

# *School for Global Learning*

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## **A Proposal for the Establishment of a Small Autonomous Pilot School In the Ambassador School Complex**

Provided by  
Aveson Educational Cooperative, Inc.



In partnership with



***Background about the applicant:*** Aveson Educational Cooperative, Inc. (AEC) works with public K-12 schools and districts providing technical assistance and professional development. AEC provides coaching support for several international schools in Southern California including the Vaughn International Studies Academy (VISA) in Pacoima, International Studies Learning Center (ISLC) in Southgate, and Aveson Global Leadership Academy (AGLA) in Pasadena. AEC partners with the International Studies School Network (ISSN), a subdivision of the Asia Society with international connections and resources for a better understanding of our global community. AEC and ISSN are working together to help open the Ambassador School for Global Leadership (ASGL), a 6-12 pilot school at the Ambassador Learning Complex.

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**August 7, 2009**

## 1. OVERVIEW OF THE PILOT SCHOOL

**A. Name of the School** - School for Global Learning

**B. Roll Out** - SGL will open as a K-5 start-up school

## 2. SCHOOL VISION

### A. Vision, Mission, and Philosophy

Vision Regardless of a child's background, cultural experiences, and family history, all children will have access to educational experiences that present opportunities to excel in academic, social, and cross-cultural settings. All students will be on a track that will allow the opportunity for college. Coursework in school will engage the community on issues that are relevant and personal. Students will be able to compete and participate on a global scale.

Mission The School for Global Learning nurtures children, helping them experience success in academic and social settings with an appreciation of the various cultures, languages, and communities around the world.

Philosophy SGL responds to two intertwined imperatives facing American education in general and particularly within many Los Angeles schools. The first is the chronic problem of persistently poor academic performance among low income and minority secondary school students. Achievement gaps and trajectories for student performance form early. For example, currently, only 35 percent of students at Belmont High School, the vast majority of who are students of color from low-income families, graduate within four years of entering high school. By providing a high quality education in a dynamic, international-focused school, SGL will give students more opportunities for success. The goal of high school graduation for all students will be better realized with a rigorous K-5 experience.

A second imperative is to prepare students for a world where the challenges and opportunities for success increasingly require the ability to compete, connect, and collaborate on a global scale. Unlike any previous period in human history, the barriers of time and space are being minimized and even overcome by new technologies. The flow of diverse ideas, resources, and people across the world is reshaping the economic, social, and political dimensions of everyday life. New knowledge, skills, and dispositions are needed to participate in the emerging global economy and to contribute positively to the health and civic life of communities locally and across the globe. In addition to a rigorous academic course of study, students today require knowledge of world cultures and religions, the ability to communicate in the world's languages, understanding of global dynamics, an ability to unpack complex problems and a willingness to collaborate with others from different cultures in a search for solutions. By focusing on international themes and multi-cultural experiences early in K-5 education, students can better avoid the pitfalls of biases, prejudices, and cultural-centric approaches to learning. This approach will set the stage for academic and social success, leading to the concepts and practices of social justice locally, regionally, and internationally.

Our guiding vision of equity for SGL students goes beyond test-score equality to a goal of equal opportunity to succeed in life within a global age. Our mission for each of them is to have the same opportunity to be a confident actor on the world stage that their peers from more privileged backgrounds have through academic achievement and through the awareness of "how the world works" with broad exposure and participation in networks of influence. To realize this vision, SGL faculty members make the commitment to continuously enhance their own

individual and collective capacity to develop their students' full potential, and to create a school that on a daily basis brings the world into a world-class education.

## **B. Day-in-the-Life**

Eduardo is a fourth grader who has not always done well in school. When he came to SGL last year, he was reading below grade level and was starting to dislike school, except for his friends. He needs a rigorous curriculum, but also needs to rekindle his excitement for being in school.

7:40 Eduardo walks to school and gets there early today. He is part of the *Speak Out!* club that is learning about the media. They meet on Tue and Thu mornings and talk about something Ms. Carey calls “social messaging”. The clubs are fun and Ms. Carey always serves great snacks. Today she calls it a “Caribbean Breakfast” and has some foods Eduardo has never seen before, but they taste great. Right now, they are learning about how to create advertisements so they can create commercials for the *Celebration of Learning* night that is coming up next month. Today they watch a few commercials and talked about how they are designed to persuade. On Thursday, he has to bring back his data from his poll on which commercials students like and don't like.

8:00 Eduardo heads to class and starts his day in advisory. His cousin in high school has advisory; he likes being part of something that the “older kids” do too. In advisory, he and his class “circle up” and talk about different aspects of being a kid. This month's theme is “equality”. Some of the high school kids came over and did a 5-minute skit and talked about what it is like for them in school. Eduardo added a few sentences to his journal about what he thought it meant to be a good friend since that is what it made him think about. On Friday they always summarize their journal notes. That skit was funny.

8:15 Now he starts his world languages time. He stays where he is, but some kids already have a heritage language other than English and need to work on their English, so they head across the hall to work with Mrs. McCammon. A few other kids leave to study Spanish, or Korean, while a few new kids come in. For Eduardo's group, sometimes it's Mrs. Zhao coming in to do a special lesson, but today it's his advisory teacher, Mr. Cognition who says he is learning with them. He starts by projecting a teacher from New York on the screen. At first, Eduardo thought it was just another video, but then he realized it was live. The teacher in New York led them through the same song they had learned last week, which made Eduardo feel good since he could remember it. She also talked about pronunciation and how to hold your mouth a certain way. Then they went through what they used to call “calendar time” at his old school. He knows all of his numbers, colors, how to describe things, animals, and some basic verbs. He can even write some of the characters already. Chinese doesn't seem that hard when you do it like this.

8:45 Some kids come back and some leave. (Eduardo thought the switching of kids was going to be confusing at first, but with those colored nametags the teachers gave everyone, it was pretty easy. Plus, all of the classrooms are right next to each other.) Mr. Cognition who was greeting people at the door and helping the kids go to the right classrooms comes in and starts the literacy block. He starts with a large group lesson, as usual, which this time includes some shared reading about a kid in the Caribbean followed by a class discussion. This teacher is big on direct instruction. Eduardo knows by now that when it comes to learning new skills, Mr. Cognition usually says something like “I do, we do, you do”. After the large group time, they move to Universal Access time. Eduardo looks at his *Must Do/May Do* choices and decides to start with his fluency work. He has gone up

18 words per minute since last month. He charts it out on his DIBELS progress-monitoring sheet. That feels good. Also on his “must do” list is completion of a word sort. Today he has a stack of words ending in “tion” and “sion”. He sorts the words and writes in his word-study-notebook what he thinks the sorting rule is. Tomorrow they’ll go over it as a group. It’s tricky, but Eduardo thinks he’s got this one figured out. After he finishes the word sort, Mr. Cognition calls him over to talk about his writing. That’s the thing about Universal Access time: Mr. Cognition calls kids over to work with him while they complete their *Must Do/May Do* choices, sometimes in groups and sometimes one-on-one. It’s a good way to get time with the teacher. During his 15 minute meeting with Mr. Cognition, he updates his personal learning plan. Eduardo still needs to work on his vocabulary words. It’s OK. Everyone has something they are working on. Eduardo knows what he needs to do. He then finishes the activities on his *Must Do* list and has 10 minutes left to do a *May Do* choice. He joins in with some kids playing a sight word game. He worked hard last year on his Frye sight words, so he feels pretty good about the game. The last 5 minutes is for clean up and any last minute announcements. Eduardo updates his personal learning plan to track which standards he worked on today.

