



## Lucille Roybal-Allard Elementary School Pilot Proposal

### I. General Questions

#### 1. Mission and Vision

The mission of LRA is to provide a quality education and environment enabling all students to become proficient, responsible, and globally competent citizens of a diverse society who are college and career ready. All members of the school community- staff, parents, students and partners- will be led by the following guiding principles:

- Vision means identifying what is possible and taking action.
- Being global citizens means understanding different perspectives.
- When identifying problems, offer strategies and solutions for the common good.
- Our commitment is to make others around us successful and responsible citizens of the world.
- Our growth together requires us to develop individually and to share our knowledge with other.
- Integrity is everything.
- Fair is everyone getting what they need in order to be successful.
- Everyone matters.

We value competent and responsible stakeholders who:

- Participate in a rigorous learning environment drawn from evidence-based best teaching practices required in the higher-order, thinking curriculum essential for our students to master expectations of the Common Core State Standards.
- Are informed and thoughtful. They have an understanding and awareness of public and community issues; an ability to obtain information when needed; a capacity to think critically; and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives.
- Participate in their school community and the community at large. They approach problems through a lens of “no fault, consensus, and problem solving” to pursue an array of school based, cultural, social, and political issues. They are curious and investigate the world, take action, and communicate effectively.
- Have moral and civic virtues. They are concerned for the rights and welfare of others, are socially responsible (support the decisions made and the implementation), willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to personally take action. They strike a reasonable balance between their own interests and the common good.

LRA believes that the school must meet **EVERY** child’s academic, emotional, physical, and social needs. All stakeholders know what a rare and precious gift it is to work in a school that values and promotes such participation and collaboration in the overall achievement of our students and staff. We plan to accomplish this through a model that is built around the philosophy that “the professionals and parents at each school are usually in a better position to assess and address local needs and challenges”.

To achieve the school’s Mission, the vision of LRA is that all students will learn and achieve at high levels. Our vision is to create a collaborative culture that focuses on results. To accomplish this, LRA offers a comprehensive, multi-prong approach that involves the following:

- A rigorous learning environment that draws from research-based best teaching practices, resulting in a higher-order, thinking curriculum and in professional development that leads to collaborative and autonomous craftsmanship that will improve pedagogy and student achievement.
- Deepened student learning, as required by the CCSS, which integrates a Bi-literate and Global Studies Program with core curriculum. Recognizing the additive value of primary language proficiency, students are offered the opportunity to participate in the Bi-literate Program from pre-kindergarten to sixth grade. As another means to access language and culture, the Global Studies Program offers explicit instruction that will prepare our students for a global economy by taking action, communicating their ideas, weighing different perspectives, and investigating the world. Coupled with content learning, these programs promote high academic achievement as measured by locally created, district and state assessments.
- An effective Leadership Team that serves as a model for collaboration, problem solving, and consensus decision-making. A cornerstone of our vision is Distributed Leadership in which knowledge and responsibility for student success is shared by teachers and staff. This increases the capacity of the staff to ensure growth and continuity. The team manages daily operational and academic initiatives, acting consistently in the best interests of students. These four over-arching strategies work in cohesion to impact student achievement at high levels.
- A school climate where collaboration between parents, community organizations and the school helps to meet students' emotional, physical, and social needs.

## 2. School Data Profile/ Analysis:

### a. What is the current state of your school?

LRA establishes the following CST 2012-13 baseline data:

- 38% Proficient and Advanced on CST English Language Arts
- 44% Proficient and Advanced on CST Mathematics

#### CST Breakdown by Grade Level

ELA 2012-13 CST	Proficient %	Advanced %	Total
2 <sup>nd</sup> Grade	30	14	44
3 <sup>rd</sup> Grade	18	7	25
4 <sup>th</sup> Grade	31	12	43
5 <sup>th</sup> Grade	25	8	33
6 <sup>th</sup> Grade	41	10	51

Math 2012-13 CST	Proficient %	Advanced %	Total
2 <sup>nd</sup> Grade	28	10	38
3 <sup>rd</sup> Grade	27	27	54
4 <sup>th</sup> Grade	33	23	56
5 <sup>th</sup> Grade	20	6	26
6 <sup>th</sup> Grade	32	16	48

Using Atlas' Standards in Practice Protocol, LRA staff analyzed school CST and classroom data to inform future instruction. The following are staff observations:

