methodologies** that are aligned with the Constructivist model of learning will be put into practice. **At SJS-L our definition of student success is multi-faceted.** Student success is the degree to which our students are satisfied with their learning experience and feel safe, comfortable, and affirmed in the learning environment. Student success is defined as: (1) academic achievement; (2) engagement in educationally purposeful activities; (3) acquisition of the desired content-knowledge, skills, and competencies; (4) persistence; (5) attainment of educational objectives; and (6) post-secondary performance. In various degrees all stakeholders – school, student, and family – share responsibility for student success.

B-4 (c) Social and Emotional Needs Based on data analysis in Section A, we anticipate the following needs of our students:

- ✓ One-third or approximately 170 students will be English language learners.
- ✓ Approximately 50% of our students will score below basic on state standardized assessments.
- ✓ Over 400 students will be eligible for free or reduced lunch.
- ✓ One-fourth or approximately 125 of our students will move in and out of our school.
- ✓ Approximately 10% of our students will be identified as either students with disabilities (SWD) and approximately 10% of our students will be identified as gifted and/or talented (GATE).
- ✓ One-third of our students could miss more than seven days of school.
- ✓ Approximately 2-4% or 10-20 students will be suspended more than once.

To say the least these are sobering statistics. Our Teacher-Leaders for Social Responsibility Writing-Design Team has identified **some additional student support for success** beginning with a late start school day.

Another support for student success will be our Coordination of Services Team (COST). This student-centered decision-making team will focus on supports and services to help students identify realistic goals and outcomes. Our team will include: teachers, counselors, administrative support, and any other specialists working with the student. In addition to identifying academic supports for our students, COST will develop and implement positive behavior support plans that align with our vision and mission statement: *“In a personalized, safe learning environment,... Our students will be capable, articulate, responsible citizens who take ownership for their learning...”*.

During Common Planning Time, SLC’s will carefully monitor student progress through data collection and analysis, implementation of behavioral support plans, and on-going collaboration with parents. At SJS-L we will use a variety of informal and formal measurements – anecdotal records, observations, student, parent, teacher surveys, standardized test scores, periodic assessments – to measure our definition of Student Success: *“the degree to which our students are satisfied with their learning experience and feel safe, comfortable, and affirmed in the learning environment.”*

For a middle school student, school is more than academics; it is an opportunity to engage with peers socially. In order for students to develop meaningful and long-lasting relationships with their peers, extracurricular activities, such as, clubs, dance classes, band, music and art festivals, intra-mural sports, and personal fitness, will be provided. In order to foster a culture of excellence, students will receive public recognition for their achievements.

B-4 (d) College and Career Readiness

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Our service-learning communities (SLC's) will not only include the student's core teachers, but also, a school counselor or dean who works with the individual student and family. In order for our students to take ownership for their learning we at Walnut Park Middle School will be explicit about what students should be able to do in order to be **college-career ready**. These expected school-wide learning results (ESLR's) are aligned with 21st century essential learning: (1) multicultural and global literacy; (2) positive interpersonal skills and collaboration; (3) curiosity, creativity, intellectual risk-taking and adaptability; and (4) personal, social, and civic responsibility.

At Walnut Park Middle School some of the supports for college-career readiness will include:

- ❖ All students are expected to collaboratively research, plan, design, and implement two service-learning projects each school year.
- ❖ All students are expected to document in a digital-portfolio their service-learning projects and work-in-progress in the core content areas.
- ❖ All students are expected to publicly share their product- or performance-based learning before peers, families, and the community-at-large.
- ❖ All students will maintain a daily planner, establish a time schedule for daily study, and institute a time-line for product or performance completion and complete an individual culmination plan with counselor, SLC teacher, parent and administrator.