- 10:15 The class has a fifteen-minute break. That was a lot of work this morning and Eduardo is hungry. Mr. Cognition has water and some fruit available during the literacy block, but Eduardo was so busy, he forgot to eat. He grabs a banana and heads to the playground. This new school is nice! He sees on the schedule that today is a day of choice. (Sometimes everyone has to do the same activities.) Today, he can choose from basketball, jump rope, kickball, or something called yoga. He knows he has to try or watch each one at least once by the end of the month. Today he sticks with basketball.
- 10:30 Eduardo goes to his mathematics block with Mrs. Miyashiro, sweaty and thinking about what just happened on the playground. Does being a good friend involve something about taking turns? He’s going to bring that up in advisory at the end of the day. His math teacher always starts by playing some music as the kids come in. They have to guess where they think the music is from. The teacher polls the class and shows them on a graph what they voted for. He picked Africa, but it turns out the music was from the Caribbean. Eduardo has never even heard that word before this morning, but the girl next to him said her mom is from there and is coming in on Friday to talk about what it was like living there. Eduardo starts to think about how the world is such a big place, but then sometimes it’s not. The teacher projects Google Earth up and takes them on a virtual trip pointing out longitude and latitude lines and how the numbers change as she zooms in. She then takes them through some math problems that have to do with the Caribbean. It’s weird because they were doing some of this plotting and measures of angles earlier in the week when they were talking about some place called the Himalayas. It’s like these ideas can be used almost anywhere. After they do some large group work, they have choices again, kind of like in the literacy block, except Mrs. Miyashiro calls it “constants” and “variables”. Eduardo heads over to the computer station and uses Excel to make his bar graph of the poll he took last week. He asked kids about which commercials they like best. He is putting that data together to take back to his Speak Out! club meeting on Thursday. (Mr. Cognition, Mrs. Miyashiro, and even Mrs. Carey seem to align a lot of what they teach. Eduardo starts to wonder if those weekly teacher team meetings have something to do with it.) Eduardo updates his personal learning plan to track which standards he worked on today.

- 12:00 Eduardo heads to lunch. This new campus is great, but there are so many schools and kids, lunch use to feel overwhelming. Ever since they talked about it in his advisory last month and started the lunch-bunch, things have gotten much better. Two of the high school kids who came to his class in the morning come over and walk Eduardo's class to lunch. They come down and walk with them every day, but they stay and have lunch with the kids this time. It's neat to hear what high school is like.
- 12:20 Eduardo is finished eating in about 5 minutes but he has to wait at least 10 more minutes before running onto the playground. Today is not so bad since the high school kids are here. Sometimes Eduardo eats so fast he doesn't feel good afterwards. They talked about this in advisory – the difference between “dining” and “eating”. Today definitely feels like dining. Eduardo even got to use the word “hilarious”. (That's one the “power” vocabulary words Eduardo is trying to master: hilarious.)
- 12:30 Eduardo heads to his International Studies Block with Mr. Melkonian. It's funny because Mr. Cognetta, Mrs. Carey, and Mr. Melkonian's classrooms are all right next to each other. Eduardo wonders if that was planned. Mr. Melkonian starts by having a class discussion about emigration versus immigration then takes the class on a campus field trip. Eduardo gets to experience what it means to be both an immigrant and an emigrant. The class emigrates to the upper campus and sits in a high school classroom as immigrants. They passed some high school kids coming down to their classroom along the way. (One of the high school kids who came to Eduardo's advisory this morning said hi to him as he walked by. Eduardo felt so cool!) Then Eduardo's class talked about what it must feel like to have to leave where you live and live someplace new. A lot of kids had some great stories from their families. After the discussion, Mr. Melkonian connected through the Internet to an international school in Denver. Through a real-time audio and video feed, both classes talked about what they would want to know about a country if they were going to emigrate there. After the conversation, Eduardo had to write down his top three questions on a note card. Mr. Melkonian said that tomorrow they were going to videoconference with a school in the Caribbean to ask the kids the questions. (One of Eduardo's questions was, “Where you live, what is something that most people think is hilarious?”) Eduardo and his class have to create graphs of the answers they get. Mr. Melkonian says that next week they are going to take their information and learn more about the science of “polling” and taking “samples” to create something called a “hypothesis”. Eduardo recognizes “hypothesis” as one of his power vocabulary words.
- 2:40 Usually, after the International Studies Block, students go work with the teacher that can help them with what they need most. Eduardo sometimes works with Mrs. Carey on vocabulary or Mrs. Miyashiro on his times tables, for example. But because of the field trip to upper campus, today they head back to advisory and clean up. Eduardo grabs his journal and adds a sentence or two about friendship while his teacher plays some music as they come in. He grabs an apple and circles up while other students pack up or update their personal learning plans. Eduardo gets to talk about his idea that equality and friendship might have something to do with taking turns.
- 3:00 Some kids leave. Eduardo stays for Enrichment time. He has been working with Mrs. Carey but today Mr. B. is there with some kids from the Aveson School of Leaders in Pasadena. They just finished a project on the chemistry of bread. The Aveson kids show a map where most of the grain in the world comes from and show the different stalks of wheat. Eduardo gets to learn about how bread is made and mixes some dough himself to

take home and watch rise. Mr. B. comes regularly and is helping the staff implement an enrichment program focused on food, healthy living choices, and the social justice issues connect to food production and distribution.

4:00 Eduardo walks home with his load of bread and feels lucky, because he know a lot of kids around the world don't have what he has. He wonders if maybe some kids in L.A. don't have what he has. He knows someday he might be able to do something about that. Maybe tomorrow he'll bring up the idea of doing something now in his advisory. They could put on skits or something and teach people how to make bread. He could host the event and tell jokes. He knows he would be hilarious.

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Eduardo's day portrays a dynamic school in which schools receive a high quality education, find relevance in what they are doing, and make meaning of standards through a personalized approach based on data, choice, and effective grouping practices. It is very detailed to paint a picture for the reader of what life would be like in this school, showcasing the power of the pilot school autonomies, philosophy of learning, and practical implementation of global ideals.

### **3. CURRICULUM AND INSTRUCTION**

#### Curriculum and Instruction

#### **A. Instructional Philosophy & B. Curricular Autonomy**

Students are most successful when they develop self-efficacy, a belief in their ability to achieve based on life experiences and past accomplishments. Groups are most successful when the have collective-efficacy, a belief that together, they have the skills and knowledge to reach their goals. An increasingly interconnected global world demands students be able to be critical thinkers; manage and participate in networks; adapt to multicultural settings; and have strong language skills in more than one language.

The instruction at SGL is designed to meet these goals through 1) personalized learning based on data and goal settings, 2) a systematic approach to learning about the world, 3) flexible grouping with purposeful collaboration, and 4) solid heritage and supplemental language skills. The focus on global themes and cultures helps student reflect on their own histories and family background as well as their current cultural setting. By organizing instruction around global themes, instruction will be culturally relevant for students, constantly striving to make connections to their own lives and perspectives.

The instructional autonomy granted to a pilot school creates the perfect setting for implementing a global, thematic curriculum that can highlight a range of traditions and adapt to the families it serves. To maximize student learning, students will use personalized learning plans that are standards-based, helping students set goals and show growth over time. This approach also allows students to set goals around personal interests. Students will be constantly challenged to reflect on their own learning and connect it to their lives. As part of a national network of schools, curricular autonomy will also allow teachers to collaborate nationally and internationally on student projects.

Interwoven into the framework of a global school is the notion of equity, diversity, and social justice. Students will learn content standards in a global context looking at the same issue through multiple perspectives. From an early age students will learn how to identify bias and prejudice in different approaches. By beginning and ending almost every day with a short

advisory period, students will learn how to participate in democratic decision-making, develop their own personal voice, and learn about restorative justice. Advisory is uncommon in elementary schools, but it is critical to a model that wants to teach and have students experience social justice.

### **C. Expectation, D. Core Academics, E. Community Opportunities, & F. Electives**

SGL students will learn within a highly personalized, supportive school environment to meet all grade level outcomes. The expectations of growth over time and eventual mastery of state standards are the cornerstone of all SGL personalized learning plans. The staff will be fierce about literacy and numeracy for all students. Within a personalized approach, all students will make progress and will succeed. A three-tiered structure will be implemented in alignment with the Response to Intervention (RtI) initiative. The opening and closing of most days in Advisory will help the student's Advisor coordinate the personalized learning plans. Teachers will collaborate weekly and discuss how well they are responding to instruction.

Additionally, backward mapped from the high school graduate profile used by the Ambassador School for Global Leadership (the 6-12 on-site partner school), a graduate profile for the K-5 will ensure students meet grade level outcomes. Expectations will include mastery of core content skills and knowledge; development of world language skills; engagement in a project focused on social justice; and the demonstration of digital literacy skills. By the time a student graduates, she will master the fundamentals and applied knowledge in global contexts that connect to her life. Each grade level will align outcomes based on a continuum of developmentally appropriate expectations grounded in state standards.