- 75% of 3<sup>rd</sup> Grade students scored Basic or Below Basic in ELA
- 6<sup>th</sup> Grade had only 10% Below Basic or Far Below Basic in Math

- Compared to the previous year's data, 3<sup>rd</sup> Grade Proficient or Advanced dropped 19%
- Compared to the previous year's data, 5<sup>th</sup> Grade Proficient or Advanced dropped 10%
- The following practices are not yet systemic: consistent student feedback, data/ goal setting, and evidence of Global Studies instruction

The following are data interpretations and implications:

- Due to the change in testing format between 2<sup>nd</sup> and 3<sup>rd</sup> grade, 3<sup>rd</sup> grade students face the challenge of new content and a different test structure compared to the previous year. Instead of questions being read aloud as they are in the 2<sup>nd</sup> grade assessment, students have to rely on independent reading skills to tackle more complex text.
- New content in both ELA and Math are introduced at 3<sup>rd</sup> and 5<sup>th</sup> Grades.
- Students were also impacted by the change to a new school that was still gathering its materials and shuffling students as new classrooms were opened to accommodate the large increase in enrollment.
- Since students are coming from a number of different feeder schools, there is variation in their understanding of LRA's student expectations and instructional initiatives regarding reading strategy work, math problem solving, and writing as the synthesis of all learning.

To best leverage the use of school categorical funding, the staff determined the following next steps to raise student achievement:

- To be strategic in the use of funding, the school will identify the Basic students and service their specific learning needs to increase the number of student scoring Proficient.
- Staff will provide systemic RTI in math and ELA during cycles throughout the year.
- To ensure the success of all students, the school continues to support Proficient and Advanced students through enrichment, which focuses on problem-solving strategies.
- With a shift towards the Common Core State Standards and Smarter Balance Assessments, the school needs to prepare students to take a more rigorous computer adaptive test based on Webb's Depth of Knowledge.
- As part of our shared learning, staff needs to participate in professional development that allows for articulation and accountability of student learning objectives in preparation for the administration of Smarter Balance starting in 3<sup>rd</sup> grade.
- Teachers must consistently utilize the gradual release of responsibility model to build in guided practice, accountable talk, and concept-based instruction.

LRA's Mission and Vision describes how meeting the social and emotional needs of the whole child can also help support student academic achievement. According to ISIS student attendance data from the 2011-2012 school year, there were 270 students with 100% attendance, 116 had between 95%-99% attendance, and 186 had 94% or less. The data reflects an unexpected increase in student population from 405 to 580. As a result, the school grew by 4 classrooms. The continual influx and movement of students impacted our enrollment and attendance measures. LRA's goal is to implement incentives and recognitions that encourage students to maintain excellent or perfect attendance because we understand students need to be present to learn.

LRA believes in building strong parent-school relationships as evidenced in the following:

- There was over a 60% turn out for LRA's first Back to School Night.
- During the parent committee/ council orientation, parents reached consensus regarding the best time that meetings can be held to encourage the most participation. Since the beginning of the school year, the school maintains quorum for all its parent meetings.
- LRA makes an effort to inform parents about the Survey (ConnectEd, bilingual notices to the home, and announcements during parent meetings) and offer an incentive to increase the number of responses. The majority of parents feel welcome at school and voice that opportunities exist to become involved.

The Principal initiates an open door policy with parents by establishing a forum where parents and school staff, led by the Principal, discuss observations made around instruction and general school operations. These meetings accomplish the following: allow the community to ground one another along common values and to build relationships surrounding academics; promote discussion around instruction and general school operations; promote the socio-economic well-being of the school community.

- All stakeholders participate in the development and implementation of a comprehensive SWPBS, Positive Behavior Support program, which includes: COST, SST, Second Step, Behavior incentives such as Caught Being Good and Student of the Month awards, and parent trainings.
- Students attend a behavior orientation at the beginning of the year and receive ongoing reinforcement of school rules, procedures, and expectations.
- LRA uses progressive discipline to support at-risk and students struggling on the yard and in the classroom. Identified Tier 3 students are monitored and provided with appropriate services including counseling referrals, behavior support plans, and constant communication with parents. LRA's current suspension rate is 0%. As a result, the loss to instructional time is minimized. Staff members hold workshops to give parents the social capital and behavior strategies to support their child.