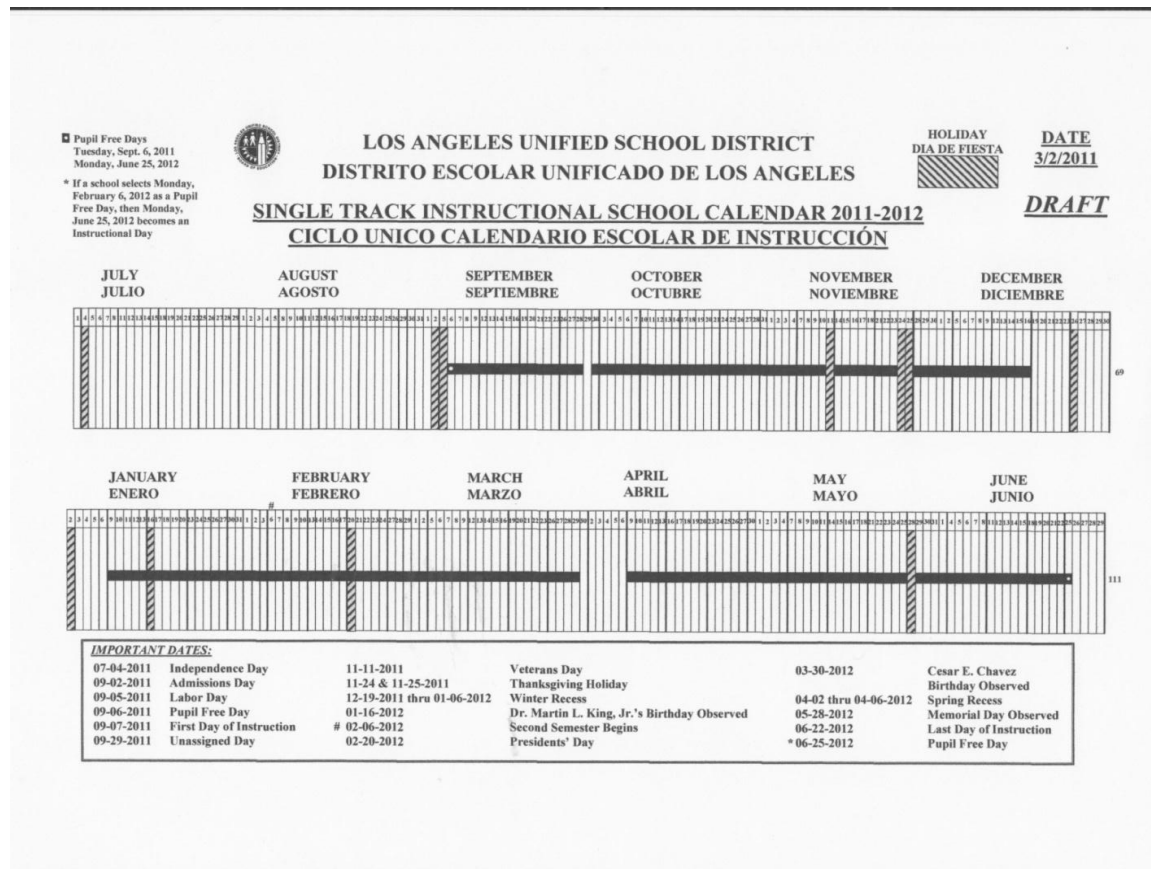
School For Social Justice and Service-Learning at Walnut Park: Student Success Behaviors		
School Behaviors	Student Behaviors	Family Behaviors
<ul style="list-style-type: none"> SLC's (Service-Learning Communities) plan collaborative lessons for high-level student engagement. SLC's provide an all-inclusive, safe, personalized learning environment = a psychological safety net. SLC's communicate high expectations for academic performance, providing the support required for diverse students (EL's, SEL's, SWD's, GATE). SLC's effectively communicate "intelligence" can be expanded through continued learning and experience by structuring learning with what students are good at. SLC's focus on the developmental and learning needs of students who are leaving middle childhood & entering early adolescence. 	<ul style="list-style-type: none"> Students learn to successfully negotiate a new learning environment and effectively interact by establishing "trusting relationships" within the SLC's with peers and adults. Students successfully "transition" by positively interacting with peers and incorporating expected values and behaviors typical of middle school; e.g., work and study habits; participation in extended school activities; seeking academic assistance/support; and earning passing grades. Students learn to navigate the dual environments of home and school. 	<p>Joyce Epstein's Framework for 6 Types of Involvement</p> <p>Families provide a supportive environment and reduce the conflict between home and school by:</p> <ol style="list-style-type: none"> 1. Parenting - Establishing daily family routines 2. Parenting- Monitoring out-of-school activities 3. Volunteering/Collaborating with Community/Decision-Making - Modeling the value of learning, self-discipline, and hard work 4. Communicating- Expressing high, but realistic, expectations for achievement 5. Communicating - Encouraging student progress at school 6. Learning at home - Encouraging reading, writing, and discussion among family members

School of Social Justice and Service-Learning at Walnut Park

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B-4 (e) School Calendar and Schedule

The School for Social Justice and Service-Learning will operate on a 180-day, Traditional Single Track calendar. With a seven period schedule, our school will engage all students in a second language service-learning experience, as well as, offer more electives for our students. A core-block schedule will be implemented throughout across all the grades. Sixth grade students will have one teacher for the core academic subjects. As a result, common planning time and professional development time for teachers allows for greater collaboration and student support. As a District school, School for Social Justice and Service-Learning will use the District-provided norm charts and resources to reduce class size. All schools in the LAUSD will be "early start" beginning in 2012-2013.



(B)(4) (f) Policies Not Applicable Charter School Only

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CORE BLOCK* BELL SCHEDULE

382 Instructional Minutes

Period	Time	Minutes	7th Grade	8th Grade	6 th Grade Self-Contained
1	8:30 – 9:30	60	ELA/Social Studies Core Block or Math/Science Core Block	P.E.	Service Learning Second Language Social Studies
2	9:30 – 10:22	52		Elective	
N	10:22 – 10:37	15	Nutrition		
P	10:37 – 10:42	5	Passing Period		
3	10:42 – 11:34	52	ELA/Social Studies Core Block or Math/Science Core Block	ELA/Social Studies Core Block or Math/Science Core Block	ELA ELD
4	11:34 – 12:26	52			
L	12:26 – 12:56	30	Lunch		
P	12:56 – 1:01	5	Passing Period		
5	1:01 – 1:53	52	Elective	ELA/Social Studies Core Block or Math/Science Core Block	Math Science
6	1:53 – 2:45	52	P.E.		
7	2:45 – 3:37	52	Service Learning Projects Second Language Learning		P.E.

*Core Block is defined as a contiguous period with one teacher, teaching two core content areas.

Homeroom is attached to the first period of each day. Range of homeroom minutes per day is 8-10 depending on the schedule.

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CORE BLOCK* BELL SCHEDULE PROPOSAL FOR P.D. MONDAYS

298 Instructional Minutes

Period	Time	Minutes	7th Grade	8th Grade	6 th Grade Self-Contained
1	8:30 – 9:26	56	ELA/Social Studies Core Block or Math/Science Core Block	P.E.	Service Learning Second Language Social Studies
2	9:26 – 10:12	46		Elective	
N	10:12 – 10:27	15	Nutrition		
P	10:27 – 10:32	5	Passing Period		
3	10:32 – 11:18	46	ELA/Social Studies Core Block or Math/Science Core Block	ELA/Social Studies Core Block or Math/Science Core Block	ELA ELD
4	11:18 – 12:04	46			
L	12:04 – 12:34	30	Lunch		
P	12:34 – 12:40	6	Passing Period		
5	12:40 – 1:26	46	Elective	ELA/Social Studies Core Block or Math/Science Core Block	Math Science
6	1:26 – 2:12	46	P.E.		
7	2:12 – 3:29	77	Professional Development (P.D.)		