As indicated by Eduardo's schedule, the core academics include 1) world languages which includes ELD, 2) literacy, 3) mathematics, and 4) international studies. Also core is the use of advisory to promote social justice, collaboration, and communication skills. Additional opportunities outside of the bell schedule include Monday, Tuesday, and Thursday "clubs" which engage students in leadership roles and community projects as well as after school "enrichment" which will range from intensive intervention to special guest speakers. Families will be invited to help create and participate in these "electives" to meet the needs of all students. Learning will always be about the real world and the immediate and international community resource will create the settings for that learning.

### **G. Approach to Literacy and Numeracy Instruction**

Literacy will be embedded across the curriculum by ensuring all teachers have professional understanding of literacy instruction, collaborate regularly to discuss ways to infuse literacy into the curriculum and constantly reflect on data indicated student performance in literacy. Materials, strategies, and techniques will align with student needs, based on the developmentally appropriate expectations such as those found in *Preventing Reading Difficulties in Young Children* (1998) and the *Report of the National Reading Panel* (2000). All teachers will receive professional development on the developmental scope and sequences of literacy skills as well as the instructional strategies to support all students. The RtI approach will serve as the foundational design with three tiers of instruction with the literacy block, as well as the scheduling of Tier II and Tier III instruction in the afternoon. *Dynamic Indicators of Early Basic Literacy Skills* (DIBELS) will provide screening and progress monitoring data for all students. A range of additional assessments will be chosen to meet the needs of 1) screening, 2) diagnostics, 3) progress monitoring, and 4) outcome measurement at the three tiers of instruction.

Numeracy will cut across classrooms as well. The *Report of the National Mathematics Advisory Panel* (2008) will be familiar to all staff members. The emphasis on a balanced approach to mathematics will include critical thinking skills, problem-solving skills, content knowledge and basic skills. All students will show growth over time and, as recommended by the National Council of the Teachers of Mathematics, go deep with knowledge within a practical context. Within a globally focused curriculum, students will explore mathematics in situations that connect to themselves and the world. In both literacy and numeracy instruction, teachers will use research-based strategies such as reciprocal teaching, explicit/direct instruction, SDAIE, process writing, think-pair-share, Question-Answer-Relationship, and all-pupil-response.

#### **H. Community Resources to Enhance the Curriculum**

In partnership with AEC and the International Studies School Network, SGL will be connected not only to the immediate community it serves, but also to a regional, national, and even international network of schools. Within this setting, SGL will have access to resources for world language, virtual field trips, international speakers, and an array of other resources. All members of the ISSN network are committed to infusing literacy and numeracy across the curriculum so that skills are not developed in isolation. The staff of SGL will have access to instructional models, units, and activities with this focus from across the nation.

Within the L.A. area, a range of organizations focused on developing international and cultural literacies will be accessible to the SGL staff. The Asia Society, Title XI office at USC, and the Chamber of Commerce have all expressed interest in supporting SGL with a range of resources and opportunities for student experiences. Three diverse schools in Pasadena, Pacoima, and Southgate will support and partner with SGL allowing opportunities for regional meetings and cross-site visits for students and staff. By developing a curriculum on diversity, globalism, and social justice, the entire city becomes a resource in every aspect of its operation.

To engage the neighborhood directly, all students will participate in projects that address a local need. The Ambassador High School (on site) will also invite SGL students to connect to their projects to the community and invited leaders, parents, and local business to participate in the life of the school. Relevance and ensuring learning is “real world” will be the focus.

#### **I. Achievement Gap & J. Language Learners and Students with Special Needs**

Achievement gaps exist not only in academic performance, but also in the disparity in access to social networks, role models, and limited supports for systematic learning outside of school. In fact, Tony Wagner’s book *The Global Achievement Gap* (2009) indicates that education in the U.S. needs not only to bridge gaps between socioeconomic groups, but gaps in the skills students need to compete and participate globally.

The focus on a globally focused curriculum matched with an advisory that supports personalized learning plans will help address the gaps that exist for students. The use of student self-reflection regarding their progress towards mastery of standards will also help close the gap by identifying kids who need extra support. Teachers will intervene early and intervene often when students are not responding to instruction. Before school and after school learning opportunities will also help close achievement gaps. Finally, weekly teacher meetings in which the students’ needs are continually examined will strengthen the teachers’ collective efficacy.

All students are expected to develop literacy in English and at least one more language. For a student who already has a heritage language and may need help with English, what most term “ELD” will take place during “World Languages” time and/or during “Enrichment” time.

All students will be learning English. All students will be studying another language. Students will have access to a large network of language teachers across the U.S. The work of Susanna Dutro and the focus on language forms and functions will inform much of the ELD and foreign language instruction, helping students understand sentence frames to meet specific language needs. This approach helps make language learning accessible and immediately practical.

With regard to English Learners, the three-tiered approach will provide multiple levels of support to build strong academic language in the student's native language while simultaneously building their English proficiency. Based upon the work of Laurie Olsen and Alicia Romero in *Meeting the Needs of English Learners in Small Schools and Learning Communities*, five conditions for optimal English Learner instruction are identified. Through this lens, SGL will create a system to address student needs in English language development.

All teachers will receive professional development in SDAIE strategies and coaching support from AEC and ISSN. Lesson study and the use of Critical Friends protocols to reflect on students work will help teachers reflect on the needs of language learners as well. Finally, the Sheltered Instruction Observation Protocol (SIOP) will help provide the templates and checklists for teachers to plan and collaborate to meet the needs of language learners.

Weekly teacher collaboration meetings will allow teachers to review student progress regularly and work together to meet the needs of students. Under and RtI framework, students will move in and out of Tier II (strategic) and Tier III (intensive) interventions based on the data gathered through progress monitoring. The school also plans to implement a "student success team" (SST) model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian, and others. The team will oversee development of plans to meet students' needs, if possible, without referral to assessment for special education needs.

In the event that formal interventions provided through the SST are not successful, the school would seek to secure a formal and appropriate assessment conducted by qualified staff. If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms of applicable special education law, the school anticipates working with appropriate district staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings in accordance with the referral policies/procedures of the governing SELPA.

The curriculum will meet the needs of diverse learners by providing personalized goals; monitoring student progress through standards-based personalized learning plans; beginning and ending each day in an Advisory setting; ensuring teachers develop rigorous and relevant themes for study; using both large and small grouping techniques; using research-based instructional strategies; and by implementing a tiered approach to instruction that provides intervention as well as enrichment opportunities for all students.

### Assessment

#### **K. Philosophy on Student Assessment & L. Assessment Autonomy**

Many times, students do not understand what they or learning or why. Sometimes, students complete assignments and do not understand the purpose of the work. Standards-based,

personalized learning plans help students monitor progress towards standards mastery and maximize their learning.

The autonomy of assessment will allow teachers to triangulate data from multiple sources then adjust instruction accordingly. Specifically, the design and implementation of Personalized Learning Plans and portfolios of student work will help close achievement gaps and implement a tiered, adaptive instructional experience that helps students succeed. As a small autonomous pilot school, SGC faculty will be able to get to know their students’ personalities, learning preferences, and background, allowing teachers to match their approach and provide the right instruction at the right time. At the same time, they will work on teams and share students so they have the strength of numbers, and have opportunities to develop best practices collectively.