As a result of the above data analysis and reflection, LRA determines the following to be its areas of strengths and weaknesses:

Areas of strength:

- The majority of the staff utilizes the school's instructional initiatives as part of their daily practice. Teachers effectively implement First Reads using the Gradual Release of Responsibility. Differentiated instruction is offered through the Workshop Model. Problem solving and critical thinking are embedded in math.
- There is evidence of a strong writing program as measured by the quality of student writing.
- Teachers participate in a collaborative culture where ideas are shared during PLC time. Observations indicate evidence of similar practices within same grade classrooms.

Areas of Need:

- Research-based best practices are not systemic. There is a need to differentiate professional development to ensure new teachers and those not yet familiar with the school's instructional initiatives receive the support and coaching they need to effectively implement at high levels of instruction.
- The school needs to leverage its supplemental budgets to provide time and support for teachers to acquire and process new learning.

**b. Based in your analysis, please identify the most central and/or urgent needs/ challenges that the school seeks to address in order to improve the teaching and learning environment.**

Based on our key findings, LRA selects a series of goals that gives a qualitative, quantitative, empirical, and anecdotal understanding of our school learning community. By focusing on the academic as well as social and emotional, we believe we can address all aspects of the teaching and learning to raise the level of student achievement.

**Goal 1.** The percentage of all students who score proficient or above on the English Language Arts CST's will increase by 10%; from 49.6% to 59.6% by June 2013. The percentage of all students who score proficient or above on the Math CST's will increase by 10%; from 56.6% to 66.6% by June 2013.

**Goal 2.** By spring of the 2012-2013 school year, all classrooms will be safe, promote student centered collaboration, including the physical environment of the classroom, contain grade level appropriate

resources, and will have fully functioning data boards that encourage student goal setting and reflection as measured through teacher observations, administrator observations, and teacher self-reflections.

**Goal 3.** By spring of the 2012-2013 school year, LRA will meet the diverse needs of its student population by fully implementing its World Cultures and Bi-Literacy Program as vehicles to access Standards-based core curricular areas and preparing students with the skills and perspectives to be college and career-ready, as evidenced by teacher observations, administrator observations, and teacher self-reflections.

**Goal 4.** By spring of the 2012-2013 school year, LRA will fully implement the Inclusion Model by creating flexible groupings based on student performance data, and fostering collaboration between general and special education teachers and students, as measured by teacher observations, administrator observations, and teacher self-reflections.

### **3. Family and Community Engagement**

Our goal is provide authentic and meaningful opportunities for parent engagement to impact student achievement and growth and development. Anne T. Henderson of the Institute for Education and Social Policy at New York University says, “Whether and how well teachers engage their students’ families depends more on the culture of the school where they work than on their training.” First and foremost our goal is to build this culture. The proper environment must be provided for the parents, as well as the students, if we want true learning and development to occur: classroom doors must remain open to parents, communication amongst administration, staff, teachers, parents and students must be clear, concise and constant, and we must provide opportunities for capacity and leadership building.

In addition to the traditional parent education which focus on mandated trainings we will provide classes based on parent requests and Needs Assessments. We expect to hold several academies throughout the year offered by our own staff as well as outside partners. Some topics include:

- Global Studies
- College Starts at birth, A to G Requirements, Financial Aid
- How to Provide Academic Support, What questions to ask
- Understanding the Common Core Standards
- Setting High Expectations
- Promoting a Love of Reading, Establishing Life-long Learners, Instilling Social Justice
- Healthy Body, Healthy Mind
- Community Resources, Building Partnerships, Cultivating Leadership
- Exploring the Internet, Google Groups, Communicating via e-mail
- The 40 Developmental Assets, Second Step, Parent in Control

Besides the Academies, we also want to provide academic workshops directly linked to classroom instruction. Conducted by teachers, the intention is to encourage more parent participation and build stronger parent-teacher relationships around academics. These workshops offer parents an insight into classroom practices. Each workshop is developed and presented by grade level teams with support from out of the classroom instructional staff following the gradual release of responsibility. This method ensures sustained practice in the home. Our goal is to impact student achievement while building partnerships with parents and increasing their social capital.

Through our partnership with community organizations we have offered a variety of opportunities to our parents and the community to improve their own skills. For example ESL and citizenship classes have been offered by Los Angeles City College on our campus. In addition, we have made our campus available to the city and community for various civic events.