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CORE BLOCK* BELL SCHEDULE PROPOSAL FOR SHORTENED DAYS

313 Instructional Minutes

Period	Time	Minutes	7th Grade	8th Grade	6 th Grade Self-Contained
1	8:30 – 9:27	57	ELA/Social Studies Core Block or Math/Science Core Block	P.E.	Service Learning Second Language Social Studies
2	9:27 – 10:16	49		Elective	
N	10:16 – 10:31	15	Nutrition		
P	10:31 – 10:36	5	Passing Period		
3	10:36 – 11:25	49	ELA/Social Studies Core Block or Math/Science Core Block	ELA/Social Studies Core Block or Math/Science Core Block	ELA ELD
4	11:25 – 12:14	49			
L	12:14 – 12:44	30	Lunch		
P	12:44 – 12:49	5	Passing Period		
5	12:49 – 1:38	49	Elective	ELA/Social Studies Core Block or Math/Science Core Block	Math Science
6	1:38 – 2:27	49	P.E.		

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CORE BLOCK* BELL SCHEDULE PROPOSAL FOR MINIMUM DAYS

248 Instructional Minutes

Period	Time	Minutes	7th Grade	8th Grade	6 th Grade Self-Contained
1	8:30 – 9:17	47	ELA/Social Studies Core Block or Math/Science Core Block	P.E.	Service Learning Second Language Social Studies
2	9:17 – 9:55	38		Elective	
N	9:55 – 10:10	15	Nutrition		
P	10:10 – 10:15	5	Passing Period		
3	10:15 – 10:53	38	ELA/Social Studies Core Block or Math/Science Core Block	ELA/Social Studies Core Block or Math/Science Core Block	ELA ELD
4	10:53 – 11:31	38			
L	11:31 – 12:01	30	Lunch		
P	12:01 – 12:06	5	Passing Period		
5	12:06 – 12:44	38	Elective	ELA/Social Studies Core Block or Math/Science Core Block	Math Science
6	12:44 – 1:22	38	P.E.		

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B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B-5 Instructional Plan Parent and Community Engagement (2 pages)

(a) Background Describe the community you will serve.

Based on analysis of 2010 U.S. Census data, Walnut Park is a high-density community in urban Los Angeles with almost 16,000 people living on less than 0.75 square miles! 98% of the population is identified as Hispanic, with over 52% identified by the 2010 census as immigrant. The per capita income is about \$11,500 and over 12% of the population is unemployed. Although there are common industries – accommodation and food services; apparel; educational services; administrative support and waste management; health care repair and maintenance; and metal and metal products – there are no major industries in Walnut Park. Interestingly, less than five percent of the population lives and works in Walnut Park! **Without a doubt, a critical community need is employment in viable industries that support those living in the community.**

The strengths of the community are the fifth grade students attending Walnut Park ES, one of the feeder schools into Walnut Park MS, who are scoring 39% in the CST/ELA, 69% in the CST/Math, and 45% in the CST/Science for 2010-11. Zero percent students were suspended one or more times; 62% of the students have 96% or higher attendance. 56% of English learners scored basic or above in CST/ELA. Students in special education scoring proficient or advanced in CST/ELA are 23% and in CST/Math 34%, both near the District's average of 29% and 40% respectively.

Even though 98% of the community is Hispanic, in reality Walnut Park is two distinct Hispanic communities – the immigrant population and the second-third generations of Hispanics who have lived in the community. These two distinct populations present challenges for the community, as well as, distinct expectations. Newcomer Latino immigrant families are adapting to a new culture, language, and environment. Their reasons for immigrating to a new country are primarily a parenting decision to secure physical security and/or a better education and economic future. On the other hand, students of Latino families who have acculturated into the greater society, experience “marginalization” in the school culture which divides students by race and gender, distributing opportunities and resources that would enhance student learning or parent expectations. This devaluation of the culture, language, and ideals causes an intergenerational conflict exacerbated by adolescent rebellion and disengagement in the parent-child relationship. Our goal at the School for Social Justice and Service-Learning is to empower parents to become involved in school activities, monitor teacher performance, and organize the community to protect school resources that they value, as they assert their authority and cultural values at home. (*Becoming an American Parent: Overcoming Challenges and Finding Strength in a New Immigrant Latino Community*. Krista M. Perreira, Mimi V. Chapman, and Gabriela L. Stein (2006).

b. Strategies: The Teacher-Leaders for Social Responsibility Writing-Design Team has extensive experience serving this community, as many of our members were raised in similar communities (Bell, El Sereno, Huntington Park, South Gate). Cumulatively, we have a century of Teacher-Leadership experience, with expertise in serving diverse populations: English learners, students with disabilities, gifted and talented; and economically disadvantaged. The entire Teacher-Leadership Team at the School for Social Justice and Service-Learning at Walnut Park has had ample experience in training and promoting parent and community involvement in Local District 6 and is not only fully vested in seeing

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the community thrive, but also, are keenly aware of the hurdles that students, parents and community need to overcome to reach academic success.

Aside from involvement in decision making councils, conducting teacher parent conferences, participating in meeting teachers prior to the start of the school year and parent workshops led by coordinator, teachers, administrators or community partners, the following strategies will be utilized by School of Social Justice and Service-Learning at Walnut Park to provide authentic parent involvement:

- *Families as Reading Partners* – where once a month parents will be invited to come and read with their student in his/her first period classroom. At the end of the reading session, parents will meet with administrator where reading strategies will be shared, and books pertinent to students' service learning projects will be read aloud and raffled for parents to take home.
- *Coffee with the Principal/Café Con Leche con el Director/Directora* – where once a month parents will come and have coffee with the principal to discuss issues affecting the school, community and collaborate on strategies to address these issues.
- *Social Science Family Night* – where families will come once a month to learn with their students about Social Science issues affecting the community, as facilitated by Claremont Colleges interns.
- *Library Night* – where families will come once a month to work with their student on research skills using technology and/or traditional reference materials such as encyclopedias, Atlas, almanacs. Donated computers will be loaned to families so that research practice may continue at home.
- *Mural Under the Stars* – where once a year, in collaboration with MoLAA, an evening presentation of Latin American muralists/murals and their significance in portraying social issues will be hosted at SJS-L.
- *Folklorico* – where volunteer members from the community with Folklorico Dance experience will be asked to lead after school classes for staff, community and students.
- *Nutrition Network* – where school will apply to participate in the Nutrition Network Program with LAUSD, hosting a Nutrition Fair once a year, and monthly *Harvest of the Month* nutrition classes for parents and community.
- *Home Visits* – where once a week the family of a targeted student that is struggling and one that is highly successful/or has demonstrated high improvement, will be visited to celebrate or assist the family.
- *Honor Roll and Most Improved Assemblies* – where for each reporting period (including progress reports), parents will be invited to celebrate at assemblies and “potluck” for those families whose students are meeting honor roll standards or have shown marked growth/improvement.