**M. Formative and Summative Measures & N. Data to Measure Progress**

**Plan for Formative and Summative Assessments**

<b>OUTCOMES</b>	<b>EXAMPLES OF INSTRUCTIONAL STRATEGIES</b>	<b>Teacher-Generated</b>	<b>PLP &amp; Portfolio*</b>	<b>State Tests</b>	<b>ADDITIONAL ASSESSEMENTS</b>
Proficiency in mathematics	Direct Instruction Skill-specific, small group instruction Applications to problem solving	X	X	X	Diagnostic assessments Benchmark standards tests Course grade reports
Proficiency in English/ Language Arts	Direct Instruction Skill-specific, small group instruction Word Study with word sorts Creative and expository writing	X	X	X	DIBELS Benchmarks & Progress Monitoring BPST-II San Diego Quick Spelling Inventories
Proficiency in science	Science labs Research papers Interdisciplinary thematic instruction	X	X	5 <sup>th</sup>	Performance Tasks Project Presentations
Proficiency in social sciences	Interdisciplinary thematic instruction	X	X		Performance Tasks Project Presentations
(EL students): Progress toward English fluency	Sheltered Instruction Supplemental English Language Language Forms & Functions	X	X	X	Benchmark assessments Diagnostic assessments Portfolios and other authentic assessments
Progress toward IEP goals	Individualized curriculum in accordance with the IEPs	X	X	X	IEP progress and review
Proficiency with technology	Interdisciplinary use of information technology for research papers/projects	X	X		Performance Tasks Project Presentations
Expression and creativity in the arts & physical fitness	Presentations and performances for a variety of audiences Independent and cooperative group-work and projects Visual arts projects	X	X		Student self-evaluations Teacher observations Art and presentations graded according to school-developed rubrics
Social and emotional skills	Independent and/or cooperative group-work and projects	X	X		Performance Tasks Project Presentations

\*PLP (Personalized Learning Plan)- Both the PLP and the portfolio work together to clarify the process, expectations, and achieved outcomes. To assess student needs, intervene with students who need additional help, and improve instruction, teachers will gather data about students performance from their portfolio of work kept with their Personalized Learning Plan (PLP), other

teacher-generated assessments, standardized measures (such as DIBELS), and state measures. Both formative and summative assessments will be used to show student growth over time as well as meet proficiency levels.

### Draft Year 1 Data Collection Plan to Inform Instruction

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Screening for Literacy & Numeracy Skills	X					X			X		
Progress Monitoring for Students in Intervention	X	X	X	X	X	X	X	X	X	X	X
Diagnostic assessments for students not progressing			X				X			X	
Student updates on PLP (daily)		X	X	X	X	X	X	X	X	X	X
Advisor talks with students about how they are progressing		X	X	X	X	X	X	X	X	X	X
Teachers meet in collaborate teams to discuss individual and collective student needs		X	X	X	X	X	X	X	X	X	X
Celebration of Learning / Student-led conferences with portfolio review			X			X			X		
CELDT testing	X	X									
CST										X	

## 4. SCHEDULE

### A. School Calendar and Daily Schedule & B. Scheduling Autonomy

The school will offer instruction for 185 days each year for students. Given the need to coordinate with other schools sharing the same facilities, recess and lunch times may be adjusted appropriately, as well as the coordination of holidays and breaks. Some families may have children in more than one school, and the principal of SGL will work with the building committee to ensure calendars are customer-oriented and family-friendly. Daily flexible scheduling will enable teachers to work collaboratively to develop interdisciplinary learning experiences. Teacher loads are designed to balanced teacher choice and creativity (e.g. clubs, enrichment, thematic units, etc.) with accountability for student outcomes (e.g. progress monitoring, PLP management, collaboration to share best practices, etc.)

School will begin at 8:00 am and end for students at 3:00 pm on Monday, Tuesday, Thursday and Friday. On Tuesdays and Thursdays “clubs” will be provided before school for students to explore areas of interest and work on communication skills. Enrichment activities will be available Mon, Tue, and/or Thu. On Wednesdays, the students will start at 8:00 am and be released at 1:30 in order for teacher to work on common planning and discuss student needs. SGL will work with community partners and providers to establish options for students for Wednesday afternoons.

### Daily Schedule (Mon, Tue, Thu, Fri)

Time	Title	Notes
7:40 – 8:00	Clubs (Tue & Thu)	Tue and Thu only; optional for students to pick an area of interest. Most clubs focus on written and oral communication skills.
8:00 – 8:15	Advisory	
8:20 – 8:50	World Languages	Students needing explicit ELD instruction will be leveled according to CELDT and progress monitoring data to work on

<b>Time</b>	<b>Title</b>	<b>Notes</b>
		language forms and functions Students who are RFEP, IFEP, EO or who commit to daily ELD during Enrichment time (see below) can study Chinese, Spanish, or Korean
8:55 – 10:25	Block 1	Literacy, Mathematics, or World Studies (SS & Science)
10:25 – 10:40	P.E.	Organized time with student choice as well as whole-group activities at least once per week
10:40 – 12:10	Block 2	Literacy, Mathematics, or World Studies
12:10 – 12:30	Lunch	
12:30 – 12:40	Recess	
12:40 – 2:10	Block 3	Literacy, Mathematics, or World Studies
2:10 – 2:40	Skills Work	Tier II interventions and enrichment in mathematics and literacy
2:45 – 3:00	Advisory	
3:00 – 4:00	Enrichment (Mon, Tue, & Thu)	Advisors work with kids to go where they will benefit most: 1) Tier III intervention (math &/or literacy), 2) additional ELD instruction, 3) student project time

### Early Release: Wacky Wednesdays! / Student-Led Conference Schedule

8:00–8:25	World Language
8:30–9:40	LITERACY
9:40 – 9:50	Snack
9:55 – 11:05	MATH/PE
11:10 – 11:30	Lunch
11:35 – 11:55	Recess
12:00 – 1:10	30 Min. Writing Workshop 30 Min. Enrichment
1:15 – 1:30	Advisory (Students released at 1:30)
2:00 – 4:00	Teacher Collaboration and PD

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Teachers will report to school at 7:30 am Tue and Thu, and by 7:45 on Mon, Wed, and Fri. They will complete their contractual day at 4:30 pm to allow time for preparation and before/after school clubs and enrichment. This extended time will allow students greater access to teachers, allowing them to receive needed individual attention. Each week teachers will have professional planning time and a team meeting. Finally, each teacher will be expected to dedicate one Saturday morning (3 hours) per month for academic support and tutoring for students.

### Sample Teacher Schedule

<b>Responsibility</b>	<b>MON &amp; FRI</b>	<b>TUE &amp; THU</b>	<b>WED</b>
Be on campus	7:45	7:30	7:45
Run a club in an areas of personal interest		7:40 – 8:00	
Daily Schedule			
Run Advisory		8:00 – 8:15	
Co-teach a World Language		8:20 – 8:50	8:00 – 8:25
Teach Block 1 (Literacy, Math, or Int'l Studies)		8:55 – 10:25	8:30 – 9:40
Break or Supervision (Rotating supervision with team members)		10:25 – 10:40	9:40 – 9:50

Responsibility	MON & FRI	TUE & THU	WED
weekly)			
Teach Block 2	10:40 – 12:10		9:55 – 11:05
Lunch	12:10 – 12:30		11:10 – 11:30
Break or Supervision (Rotating supervision with team members weekly)	12:30 – 12:40		11:35 – 11:55
Teach Block 3	12:40 – 2:10		12:00 – 1:10
Run an Intervention and/or enrichment group based on student needs	2:10 – 2:40		
Advisory	2:45 – 3:00		1:15 – 1:30
Enrichment time for students and teacher planning			
Run an Intervention and/or enrichment group based on student needs	3 to 4:00	3 to 4:30	3 to 4:00
Personal Planning and/or tutoring based on student needs	4 to 4:30		4:00 to 4:30
Participate in team collaboration meetings and/or whole staff meetings			2:00 to 4:30

To maximize collaborative planning and professional development time, Wed collaboration time will focus on the *Cycle of Effective Instruction*, a step-by-step process for teachers to look at data, set goals, develop expertise in their instructional area, refine the curriculum, and design then refine lessons.

- Week 1** Look at data and student work; set goals and review student PLPs
- Week 2** Develop expertise by sharing strategies and developing lessons
- Week 3** Whole faculty professional development (as needed)
- Week 4** Refine the curriculum and review the effectiveness instructional techniques

The advisory period will be critical to the development of the culture of success and safety within the school. During this time, students will have the opportunity to develop a close relationship with a trusted adult who will help create an environment where student voice can be supported. This program will be structured around the development of the students’ academic, personal and global community “voice.” Students will use this period to reflect and plan with their advisor for their continual success through the personalized learning plans.

### C. Student and Faculty Grouping

Children, particularly young children, need a sense of structure and support from adults who care about them personally if they are to be successful in school. Good instruction also matches the strengths of teachers to the needs of the students. If organized and managed well, even young children can rotate between teachers if the expectations for behavior and instructional strategies are aligned so students feel safe, connected, and develop meaningful bonds with their teachers.