Our commitment to our parent partnership is supported with the purchase of a Community Representative who is an integral part of our school staff. The community representative serves as a liaison between the parents and the school, communicating parent needs and concerns. She oversees the parent volunteer program which goes beyond the traditional approach and provides leadership opportunities as well as building capacity for our parents.

Further demonstrating our commitment to strengthening the relationship between parents and the school, each grade level has created a Parent/Student/School Compact which addresses specific grade level needs and expectations. These are distributed at Back to School Night and are referred to throughout the year.

School administration and staff continually meet with parents to not only discuss academic progress but to provide support, guidance and assistance to ensure student socio/emotional success.

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

##### **a. Academic Culture**

The academic culture at LRA emphasizes academic and social progress for all our students including students in special education and English Learners. Celebrations are an important part of the school culture to honor and motivate academic achievement as well as effort and perseverance. Academic language, curiosity, logical reasoning and problem solving are all promoted in the classrooms. We emphasize and encourage metacognitive thinking which puts learning in the hands of the student. Teachers and students together personalize learning, setting goals and discussing strategies for achieving those goals. Data is evident and the students are clearly aware of their progress towards achieving academic proficiency.

The school will ensure that parents are integral partners in their student's success and that they have various opportunities to be involved in their academic progress. Each grade level PLC will hold ongoing Parent Workshops to inform and train parents about academic achievement, attitude, and attendance. At the start of the school year teachers will conduct Intake Conferences with parents and students. During these conferences teachers will begin to develop personalized relationships that promote student success.

Students will achieve proficiency in Language Arts and Mathematics through a balanced, authentic literacy program that includes differentiation within the classroom and during Response to Instruction and Intervention (RtI<sup>2</sup>) with the global competencies interwoven throughout. Using writing as the synthesis of learning we will ensure that the measure of student success is evident in all standardized, performance based, and all grade level common formative assessments, i.e. CELDT, CST, Common Core State Standards Assessments. Beginning in kindergarten, students will be explicitly taught how to write in all genres, emphasizing informational and argumentative discourse. The use of Thinking Maps and SDAIE strategies will be implemented to ensure that all students acquire proficiency in English and bi-literacy in English and Spanish for those who choose to participate in the Bi-Literacy Program.

Yearly self-reviews of our academic programs will ensure that we are addressing the needs of our students and teachers and that we are meeting our goals. Review teams include administration, teachers, parents, community and students. Surveys and classroom visits will be used to evaluate the effectiveness of the academic culture and are an important part of our self-evaluation. Once the information has been collected, it will be the responsibility of the Instructional Council to analyze the data. They will identify areas of need, areas of celebration, and recommend next steps in addressing the data. The community will be informed of the findings via workshops; those are unable to attend, will be informed by way of a newsletter. Teachers will be informed through staff meetings. Instructional Council will be tasked with addressing the state of LRA's academic and professional culture. The Student Council will also have the opportunity to problem-solve challenges as well. These student-leaders will be at the forefront

of developing solutions for problems. As one of our guiding principles states: "When identifying problems, offer strategies and solutions for the common good." This principle goes for our students, as well as for the entire staff. Without proficiency in character and academics it cannot be ensured that the children will be offered the opportunity and choice to succeed. (*The Economics of Inequality, Heckman, 2011*)

#### b. Professional Culture

The culture at LRA is collaborative and professional. The professional development is aligned with assessment results and teacher needs. Priorities are reflected in the way in which funds are allocated. For instance regular professional development days are scheduled during which time teachers meet, read professional literature, conduct book studies and engage in other professional growth activities. Time is allotted for Professional Learning Communities to meet and analyze data, look at student work and plan individualized instruction. In addition we will fund additional Pupil Free Days in order for our teachers to examine CCSS, research-based best practices, Global Studies, and Project-based Learning. We have also invested in an Instructional Coach who provides assistance and support to both teachers and students.

We believe that a collaborative culture includes the opportunity for teachers to regularly reflect on their practice. Therefore, teachers participate in peer observations, provide feedback and question each other. The principal also participates in consistent classroom visits, using the coaching cycle of observation, conferencing and offering actionable feedback. Teachers are expected to propose and lead professional development as well as sharing best practices. As one of our guiding principles states, "Our growth together requires us to develop individually and to share our knowledge with others."