A key component to student success requires the inclusion of those persons who play a significant role in our students' lives outside of the school, primarily, families and communities (*School, family, and community partnerships: Preparing educators and improving schools*. Epstein, 2001). Joyce Epstein, director of the Center on Families, Communities, Schools, and Children's Learning, emphasized the importance of this integration of school and family to promote student achievement. The Teacher-Leadership Writing-Design Team plans to integrate Epstein's overlapping spheres of Influence where we not only recognize the power that family and community have in enhancing the learning and long-term success of every child who enters our school, but actively seek and create the conditions for their active participation.

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c. Key Community Partnerships: At SJS-L have a **clear and strategic plan for parent engagement**. Using as a reference Epstein's Framework of Six Types of Involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with community, the leadership team in collaboration with our partners: *Families in Schools*, *Padres Unidos*, *First 5*, and The UCLA Parenting & Children's Friendship Program will provide ongoing workshops throughout the school year that address all six areas. Our first-year parents will improve their parenting skills, become more involved in our schools, and collaborate to co-present for the following year parent workshops. Our parents and community members will be comprised of our categorical program advisory councils (ELAC, CEAC and SSC), and Leadership Team giving parents authentic decision-making roles with real authority and the platform to voice their opinions and guide the allocation of a significant portion of school funds. Categorical school budgets are allocated or adjusted based on the recommendations of ELAC, CEAC, and SSC.

Another Key Partnership is the Museum of Latin American Art (MOLAA)– Stuart A. Ashman, President and CEO. All social justice movements include arts as a means of communication and expression. Our partnership with MOLAA aims at providing our students with the skills and history of such forms.

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B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B-6 School Governance and Oversight

(a) School Type New schools will choose their governance model during the first year of implementation.

b. School Level Committees: Describe the decision-making bodies and general areas of responsibilities for each body that will exist at your school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making. Describe the process for gaining input from all stakeholder groups in making key decisions.

At the School of Social Justice and Service-Learning at Walnut Park, we believe that our decision-making council are the basis for a successful educational system. It is through our councils SJS-L that decisions about budget, curriculum, school improvements and programs will be made. At we will have various decision-making councils as outlined by federal and mandated programs as well as councils exclusive to our school. The federally mandated programs councils include Compensatory Education Advisory Council (CEAC), English Learner Advisory Council (ELAC) and School Site Council (SSC). These councils will follow all guidelines as provided through LAUSD's bulletin- 5430.0.

The role and responsibilities of the CEAC and ELAC, will be as follows:

- Advising and providing recommendations on the effectiveness of programs
- Conduct program evaluations and review of student achievement
- Review Data
- Participate in Budget Development
- Receive trainings in order to be able to provide above responsibilities.

School Site Council will serve as the principle decision making council. This council will, upon recommendations from CEAC , ELAC and teachers, make budgetary and school policy decisions. A needs assessment from all councils including teaching staff, classified staff, parents and students, will be conducted prior to making budgetary decisions. Decisions will be data-driven and made to provide the best quality education for our student population.

School Site Council will be composed of equal amount of parents and staff, including administrative personnel. There will be 5 parents, 1 administrator, 1 classified and 3 certificated members. All members will serve for one year at a time but can only serve two consecutive terms. This will allow for more input from other individuals.

All council meetings will be open to the public and all staff members to allow for input. Decisions will be made by members only. Once decisions are made, it will be the responsibility of the council to inform all other councils and staff members of their final decisions.

c. Governing Council:

The governing council of School of Social Justice and Service-Learning at Walnut Park also known as the Leadership Council will be the primary decision making council in regards to curriculum and instruction. As a Service Learning Institution, our campus will require on-going evaluation of projects. Curriculum

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centered on these projects will require monitoring during planning, implementation and application phases. Our Leadership Council will serve as the central communication and supervising council.

The Leadership Council will be comprised of parents, administrators, and staff. There will be representation from teachers at all grade levels, and all out of classroom administrative personnel.

Parents will also be invited to participate.

Service Learning Instructional Specialist	Department Chairs	Differentiation Intervention/ Data Problem Solving Coordinator	Parent Community Outreach Coordinator (community member)	Student Leaders	Parent Leaders	Title I Bilingual Coordinator
1-6 th grade 1-7 th /8 th grade National Service 1-7 th /8 th grade Global Service	1- ELA/ELD 1-Math 1-Social Science 1- Science Health 1 – Arts 1 –PE 1 – Foreign Language	1 – Counselor	1 – Community Member	1-6 th grade 1-7 th grade 1-8 th grade	1-EL 1-Special Ed 1-Title I 1-6 th grade 1-7 th grade 1-8 th grade	1 Recommended by Leadership Team, selected by principal and confirmed by staff

SOME SPECIFIC RESPONSIBILITIES

. Co plan with departments Service Learning Units of Study . Plan for articulation of curriculum among disciplines and across grade levels, so units build on prior knowledge and increase rigor each year (among and across levels)	.Co plan with Service Learning Instructional Specialist Service Learning Units of Study .Plan systems for articulation among departments & within department .Analyze learning results and with committee target students for differentiation /intervention	.Co plan Service Learning Units, with attention to differentiation and intervention . Participate in the analysis of results, design and implement intervention and differentiation for students. . Monitor data	.Provide input to Learning Units of Study including: What would be social/community issues the community sees as great need? . Analyze learning results with committee and provide in-put to different approach or intervention .Serve as liaison between school and community for specific projects	.Provide input to Learning Units of Study including: What motivates students? What would be social/community issues students are passionate about? . Analyze learning results with committee and provide in-put to different approach or intervention	. Provide input to Learning Units of Study . Analyze learning results with committee and provide in-put in terms of students who would benefit from increased parental support .Create workshops to increase parental understanding of Units	.Co plan Service Learning Units of Study Include in co planning the sections, opportunities and times for projects or tasks to be done in second language. . Analyze learning results and with committee plan interventions for Title I/ EI students
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. Create CFAs, projects, criteria, rubrics for grading/meeting proficiency						. Monitor progress of Title I and EL populations. . Purposely include research based practices and strategies in lesson designed for units.
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School of Social Justice and Service-Learning at Walnut Park Local District 6

B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B – 7. School Leadership (6 pages: LIS Waiver #11, TA page 3; Waiver Side Letter)

a. Principal Selection: Criteria for selecting school leader. Process for selection.