Students will be grouped to maximize their learning within classrooms. Whenever possible, classrooms will be heterogeneous in nature, inclusive of students with special needs. Students will experience multiple experiences to work in cooperative groups that are flexible and designed to support accomplishment of the tasks at hand. Based on student needs at the time, students may be grouped within a flexible, short-term skills group within the classroom to receive extra attention around a particular area of learning. When possible, special education students will be in regular classes with additional support in line with the expectations outlined

in the student's Individual Educational Plan. The goal will be to maximize student's experiences, making the necessary accommodations that assist the student in accessing the rigorous, developmentally appropriate content. Accommodations may include extra time, adjusted assignments, extended timelines, technological support services, etc.

Students will be grouped heterogeneously in Advisory. Students will also generally stay with the same group for language instruction and during their Core Blocks, grouped purposefully to lower affective filters and help students experience success. For enrichment and skills time, students will move in and out of groups as their needs indicate. To manage these changes in schedule it will be critical that 1) classrooms are next to each other, 2) teachers work as a team with aligned expectations, 3) curricular units are developed by these teacher teams to make constant connections across classrooms, 4) teachers are provided professional development with strategies and models to manage the process, and 5) the move toward this system is thoughtful, phasing in the shifts during the first few months of school so kids can manage the changes. For example, one approach is for the Advisor to keep her students for the full or at least most of the day for the first two weeks of school. Based on the maturity and responsiveness of the students, teams can decide how much "movement" the kids are ready to handle and develop a plan to begin the process. In Kinder, the shift toward moving between teachers may take weeks in order for students to be ready; it may take a few months. Models exist in Pasadena and Fullerton for teachers to visit and then makes informed, professional decisions based on the responsiveness of the students. Such a flexible approach requires collaboration and alignment and will be fundamental to the expectations of the staff.

To support the SGL staff, the Aveson School of Leaders in Pasadena will provide sample schedules, strategies, and lessons learned over the past two years of implementing this approach. The staff of SGL may find this flexible grouping approach a challenge at first, but within a few weeks of school, it will be clear that it is one of the best approaches if schools are to create a true professional collaboration model and practice flexible, purposeful grouping to match student needs to teacher strengths. This is also a technique to help students become comfortable and successful in navigating groups and understanding the need for collaboration.

Teachers will be grouped to maximize the quality of the instructional program while meeting the individual needs of the students:

***Whole faculty*** – Since the school is designed as a small school, it is critical that the faculty have time to work together to build the culture to help all students succeed.

***Collaborative Teams*** – Each instructional team will have three teachers (math, literacy, and international studies) and special needs teachers (special education, language) who participate across teams.

***Disciplinary Clusters*** – Teachers will meet in discipline groups to align curriculum, to strategies for discipline-specific skills (math, literacy, international studies, and language instruction) and develop expertise in bringing international content.

#### **D. Target Class Sizes**

To maximize the extended learning periods and to offer students deep learning with a great deal of individual attention, average class sizes will be targeted at 20 students in the core courses, including world languages, though there may be times when all students learning a language come together for a "big teach". Teachers will be responsible for knowing well and serving

approximately 60 students as part of a collaborative team. This team will share these 60 students, allowing for consistency of approach, interdisciplinary work, and student accountability.

Special education teachers and language teachers will serve as supports for identified students and all teachers to serve the learning needs of these students in both inclusion and pullout settings as their needs dictate. These specialized teachers will attend team meetings as needed and will meet as a special needs team to help coordinate intervention strategies for all students. Special education teachers and language teachers may serve in co-teach roles within the inclusion classroom settings to provide mainstreamed support and model differentiated strategies.

Teachers will also serve as advisors to a smaller group of students (ideally less than 20.) to reach this goal, language teachers and special education teachers may serve as advisors or co-advisors, depending on the final configuration and availability of staff. The advisor will be the key advocate for each of their advisees, supporting the students in their educational plans. Teacher/advisors will also serve as the main point of contact for parent/guardians as well as other teachers that interact with the student in regards to providing support and problem-solving needed for the students.

Notably, this vision is ambitious particularly given the current economic and funding challenges facing the nation. But the participation in the network of international schools along with the support of AEC will help develop a unique learning experience for the students of SGL that will help prepare them to participate in a fast moving, interconnected, and multicultural future. This setting will also challenge teachers to push themselves and their colleagues to collaborate and learn collectively, because simply put, teacher collaboration with technical support is best for students to maximize their learning.

## **5. PROFESSIONAL DEVELOPMENT AND SUPPORT**

### **A. Collaborative Community & B. Professional Development**

As already detailed, Wednesdays will allow teachers to collaborate as a whole staff, on content-area teams, and with their collaboration teams. This schedule will provide teacher quality time to improve instruction and student learning. The 6-12 Ambassador School also represents an opportunity for students to connect with mentors, participate in projects, and for the two schools to work together to fundraise. Teachers will also be part of a larger regional, national, and international community of schools with opportunities to virtually and physically visit other schools around the world.

A focus on social justice will permeate the projects and curricular themes teachers design. To support students and staff members in the deepening of their understanding of social justice, AEC and ISSN will work to connect the staff of SGL to local and national efforts focused on social justice. To ensure a coherent professional development plan, the teachers will complete a needs assessment at the beginning and end of each year. Based on their needs and interests, teams of teachers will set their own goals and professional development needs aligned with the overall vision, needs, and director of the school. Teachers will help prioritize, develop, and adjust their personal and collective professional development plans.

### **Draft Professional Development Plan for Year 1**

	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>
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	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Topics</b>	- Personalized Learning Plans - Backplanning for a Global Education for Social Justice			- Celebration of Learning - Portfolios		- Tiered Intervention & Progress Monitoring			- Community Partnerships for Social Justice		
<b>Setting</b>	Whole Staff PD Collaborative Teams Visits to schools in the network										
<b>Support</b>	AEC & the ISSN regional school collaboration LAUSD Supports										

## 6. STAFFING

### A. Optimal Learning & B. Staffing Plan & C. Pattern to Ensure Adequate Instruction

By laying out the expectations of collaboration, flexible grouping, and a fierce dedication to student achievement through personalized learning, SGL will attract and retain educators committed to the vision. The autonomies of the pilot schools encourage the risk-taking needed to innovate and use evidence-based approaches that maximize student achievement.

The following staffing plan is designed to 1) create collaborative teams, 2) provide strong English language and literacy support, 3), provide non-English language and literacy support, 4) ensure students with special needs can be successful, and 5) provide teachers the resources they need to implement a globally-focused, rigorous, standards-based curriculum.

#### Staffing Plan

	K	1	2	3	4	5	TOTAL
Mathematics Teacher	1	1	1	1	1	1	6
Literacy Teacher	1	1	1	1	1	1	6
International Studies Teacher	1	1	1	1	1	1	6
W. Languages	2		2		2		4
ELD Teacher	1		1		1		3
International Studies Coordinator	1		1		1		2
Special Education	1		1		1		2
Development Director	1			1			1
Principal	1			1			1
TOTAL							<b>33</b>

### D. Evaluation Process for Teachers & E. Recruiting and Selecting Staff and Leadership

The principal will work with the Governing Council and other stakeholder groups to create a fair, balanced system for recruiting and evaluating the performance of the principal (see section 7, D). As a pilot school sharing a site with six other schools, the school leadership will face various challenges. Crucial to the selection of the leadership is their dedication to social justice for the students, families, and professionals the Ambassador Complex is designed to serve.

## 7. GOVERNANCE

### A. Culture of Shared Leadership and B. Leadership Structure

The school will have a democratic governance system with structures and processes that are inclusive, collaborative, and relentlessly focused on improving student learning and

achievement. This system is not only a means for decision-making, but is the infrastructure of a learning organization dedicated to shared leadership. It is a system for communication, planning, evaluation and accountability that continually draws on the experience of all stakeholders in the school – teachers, administrators, parents, teachers, and community members – to enable the organization to behave more intelligently and produce ever-increasing levels of student academic performance.