The principal for the School of Social Justice and Service Learning at Walnut Park Middle School must meet the following LAUSD minimum requirements to hold a principal's position.

- California Administrative Credential
- California K-12 Teaching Credential
- Master's Degree from accredited college or university
- Multicultural Coursework
- Master Plan Coursework
- 8 years of successful full-time public school certificated service, with no fewer than 3 years as a teacher
- No fewer than 2 years in an administrative position
- At least one year of administrative experience in a school-based position
- Experience must include certificated services at a minimum of two locations

Additionally, the following criteria, aligned with the vision and mission of the plan, will be utilized at the School of Social Justice and Service Learning at Walnut Park Middle School for its principal.

- Educator with proven, successful results in serving the student population at Local District 6.
- Learner who practices a constructivist approach to leading, and creating curriculum.
- Collaborative individual who will engage in constructing curriculum with and for students, parents and teachers at Walnut Park Middle School.
- A leader who believes in shared leadership, willing to share this leadership by going back to the classroom at the school site after two to three years in the principal's position, and supporting the school's vision and mission in a different capacity.
- A leader who will participate in selection committee for proceeding principal, to ensure continuity of vision and mission.
- A bilingual administrator who promotes the appreciation and value of cultures, languages and community.
- A leader and learner who practices 21st Century skills
- A leader who models and believes in service to the community, whether local or global, as the pathway to a successful society.

The interview process for the principal's position will consist of four components: application process, an oral interview, a collaborative exercise and a professional development. The candidates will be interviewed by a committee comprised of writing team members, parent/s from the community, a feeder school (Huntington Park High School) student leader, community member/s (Marbrisa Condominium Association, Huntington Park City Council member, Claremont Colleges School of Education) and a Local District 6 administrator. Rubrics for each of the components will be utilized to appraise the competencies of the candidates and make a final recommendation to the superintendent.

- Application Process: A resume, letter of intent, letters of support from: student, teacher, current administrator, parent, and student.

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- Oral Interview Process: A series of 5 – 6 questions intended to get to know the candidate's belief system, vision for her/his role and perceptions on bilingual education, service learning, social justice and constructivism.
- Collaborative Exercise: Simulation where candidate would be able to demonstrate her/his ability to think critically, problem solve, innovate or create, collaborate, develop relationships, use multiple processes and strategies to move a group towards a specific end/outcome.
- Professional Development: Engage the interview committee on a professional development experience or bring a recorded professional development she/he has led where the following aptitudes could be measured: understanding of learning and teaching, use of research based pedagogies which engage all learners (teachers, parents, students).

The responsibilities of the principal will be:

- Lead the school, together with the leadership team, in implementing the Design Team's plan
- Set the conditions for a collaborative, interdependent culture, where all stakeholders' voices are heard as the school takes ownership in ensuring student achievement, well being, and success
- Set the conditions for a safe, welcoming and nurturing school culture and environment where learning is valued and operational structures are set in place to support a learning culture
- Provide leadership for and facilitate collaboration with the Leadership Team and all stakeholders to ensure that the instructional plan is reviewed, monitored, and revised as needed to meet Federal, State, District and school goal's and benchmarks
- Provide differentiated professional development which augments professional knowledge and practice of constructivist principles called out in the Design Plan including: AVID methodologies, SDAIE methodologies, Two-Way Bilingual methodologies (Guiding Principles for Dual Language Education), Scottish Story Line methodologies, and Singapore Math
- Collaboratively, work with all stakeholders, including Leadership Team, advisory councils, and School Site Council in developing a budget that is linked to students' needs and success, based on the vision, mission and goals of the Design Team's plan
- Ensure that students are placed in the correct classes and Service Learning Communities based on EL needs, IEP goals, student's interest, ICP plan goals, and that their progress is reviewed and monitored systemically and consistently
- Supervise and improve instruction
- Interpret and engage Leadership Team in the implementation of school practices that uphold state laws, Board of Education rules, policies, procedures, and Design Plan reform efforts

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Principal Rubric for Professional Development Performance

During the PD exercise the candidate:

1. SETS THE CONTEXT FOR THE WORK

- a. Establishes purpose and outcome(s)

HIGH LEARNER ENGAGEMENT

- b. Uses a variety of strategies

2. HIGHER ORDER THINKING SKILLS

- a. Learners are challenged
b. Learners expected to think at higher levels

3. KNOWLEDGE AND IMPLEMENTATION OF GOOD PEDAGOGY

- a. Scaffolds Learning
b. Accesses Prior Knowledge
c. Anticipates and differentiates learners' needs

4. ASSESSMENT OF LEARNER OUTCOMES

- a. Checks for understanding during and at the end of lesson

5. INNOVATIVE AND CREATIVE

SCORING GUIDE

20 – Highly Effective, Outstanding skills, Creative, and Dynamic

16 - Very Effective, Excellent skills, Solid, Professional

12 - Somewhat Effective, Average skills, Common, Typical

8 - Not Effective - Sub-standard skills, Marginal

4 - Unacceptable Skills, Inappropriate behavior

0 - Unable to perform the task

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Rubric for Principal Collaborative Performance

During the collaborative exercise the candidate:

1. Attempts to establish relationships
 - a. Builds trust
 - b. Interested in knowing the team

2. Accesses prior knowledge
 - a. Uses strategy to find out what the team knows about the task

3. Encourages participation
 - a. Ask questions of the team
 - b. Ensures equal participation of the team

4. Offers a process on how to accomplish the task
 - a. Reveals a plan to accomplish the task
 - b. Ensures that the team understands the purpose and outcome of the task
 - c. Demonstrates ability to influence and persuade

5. Listens to others
 - a. Respects and values opinions of the team
 - b. Utilizes wait time strategy

SCORING GUIDE

- 20 - Highly Collaborative, Outstanding skills, Creative, and Dynamic
16 - Very Collaborative, Excellent skills, Solid, Professional
12 - Somewhat Collaborative, Average skills, Common, Typical
8 - Not Collaborative -, Sub-standard skills, Marginal
4 - Unacceptable Skills, Inappropriate behavior
0 - Unable to perform the task

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- b. Leadership Team:** Leadership positions, role of the leadership team in curriculum development and implementing the professional teaching and learning cycle.

The School of Social Justice and Service Learning at Walnut Park Middle School will be a school where shared leadership is practiced. In keeping with this shared leadership the following structure will be utilized to develop, implement, reflect and evaluate the instructional program as it achieves its vision and proves its academic success by meeting Federal, State, District and school set goals/benchmarks.

The Leadership Team will be comprised of: Principal, Service Learning Coordinators, Department Chairs, Differentiation/Intervention Coordinator, Community Outreach Coordinator, Student Leaders, Parent Leaders, and Title I/Bilingual Coordinator.

The responsibilities for this leadership team will be the following:

- Develop instructional program that will lead to achieving school's vision, mission and goals, as well as Federal, State and District achievement goals/benchmarks.
- Lead the implementation of the instructional program by creating a culture of shared responsibility and accountability, with concrete processes to support, analyze, reflect and revise the existing plan.
- Meet weekly at the beginning of implementation to discuss, review, reflect on implementation of plan. Continue to meet bimonthly as the plan is being implemented.
- Plan professional development by SLC, Department, school wide, with parent groups that aligns to the units of study and is based on analysis of data and learning results
- Develop professional development plan which includes cognitive coaching and Lesson Study
- Develop structures for reflection and revision of this plan based on learning results, observed lessons and vital behaviors that are part of the outcomes expected from the P.D.
- Provide differentiated support to teachers based on results of observations and student learning

The following criteria will be utilized for the selection of these coordinators.

- In depth knowledge of the Design Plan
- Selected by colleagues, peers or same capacity stakeholders
- 21st Century Learners
- Equitable membership of plan writers and non-plan writer
- Willingness to meet during and after the school day to provide the top notch quality education students deserve

The Leadership Team will collaborate with the entire faculty during bank time professional development meetings, department meetings and committee meetings. Agendas will include opportunities to systemically and consistently include dialogue, discussion or recommendations related, but not limited to: the implementation of the Design Team's plan, the interpretation of results and next steps resulting from these interpretations, advise for school wide changes to the Leadership Team which could include instructional, as well as safety and procedural changes and systems of evaluating the effectiveness of these changes, etc. Likewise, meetings with the community, the CEAC, the ELAC, School Site Council, Volunteer parent groups, will include opportunities to systemically and consistently include dialogue, discussion or recommendations related, but not limited to: the implementation of the Design Team's plan, the interpretation of results and next steps resulting from these interpretations, advise for school wide changes to the Leadership Team which could include instructional, as well as safety and procedural changes and systems of evaluating the effectiveness of these changes, etc.

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B. Instructional Plan: Unwavering Focus on Academic Achievement

B-8 Staff Recruitment and Evaluation (5 pages + attachments: LIS Waiver #10, TA page 3; Waiver-Side Letter Request Form Attachment 2; LIS Waiver #9, TA page 3))

- a. **Staffing Model** Academic and non-academic personnel through year three, alignment with the mission, vision and instructional program.

The School of Social Justice and Service Learning at Walnut Park Middle School will be staffed by highly qualified Multiple Subject credentialed teachers, and some single subject credential teachers to teach Physical Education and the Arts to serve a population of approximately 420 students. These teachers will also have English Learner certification. Additionally, the School of Social Justice and Service Learning at Walnut Park Middle School would hire a minimum of two teachers with Special Education credential which would qualify them to teach students identified with Mild to Severe needs. It is our intent to provide for the needs of all students at the school site and implement all IEPs, with mainstreaming and inclusion as part of our learning culture.

Per Bulletin 1123.6, with an anticipated norm of 420 students, the following number of staff would be needed: 14 teachers, one full time counselor, one principal, one school administrative assistant and one plant manager. The expected number of general education students per grade level would be 160. Thus, in the fall of 2012 the following staff would be in place:

- 4 – 6th grade teachers
 - 4 – Multiple subject teachers to teach English Language Arts/Social Studies for 7th & 8th grade
 - 4 – Multiple subject teachers to teach Mathematics/Science teachers for 7th and 8th grade
 - .5 P.E. teachers to complement .5 P.E teachers from Institute of Environmental Science (IES) school sharing our campus
 - .5 Music teachers to complement .5 Music teacher from IES school sharing our campus
 - .5 Art teacher to complement .5 Art teacher from IES school sharing our campus
 - .5 Instructional Coach to complement .5 Instructional coach from IES school
 - 1 principal
 - 1 SAA to be shared with STEM school sharing our campus (convert SAA position from one of the school's to two clerk positions, and one community representative to provide more personalized assistance to parents and community)
 - 1 plant manager
- Additional teaching positions generated by students with IEPs would be:
- 2 Special Education teachers (1 SDP, 1 RSP or as determined by student population)

Once the School Single Plan has been completed and submitted for approval, and the school qualifies for Categorical Funds the following purchases would be recommended to the School Site Council:

- 1 Title I/Bilingual Coordinator to be shared with IES
- 1 Psychiatric Social worker to be shared with IES
- 2 days psychologist

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- 2 days of nurse

Multiple subject credential teachers will work in both self-contained classrooms in the 6th grade, as well as core classes in the 7th and 8th grade. The 6th grade teachers will provide a self-contained curriculum, with a specialized period to prepare students a bridge program to core classes for 7th and 8th grade. The reason for keeping students self contained in the 6th grade are twofold: 1) data shows that students in LAUSD who complete 6th grade in self contained classrooms in elementary schools outperform their 6th grade counter parts in middle school and 2) during parent meetings in the South Gate and Huntington Park elementary and middle schools, parents expressed a desire to provide stability for their children by keeping them in self contained classrooms.