The principal will serve as the head of the leadership team, working directly with the Governing Board of the School, will lead the school. The principals will have responsibility for all functions of the school and will, by their actions, serve as the instructional leaders for the school. They will be assisted by a Financial Manager/Development Director with skills in the areas of budget management, federal program policies and requirements, and development / fundraising. Each grade level team will have a lead teacher whose responsibilities will be to manage the meetings, create an agenda in collaboration with the other teachers on the grade level and to produce notes after the meetings. They will also attend monthly meetings with the leadership team to design and coordinate the efforts around the goals of the school. Each department will also have a lead teacher. Their job will be to coordinate the efforts of the teachers of their department in a vertical articulation of curriculum and instructional strategies. They will also have the responsibility for coordinating job embedded professional development in the specific disciplines with a particular focus on infusing global understandings and connections within the curriculum. They will attend a monthly meeting with the administration to coordinate efforts across disciplines as well.

The school at full capacity will also have two full time International Studies teachers to provide support and coordination for a rigorous, globally relevant learning environment. The responsibilities for this position will include but not be limited to:

- Supporting the instructional personnel in internationalizing the curriculum
- Seeking opportunities for service learning
- Seeking connections in the community for international internships for students
- Coordinating student and teacher travel opportunities for the school

In addition to the Governing School Council, there will be a Leadership Team (LT) that consists of the president of the student council; each grade level team leader; the content area leader from each discipline including a specialist teacher; a representative of the student support (intervention) team, the school directors, the International Studies Coordinators, and the school principal. It is supported and informed by the Student Support Team described in section 3 of the proposal.

The main purpose of the Leadership Team (LT) is to coordinate communication, plan, and develop initiatives aimed at improving student learning. A primary function of the LT is to annually create a comprehensive School Development Plan, based on the ISSN school design. In brief, steps that the LT takes in the development of the plan are 1) gather a broad range of data about student's work, teacher's instructional practices, the school's organizational dynamics and its interpersonal culture (to include data from the annual ISSN school design surveys and/or school design site visit); 2) analyze the differences between the school's current status on these indicators and previous indicators of progress (where the school was) and its vision of the future (where it wants to go); 3) establish priorities for action to change aspects of the school that will lead to improved student learning; 4) develop action plans for addressing each priority that

includes an understanding of the causes of the “problem”, strategies for improvement, and benchmarks to assess progress; 5) periodically monitor progress against benchmarks and adjust strategies; 6) conduct a year end assessment of progress that informs the next year’s annual plan.

Informing the Leadership Team are standing Inquiry Teams that are responsible for providing information and options for action to the LT as well as to the faculty, as a whole, on specific aspects of the school. To maximize input from throughout the school community and to build distributed leadership capacity, all teachers will serve on Inquiry Teams, such that every teacher serves on at least one such team each year. Parents, students and community members will also serve on Inquiry Teams as needed or appropriate. One such Inquiry Team will be the Data Team that is charged with continuously gathering and analyzing a broad range of data regarding the school and its performance. Another Inquiry Team is a parent-led team that informs the Student Support Team (see section 3). This and other Inquiry Teams are instrumental in establishing action plans to address priorities set by the faculty and the LT. Action plans developed by Inquiry Teams and approved by the LT and the faculty as a whole are implemented within grade level teams, subject-area teams or through the student support team. These are coordinated and monitored by each team’s representative on the LT. The Governing School Council will provide input into the School Development Plan but does not formally approve it.

As an adjunct to the Governing School Council, an Advisory Board will be formed of prominent members of the Los Angeles education, business and cultural community. The purpose of the Advisory Board will be to raise awareness about the school locally, nationally, and internationally, seeking enrichment and internship opportunities for students and the school, and to assist in raising additional funds to support the school. Through quarterly meetings with the president of the Governing School Council and the school principal, the Advisory Board will be kept informed of the school’s progress and challenges so that its members can act as spokespersons and advocates for the school within various circles of influence within the city.

Since the specific demographic make-up of the school will not be available until the first class is selected by lottery, it is assumed at this point that SGL will eventually be eligible for Title I funding as either a “Targeted Assistance School” program or as a “School Wide Program” by meeting the poverty threshold through free and reduced lunch eligibility. To meet the requirements for this funding, the school will assemble a Compensatory Education Advisory Committee (CEAC) comprised of parents elected by Title I eligible parents, school leadership, Title I teachers, and the school counselor. This committee will be tasked with creating the “Single Plan for Student Achievement” as well as advising the school Leadership Team and the Student Support Team regarding supplemental services that are eligible through Title I funding. It will also be responsible for creating the school’s policy on parental involvement, overseeing the Annual Title I Parent Meeting, overseeing the creation of informational materials for parents who are eligible for Title I programming, and conducting data analysis of program effectiveness that will include parent and student surveys, test data disaggregation, and programmatic recommendations that assure Title I funding is used to promote scientifically-based instructional methods and programs that supplement rather than supplant instruction at the school.

### **C. Composition of the Governing School Council**

The Governing School Council will consist of 13 voting members, as follows:

- Administrators (1) - the Principal

- Faculty Representatives (8); one from each grade level and the two International Studies Coordinators
- Parent Representatives (2); 1 from the K-2 and 1 from the 3-5
- Community Representatives (2); including a representative from Asia Society/AEC\*

School administrators are automatically on the Council. The full faculty elects faculty representatives and the Governing School Council selects parent/community representatives. In the first year, one-half of the representatives (apart from school administrators and the International Studies Coordinators) will be elected for one-year terms, and the other half will be elected to two-year terms. Thereafter, all representatives will be elected to two-year terms.

The Council will annually elect or re-elect a chair or co-chairs, who will be responsible for establishing the annual calendar of 11 monthly Council meetings (August – June), preparing meeting agendas, and conducting Council meetings in a democratic manner where all voices are heard but no one voice is allowed to dominate. The chair(s) may call emergency meetings of the Council, if needed. Council decisions will be made by consensus, or where consensus cannot be reached, by majority vote. Council meetings are open to all to attend; however, the Council has the right to go into closed session on matters that fall into areas governed by privacy issues or FERPA and will publicly explain areas best discussed confidentially. All decisions of the Council are made public, and become a matter of written record reviewable at the school site.

Council members are expected to confer with and represent the views of the constituencies they are selected to represent on Council decisions. Teachers on the Council, for example, are expected to raise, based on discussions within grade level and subject area team meetings, important issues on the Council’s agenda to ensure that teachers’ views are well represented within Council discussions.

#### **D. Evaluating the Principal**

Evaluation is a key factor in continuous improvement when administered in an authentic, growth-oriented manner. In SGL, leader and staff evaluation will occur within the framework of the ISSN Leader and Teacher Profiles. These profiles clearly define the skills and competencies expected of leaders and teachers within the International Studies Schools Network. These profiles will be used to create a developmental matrix of the style of Charlotte Danielson (see *Enhancing Professional Practice, 2<sup>nd</sup> edition, 2007.*) This matrix will form the basis for a yearly portfolio development that reflects the profiles as well as the leader/staff members’ yearly goals. A three-person team including a school leader and two other selected colleagues will serve as the accountability team for teacher and/or leadership evaluation and will results in written feedback, including the collaborative development of a personal growth plan for the subsequent year.

Tools that provide 360° feedback will be used with all school staff on a regular basis including feedback from students and their families. Classroom observations and peer observations will be included in this process. All of this will add to the portfolio process and ultimately to the continuous growth of the leader/teacher. Peer assistance will be the norm to enhance professional practice. All evaluation processes will be directly linked to the comprehensive professional development program of the school.

This process of evaluation will be embedded in a larger effort of school improvement. In addition to the more traditional WASC accreditation visit, SGL will take part in the ISSN comprehensive school site visit. Based on the school design matrix, a national team will visit the school in its first and third years and present comprehensive data around the school’s journey

towards achievement of the school design matrix. During the intervening years, SGL will participated in a self assessment experience modeled on the site visit process so that they can continuously grow towards providing the highest level education for all students.

#### **E. Overseeing the Budget to Ensure Financial Stability & F. Setting Policy**

The Governing School Council, in conjunction with the principal and the Financial Manager/Development Director, will develop an annual budget for the school, provide monthly monitoring of the budgetary spending benchmarks, and will be required to vote on substantive budgetary changes occurring within the school year. The Council will also provide oversight of external fundraising and will participate in targeted fundraising activities themselves. Conventional accounting procedures will be followed which meet the internal and external audit requirements of LAUSD and all California State Department of Education financial guidelines, policies, and procedures.