The seventh and eight grade core model will offer students an equivalent of a seven period day, with one teacher providing instruction for both Language Arts and Social Studies; while a partner teacher will teach Mathematics and Science. Aside from the English Learner certification, at least ½ of the staff will be bilingually certified in Spanish, with one Mandarin proficient teacher. Our Second Language Curriculum warrants Bilingual Credential teachers to utilize the academic targeted language, as they engage students and deliver the instruction in the service learning projects. In addition, Bilingual Credential teachers would serve the needs of any new comer EL, ESL and PRP students.

It is our mission to **provide academic support for individuals with disabilities and at-risk students in order to have them participate fully in all learning opportunities**, thus the more staff prepared to identify at-risk students, and with the knowledge of practices to support them the better. This is why it would be highly desirable for at least one teacher per Service Learning Community (1 for 6th grade Regional SLC, 1 for 7th/8th National SLC and 1 for 7th/8th grade Global SLC) to have a counseling credential or be enrolled in a program for such a credential. Through the Service Learning Communities, and Department/Grade levels Professional Learning Communities these counseling credentialed teachers would work to develop counseling skills in their colleagues.

b. Recruitment and Selection of Teachers.

The staff to join the School of Social Justice and Service Learning at Walnut Park Middle School will be one that adheres to its core values and philosophy. The selection process will measure:

- Commitment to ensuring that all students will acquire the knowledge and skills that will prepare them for a college-career program.
- Commitment to a rigorous academic curriculum that affords entry into a college or career program, with an instructional focus that develops students into inquisitive, critical thinkers, and problem solvers, who will be capable oral communicators and expressive writers.
- Commitment to working collaboratively with Service Learning Community colleagues, students and community and Professional Learning Communities to develop and implement curriculum and assessments.
- Understanding and commitment to project based learning, as it is applied to service learning projects
- Expertise, success and readiness to teach both Spanish and English or Mandarin
- Commitment to professional development and implementation of research-based instructional strategies stipulated in this RFP that meet the needs of diverse learners

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Staff members will be **recruited from the Los Angeles Unified School District at large**, and will not be limited to the schools being relieved of overcrowding. It is requested that members of the **Writing Team be given priority placement** at the School of Social Justice and Service Learning at Walnut Park Middle School for they truly understand its vision, mission, and intent. These are two of the UTLA waivers being applied for as a pilot school. The reason for this expanded opportunities for selection are rooted in the belief that the students in this community deserve the best. Settling is not an option, particularly when we know that, "Having an above average teacher for five years running can completely close the achievement gap between low-income students and others." (Schmoker, Mike, *Results Now*). Candidates will participate in the following selection process: application process, an oral interview, a collaborative exercise and a teaching experience. This teaching experience could be an actual lesson in which the interview committee would participate as learners or a video demonstration focusing on the learners which the candidate would share and reflect upon during the interview.

The candidates will be interviewed by a committee comprised of Teacher Leaders for Social Responsibility Writing Design team members, parent/s from the community, a feeder school (Huntington Park High School) student leader, community member/s (Marbrisa Condominium Association, Huntington Park City Council member, Claremont Colleges School of Education) and a Local District 6 administrator. Rubrics for each of the components will be utilized to appraise the competencies of the candidates as they align to the school's vision, mission and belief system. The committee will make final recommendations for all positions.

- c. **Performance Reviews.** Development, evaluation, and support process for teachers, administrators, and other certificated staff. *For internal teams:* Explain how the following four measures will be incorporated into evaluations: **observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community.**

Performance Reviews at the School of Social Justice and Service Learning at Walnut Park Middle School will answer the following questions: How well is the RFP being implemented? How is **achievement** defined, measured and monitored in terms of: student learning, student practice and staff learning and practice?

What systems are in place for evaluations, revisions and next steps?

How well is the RFP implemented?

Development, Planning and Preparation:

- Recruitment of staff will measure candidates knowledge of RFP
- July – Professional Development to:
 - develop common understanding of RFP
 - develop goals, outcomes, benchmarks for successful implementation of RFP (Example: By September 1, 2012 all School Service Communities would have identified the first Service Learning project they will be engaging in)
 - create Professional Learning Communities and agree upon the Guaranteed and Viable Curriculum for all students, as well as create a school wide Behavior Support Plan with clear expectations, supports for developing a learning community in the school
 - have PLCs create SMART goals and benchmarks for student learning (Example: 75% of students will meet proficiency in comprehension on first PA) by PA and reporting period

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- Set dates to monitor implementation of RFP (Fall & Spring review) and to monitor student learning/achievement and practices, as well as staff learning and vital practices implemented during the first year.
- Set dates for system to review RFP yearly, analyze and interpret data yearly, revise RFP based on data

How is achievement defined, and how is its success measured and monitored in terms of: student learning, student practice and staff learning and practice?

SJS-L will reach success when all students achieve proficiency in meeting standardized assessments, Service Learning projects, Performance Assessments, and CFAs; as well as when they can communicate clearly applying 21st Century skills.

Minimum:

- Given RFP, data from feeder schools, all stakeholders will collaboratively define achievement and success at the beginning of the school year beyond meeting the Performance Meter expectations and goals.
- Teachers and administrator will work collaboratively in PLCs and SLCs (common planning time and bank time Tuesdays) using Lesson Study as a Professional Development tool to develop units of study based on Service Learning Projects. Surveys from community as well as **articulation with the School of Social Justice**, currently located at Huntington Park Senior High, will be utilized to decide what projects would most benefit the community. For each Service Learning Project they PLCs and SLCs will:
 - Create curriculum and assessment
 - Plan rigorous lessons
 - Set SMART goals with specific gains and proficiency levels identified and quantified
 - Create PLC or SLC mutual accountabilities for the unit
 - Design criteria charts to measure teacher implementation of practices and strategies being planned for each unit

Example of Criteria

- Use the following SDAIE strategies: _____ during the directed lesson
- Walk around the room during small group work asking at least two reflective questions of each group that generate analysis and evaluation from the students
- Ensure students are talking ½ the time
- Design criteria charts and rubrics to measure student learning and practices

Example of Criteria

- Students will work collaboratively to complete tasks aligned with SLC project
- ½ of the lesson or more will be student talk
- Students will be heard asking clarifying questions of each other, debating their academic points to peers, providing evidence for their thinking and rationale
- Teachers and administrator will work collaboratively in PLCs and SLCs to schedule peer classroom visits, to observe implementation of lessons planned and to coach and provide feedback to colleagues using agreed upon criteria
- Parents and community will be trained weekly on the various SLCs projects being implemented at the school. The first three weeks of the month, background knowledge and standards being covered as well as strategies and criteria for learning and practice will be

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shared with parents. The fourth week of the month, classroom visits will be paid to observe units in practice and debrief based on criteria.

- Administrator will visit classrooms daily to observe units of study being implemented and will debrief with each teacher based on observations as they aligned to criteria created by PLC, SLC and as they align to the *Teaching and Learning Framework's* components which are aligned to the standards for the teaching profession: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities and Professional Growth.

Additionally, all staff will participate in a formal evaluation process. Teachers will submit their Initial Planning Sheet to administrator within the first three weeks of school, meeting with administrator to finalize their goals and objective and set formal observation dates. Teachers will be evaluated using the revised system resulting from the 2011-2012 Initial Implementation Phase for Teacher Effectiveness.

The administrator, as well, will meet with her/his immediate supervisor or Local District director to submit the Initial Planning Sheet and set dates for observation visits, again using as tool for evaluation the School Leadership Framework.

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B. INSTRUCTIONAL PLAN: Unwavering Focus on Academic Achievement

B-9 Sharing a Campus

- a. For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explain how you will ensure all operation run smoothly on-site. Describe how you would ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules.

The Walnut Park Middle School will be shared by the School of Service Learning and Social Justice and the Institute of Environmental Science (IES). In order to provide for the safety of students and equity in curriculum the following will be shared:

- Cafeteria and Food Services – Students from both campuses will have a seven period day with lunches at different times in order to accommodate the students and provide for their safety.
- Dance and Music Studios – Students will be programmed separately, although for band or dance troupe students from both schools will take classes jointly, based on interest, and when the specific elective period is scheduled. As noted before, staffing will be co-shared for these areas.
- Physical Education – This is another area in which staffing will be co-shared. Students will be programmed by school, as much as possible however procedures and systems will be set in place for having joint classes, as long as the norms don't exceed 42.5 for non-academic classes in PHBAO schools. Cross country or any other athletic team will be composed by students from both schools.
- School Administrative Assistant will be shared by both schools, opening up the options for both schools to have increased number of clerical personnel by trading one SAA for two clerks.
- The following personnel and resources will also be shared once categorical monies become available and with the approval of the School Site Council:
 - Nurse
 - Psychiatric Social Worker
 - Bilingual/Title I Coordinator

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C. Internal Management

C-1. Waivers

C-2. Budget Development (2 pages)

The School for Social Justice and Service-Learning at Walnut Park will provide transparency around LAUSD, State and Federal Revenues and costs. We will use the monetary allocation for our school to build a student-centered budget that meets the needs of our student population and the schools instructional and operational program. The school leadership of School for Social Justice and Service-Learning at Walnut Park will leverage the budgetary autonomy granted through the Transparent Budget Initiative and use of unrestricted per pupil funding to help shape the professional culture and expectations of the school in the first year. The instructional leadership team, principal, and other committees will heavily focus on setting a strong Constructivist foundation for the school through intense professional development and attention to the adopted research-based methodologies stipulated in our Instructional Plan such as, Sheltered Instruction Observation Protocol (SIOP) Model, Achievement via Individual Determination (AVID) Summer Institute, Two-Way Bilingual Program (Dual Language), Scottish Story Line Method, and Singapore Math.

The budget priorities for year two will address any additional needs or support that may have not been fulfilled in the initial year of operation and ongoing funding for professional development. During the second year the leadership also envisions purchasing hours of service of a Psychiatric Social Worker (PSW) to help provide a range of mental health services and interventions to supplement and support the core services of LAUSD and improve the academic achievements of students. Further, monies for bus transportation to locations that will support the focus of service-learning projects and curricular field trips are also foreseen.

Year three will mark the culmination of the first group of students completing a three-year sequence of service learning. The budgetary needs of this third year will center on finalizing the elective pathway for service learning, AVID and the foreign language program. Students in their third year at the middle school will also participate in a showcase ceremony where their service learning projects will be displayed, emphasizing the skills and concepts they mastered within their three years at the School for Social Justice and Service-Learning at Walnut Park.

The leadership team will explore using the per pupil funding allocation made available in years three, four, five, and beyond to address any further needs identified by the SPSA, advisory councils, and school committees. Priorities for the flexible budget development will be to continue the sequence of service learning and to enhance the intervention opportunities in English Language Arts and Mathematics during the day by scheduling students to participate in lab classrooms or additional support classes in these subjects. Emphasis will remain on the classroom, keeping student to teacher ratios low and personalizing the instructional needs of the students as much as possible.

The budget development process at the School for Social Justice and Service-Learning at Walnut Park will consider the input from all of the different groups of stakeholders. Prior to making any budgetary

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recommendations, the principal will meet with District fiscal specialists to estimate the basic allocation and per pupil funding amount available to the school. Then, the process will begin with input from the advisory councils (ELAC and CEAC) and school site committees. Recommendations will be presented to the School Site Council, and eventually be approved by the Governing School Council to determine the budget priorities. Throughout the budget development process, the minutes of any council meeting will be publicly posted, supporting the transparency of the budgeting process.

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