The overarching responsibility of the Governing School Council is stewardship of the mission of the school. It is the conscience of the school, as well as the final authority on all financial and policy matters concerning the school including:

- Development of a clear statement of the school's mission and objectives through a collaborative process involving staff, students, and community and the ongoing stewardship of the mission in the school
- Preparation and monitoring of a long-range strategic plan for the school's development
- Advocacy and promotion of the school and its mission locally, nationally and internationally
- Accountability for the financial well-being of the school, including approval of an annual budget, periodic budgetary benchmark review, effective financial management and external fundraising
- Selection, support and nurturance of the school principal
- Conduct an annual (written) evaluation of the performance of the school principal, establish the principal's annual salary, and provide input to the Superintendent of LAUSD who has final authority over hiring and firing
- Review and approve the annual election-to-work agreement
- Manage the Internal Appeals Process
- Review and maintain bylaws, and establish all major policies (e.g. attendance, promotion, discipline, graduation requirements) consistent with the school's mission and LAUSD / California State Board of Education policies and guidelines
- Keep accurate records of its meetings, including rationale for and decisions on key issues, and provide timely communication of its proceedings through written and digital communication in English, Spanish and other languages as needed to ensure universal access to the information within the school community.
- Ensure that the Council's composition reflects a balance of expertise, perspectives and the demographic make up of the school community
- Develop itself through new member orientation, ongoing education, leadership development, succession planning, and evaluation of itself annually
- Provide strategic advice on curriculum, instruction, assessment, school culture and organization, parental involvement and other important decisions affecting the instructional program made by the school principal and leadership team
- Assures compliance with applicable local, state, and federal laws and regulations

## 8. BUDGET

### A. Budget Autonomy & B. Process for Developing School Budget

To ensure maximum input the budget will go through several phases of development with input from all stakeholders. Given the budgetary autonomies and the intent to partner with a collocated school to provide some shared services, SGL will target budgeted funds to:

- support highly qualified core faculty including world language teachers
- provide extended day funding for staff to enhance student academic support and extracurricular involvement
- foster ongoing professional development for the staff
- create contractual partnerships with community agencies in health and social support sectors to provide a safety net of wellness for students and families
- provide cutting edge technology to facilitate the development of new literacies as well as 21<sup>st</sup> century learning skills.

Title I funding, grant and foundation funding, and per pupil allocations would be leveraged to provide maximum levels of support and opportunities for students as they pursue this world-class education.

SGL's Governing School Council, drawing on the advice and support of the Advisory Board, and working closely with the school principal, will be responsible for implementing an annual fundraising plan for the school. The plan will include fundraising events, such as an annual high-profile breakfast or dinner designed to spotlight the school's unique dual mission of preparing students from disadvantaged backgrounds to be both college-ready and globally competent. The Council will be privy to lessons learned from other ISSN schools that have successfully staged such events. Asia Society will provide advice and connect the Council to other ISSN schools that have pursued this strategy.

### C. Additional Fundraising and Support

SGL will be a partner with Asia Society's International Studies Schools Network and the Aveson Educational Cooperative. As such, the school will be among those schools supported by the Bill and Melinda Gates Foundation, as well as a broad range of other philanthropic resources:

- **Freeman Foundation** Scholarships for 10 ISSN students to participate in Concordia Chinese and Japanese 4 week summer Language Villages and development of 10 week distance learning course, "The Landscapes of China", for ISSN teachers, administrators and coaches
- **Goldman Sachs Foundation** for prizes to ISSN anchor schools, best practice seminars for ISSN schools, and publications featuring ISSN members
- **Jack Kent Cooke Foundation** Three week ISSN student Study Tours to China
- **Fulbright Hays Group Projects Abroad** Four week ISSN educator Study Tour to China
- **Foundation for California Community Colleges** to support International Studies Learning Center Early College model adaptation

Asia Society will continue to seek these kinds of philanthropic supports for SGL, the Ambassador School, and other schools in the network.

## 9. STUDENT SUPPORT

### A. Safe and Secure Campus

Students who feel valued, respected, supported and who have a voice in decision-making are more likely to care for and protect their peers and environment. Additionally when interactions between school and family establish positive, mutually beneficial relationships, the incidents of vandalism and unacceptable behavior are significantly reduced.

At the heart of the mission of SGL is the development of an appreciation for the unique gifts and contributions that each member of the school community brings and that students will develop a deep understanding and appreciation for others of different cultures or ethnicities. Experiences to promote these understandings are embedded in the formal curriculum as well as the leadership and learning opportunities of the school. It is through this climate of mutual respect that students and staff will learn together, create shared commitments, and hold its community members accountable to the rules and expectations of the school community.

To counter what has been historically considered an unsafe school setting over the last few years, there will be transparent policies and processes to ensure the safety of all school community members. Students, staff, and families will be engaged in the design, problem solving, and evaluation of the school safety plans and will be utilized as sources of information and feedback to guide school policy creation. LAUSD policies governing formal disciplinary actions for severe offenses and due process procedures for infraction investigation will be followed to assure a fair and equitable system of student disciplinary intervention. A strong partnership in philosophy and policy will be created with the school in coordination with the building committee to provide a coordinated system of safety and security while sharing expenses for security services.

Through the school advisory program as well as many of the curricular experiences provided at the school, students will have the opportunity to develop strong interpersonal skills, participate in the responsible use of student voice, learn to work collaboratively with others, and be expected to exhibit effective leadership in class and in school-based groups. Appreciation of diverse cultures and backgrounds is fundamental to the mission of the school and students will be engaged in intentional learning experiences that assist them in developing the ability to problem-solve and resolve difference among one another and to self-advocate for their needs.

## **B. Appreciation of Diversity, Civic Participation, and Conflict Resolution**

The focus on the curriculum on multicultural perspectives and global themes will continually emphasize the importance of diversity, participation, and conflict resolution. As mentioned previously, interwoven into the framework of a global school is the notion of equity, diversity, and social justice. Civic participation will be expected of all students, who must take action on at least one issue in their community by the time the graduate for SGL. Though these children are young and many of them are facing person challenges, the staff of SGL will commit to help them build self-efficacy not only academically, but also socially. Students will be asked to take their academic learning and apply it to their lives directly, with opportunities for action. Students who learn about conflicts and troubles in the world without an opportunity to take action often form negative or apathetic perspectives. It can be overwhelming to learn about disappearing rainforests or global warming at a young age without an opportunity to balance those ideas with experience that show they can have an impact on their community. SGL students will have opportunities to work on projects in collaboration with the Ambassador school as well as other schools in the network that are positive, engaging, and make a difference.

Conflict resolution will not only be a theory or theme for students, but a daily discussion. Through advisory and their experience of flexible grouping, students will discuss, debate, and see for hand what it means to resolve conflicts. The staff of SGL will have professional support for better understanding how to teach about conflict resolution in practical, concrete terms that young minds can understand. One model of support is the use of Life Space Crisis Interventions (LSCI), a clinical model of helping students reflects on their own behaviors, beliefs, and the outcomes of their actions. AEC will provide technical assistance to the school if the staff chooses this priority in the development of their professional development plan.

### **C. Academic Services**

Proactive support and early intervention must be driving forces for SGL if all students are to achieve the ISSN Graduate Profile. Innovative structures that allow students to reach mastery without stigma of failure will be the hallmark of the approach taken. Through the use of Individual Learning Plans, all students will be engaged as partners in their own success. The focus of intervention plans is to layer the necessary services for students into their schedules while not stigmatizing students, and always opening the door for success where they no longer require additional support / interventions.

Literacy and numeracy are often the keys to student success in the other subjects. Proactive steps will be taken in the design of all discipline-based curriculum to provide for targeted instruction in the discipline-based literacy and numeracy skills that support student success in that classroom. Extensive professional development will focus on the research-based strategies that have been proven to accelerate student achievement as outlined by Marzano, Danielson and others. Within the school, opportunities will be created for a layered approach to intervention with an emphasis on proactive steps for students requiring more intensive levels of support. As explained previously, significant teacher time will be available for individual conferencing, support, group review sessions and targeted student intervention. The culture of the faculty will include persistence in helping students succeed without “watering down” expectations with a belief in “revision and redemption” as defining attributes of the school culture. Parents/guardians will be enlisted as partners from the beginning to help support steps to ensure student success. As described in Section 6, a three-tiered system of support will be implemented to meet the continuum of student academic needs above and beyond tutoring support. Also in this section, specific programmatic offerings for English Learners as well as gifted students are included.

To meet the academic and non-academic support needs of students, a **Student Support Team** will be created consisting of specialists in English Language Learners, Special Education, and Literacy, as well as a guidance counselor, social worker, and members of leadership. Their role will be to help problem-solve and assist teachers with action-oriented strategies that support individual student success inside and outside of the classroom. Whenever possible, and when this team is “staffing” about an individual student, members of the teaching team, the advisor and a special area teacher where the individual student is having success will be incorporated at the team meeting to implement changes necessary to help increase the probability of the individual student’s success. This team will also examine school wide or grade level trends to suggest to the leadership team possible next steps in professional development or school policy formation.

### **D. Access to Social Support and Health Services**

A team of community health, mental health, and social services will be engaged as partners with the school, not just when a situation becomes acute, but to create a proactive safety net for students and families. The Student Support Team will support the principal of each school in assembling the network of community agencies that will provide information, education, and services to the families of the school that are above and beyond the counseling and support services provided by school staff. They will also have as a primary focus the education of the staff and school community as to the services available.

Some agencies will be provided facilities on the school campus to provide direct services, as space allows. Other agencies will have contractual relationships with the school for family referrals and service provision. An essential part of providing this type of support will be the creation of an Inquiry Team composed of parents and community members. It will be focused on assessing community needs, identifying necessary interventions, and canvassing the school community for their input to create programs that address their most pressing needs. Its goal will be to advise the School Support Team to build a proactive system that prevents problems for students and families within the specific context of the community.

The SGL design team is also currently investigating partnerships to assist the school in providing nutrition, health and wellness services. Potential partners include groups such as: the **Nutrition Network** sponsored by the California State Department of Health, **Alliance for a Better Community** (ABC) a nonprofit organization that promotes equity for Latinos in education, health, economic development and civic participation throughout the Los Angeles region, **Para Los Niños**, **Gateway Hospital**, **the UCLA Wellness Center**, and the **Bresee Foundation** which provides access to preventive and basic health services, health screenings and health education.

## **10. FAMILY AND COMMUNITY ENGAGEMENT**

### **A. Family Engagement and B. Community Engagement**

Students and their families will be full partners at the school and are involved in all aspects of school life. Initially, students and their families will be part of the creation of the Personalized Learning Plans, which includes meeting with the student's advisor and "dreaming big" about the hopes and plans that they each hold for the future for the student. The staff will create an annual "asset mapping" of the talents, networks, and skills that each family brings to the school, with intentionally designed opportunities for families to share their cultural backgrounds and traditions and their personal skills and talents to support / enrich learning for the students. Parents will also be asked to attend the student portfolio presentations each year as part of the student led conferences on learning and to communicate regularly with their student's advisor.

Families will also be involved in school travel and field trips and in support roles in the school and its activities during the school day and outside of school hours. Technology as well as traditional communication means will be used to maintain ongoing contact with the families with regular community meetings scheduled to solicit parent feedback and questions. Parents will also serve on the Governing School Council and on other committees at the school, will work with teachers in organizing community learning experiences, and where possible, will share their expertise through classroom lessons and seminars. The goal is for a seamless web of support and understanding surrounding the student and their academic success. This necessitates a true partnership with parents throughout the seven years of their student's attendance at SGL.

## **11. DESIGN TEAM PROFILE AND PLANNING PROCESS**

### A. The Design Team & Planning Process

Aveson Educational Cooperative, Inc. and the Asia Society/International Studies School Network personnel designed this proposal with substantive input from the faculty and staff experiences in the 17 existing ISSN schools, regional coaches, and local educators including teachers in LAUSD. Community Partners were included in design discussions and will play a major role in the SGL Design Team once the initial proposal is approved. The vision of the School for Global Learning is based on national and international lessons learned, paired with practical local experiences from VISA, ISLC, and AGLA.

Name	Title/Organization Affiliation
Mr. Steve Regur	Founder, Aveson Educational Cooperative, Inc.
Dr. Anthony Jackson	Vice President, Asia Society ISSN
Dr. Shari Albright	Chief Executive Officer, Asia Society ISSN
Ms. Judith Conk	Director of Academic Affairs, Asia Society ISSN
Dr. Yvonne Chan	Principal Vaughn Next Century Learning Center and VSGL Member CA State Council of Education
Mr. Kate Bean	Executive Director, Aveson School of Leaders & Global Leadership Academy
Mr. Sebastian Cognetta Ms. Amy McCammon	ISSN Coaches for existing Los Angeles Schools & members of the Aveson Educational Cooperative, Inc.
Ms. Carol Mendenhall	National Coordinator of ISSN Instructional Coaches
Dr. Stu Gothold	USC Professor of Education
Nisha Bhakta Dugal	Administrator, LAUSD
Mr. Kirk Melkonian	Teacher, Aveson School of Leaders
Miyoko Itokazu	Teacher, Aveson School of Leaders
Ms. Audra Mesa	Literacy and ELD coach
Ms. Liliana Vargas	Director, CA Development. Internationals Network of Public Schools
Ms Jamie Prijatel	Associate, CA Development Internationals Network of Public Schools
Ms. Kimberleigh Aarn	Consultant, Alliance for the Arts (Arts for All Grants Implementation)

### C. Letters of Support (attached)

**Aveson Educational Cooperative, Inc**  
**Educational Consulting Division**

P.O. Box 434 Pasadena, CA 91102



Dear Mr. Cortines, Mr. Richard A. Alonzo, and members of the RFP review team,

Please accept this letter of support for the opening of the School for Global Learning at the Ambassador Learning Complex.

Aveson Educational Cooperative, Inc. (AEC) is proud to offer technical assistance to the school during its opening. We believe strongly in the mission and vision of putting all students on a path toward college-readiness and globally competent. The first years of schools are crucial to closing achievement gaps and keeping learning relevant, interesting, and meaningful. The School for Global Learning is designed not only to challenge students with academic rigor, but also to develop thoughtful, savvy students committed to issues around diversity, equity, and social justice.

We are helping to open the Ambassador School for Global Leadership at the complex and look forward to the opportunity to work with both schools. In conjunction with the Asian Society, we are working with several schools in Southern California to strengthen and further develop their capacity to meet the needs of students. Economies of scale and opportunities for vertical articulation make this opportunity unique and exciting.

The autonomies provided to pilot schools allow unique, innovative approaches that will clearly benefit students and inspire teachers. AEC

Sincerely,

Steven. B. Regur  
Founder, Executive Director  
Aveson Educational Cooperative, Inc.

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Aveson Educational Cooperative, Inc. supports schools and districts with technical assistance and professional development that increases student academic performance.

[www.aveson.net](http://www.aveson.net)

*the right instruction for the right student at the right time*

August 7, 2009

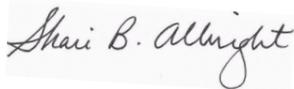
To: The Selection Committee for the Ambassador Complex Schools

It is my sincere pleasure to write this letter of support regarding our joint proposal for designing and implementing an elementary internationally-focused school for the Ambassador Complex. We have a strong, multi-year partnership with Aveson Educational Cooperative and are working together on all of our partner schools in Los Angeles. We also have a long and successful partnership with Los Angeles Unified School District in the creation and support of our two existing schools – the International Studies Learning Center at South Gate and the Vaughn International Studies Academy in Pacoima. We are further excited about ongoing work at the secondary level in the Ambassador Complex, in partnership with Aveson, where we are in the midst of planning for the Ambassador School for Global Leadership that will open in the fall of 2010.

It is with this background and history in Los Angeles and in our partnership with Aveson that we are fully committed to supporting the expansion of our model to the elementary level. We are committed to providing the deep support needed through school coaching, curriculum development, partnership development and professional development to help to launch and support this elementary school initiative.

We hope that you will recognize our firm commitment to our work in LAUSD and our history of innovation and support that we have provided to the schools we have worked with over the last six years, and that you can be assured that we bring that same commitment and support to this proposal for an elementary school.

Sincerely,



Shari B. Albright, Ed.D.  
Chief Executive Officer  
Asia Society International Studies Schools Network

ASIA  
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