### **5. School Planning Team/ Design Team Capacity**

The members of this team come with a wealth of knowledge and experience. Most were part of the original Design Team that wrote the PSC 3.0 plan for what is now Lucille Roybal-Allard Elementary. They all hold similar educational philosophies and are committed to the vision and mission of LRA. They were selected by their peers, and their voice represents the consensus thinking of the school.

Reina A. Schaffer, principal at LRA, was selected through a panel interview by members of the original Design Team. Her teaching philosophy and leadership style align with LRA's mission and vision. Her experience and expertise with Global Studies and Dual Language Programs prepared her to undertake the task of leading and shaping the culture of a new school. Her wealth of experiences as a Nationally Board Certified Teacher, coordinator, and coach gives her a strong understanding of both school operations and instruction. Ms. Schaffer holds Bachelor of Arts Degree, Latin American Studies, and a Masters Degree in Educational Leadership through California State University, Northridge.

Martha Gonzales, is currently the Categorical Programs Advisor at LRA. Her experience in the classroom was invaluable before becoming a Dropout Prevention Specialist, which she did for nine years. She then worked at Local District 6 (LD6) as a Response to Intervention and Instruction (RTI<sup>2</sup>) expert and for two years was the Safe and Healthy Schools Facilitator at LD6 under Title IV and Health Education Programs. In these capacities, she worked with all LD6 schools to not only address the instructional needs of students but also to focus on the attendance and attitude components of RTI<sup>2</sup>. Ms. Gonzales holds a Teaching Credential, Dropout Prevention Specialist Certificate and an Administrative Credential.

Hang Nguyen currently works at LRA as an Instructional Coach. After graduating from the University of California, Los Angeles, Hang spent two years in Japan as a teacher in the JET Program; she has also traveled extensively. She received her Masters Degree in School Administration at California State University, Dominguez Hills and is a Nationally Board Certified Teacher. She was at Miles Elementary for over 14 years and also served as the Title I Coordinator. She is the recipient of a number of grants:

NEA Innovation, Arts Prototype, Target, Richard Riordan Foundation, and Access Books. These opportunities allow her to enrich the lives of students within and beyond the classroom. Due to her knowledge and experiences, Hang serves as the Lead Teacher for the Global Studies Program.

Ruth Navarro is currently a 3<sup>rd</sup> grade Dual Language Teacher at LRA. She worked at Miles Elementary School for 15 years and was the Bilingual Coordinator for almost 9 years. She assisted in the development of a pilot Bi-literate Program at Miles as well as writing the plan for their Dual Language Program. She was a Treasures Facilitator for Local District 6 and was a Thinking Map trainer of trainers. She received her Bachelors Degree from CSU Long Beach and is working on her Masters in Administration from National University. Based on her breadth of experience, Ruth will serve as the Lead Teacher for the Bi-literacy Program.

Maria Alcaraz, is a former student of Miles Avenue Elementary and graduate of Huntington Park High School. She received her Bachelors Degree from Occidental College in English and Comparative Literary Studies and has a Masters Degree from California State University, Los Angeles in Urban Curriculum and Instruction. She worked at Miles Ave Elementary for 10 years, including 7 years at their Math/Science/Technology Magnet Center. Maria has taught several grade levels and is a Nationally Board Certified Teacher. Maria is currently the UTLA representatives at LRA.

Cecilia Equihua is a Kindergarten teacher at LRA. She worked as a student aide at Miles Avenue Elementary School, became a teacher's assistant and eventually a teacher there. She has taught in various grade levels and served as a writing coach for three years. She has led the staff in developing curricular calendars, reading comprehension strategy charts and rubrics in both reading and writing. She has provided parents with various learning opportunities through her Parent Academies. She received her Bachelors Degree in Liberal Studies with an emphasis on Bi-literate Education from California State University, Long Beach and has a Masters Degree in Educational Leadership from California State University, Northridge.

Teresa Rivas is a graduate from California State University, Long Beach where she majored in Liberal Studies and minored in Spanish. Miles is her childhood school where she began her educational career as a teacher's assistant and eventually as a teacher. Teresa has 10 years of teaching experience in K-5 primary urban classrooms in LAUSD. She has taught in both Structured English Immersion and in Bilingual settings. She was nominated for Teacher of the Year in 2012/13 as a Dual Language Kinder teacher. She has also served as a Math Coach, leading professional development and mentoring teachers.

Claudia Martinez came to Huntington Park, California at the age of 12 from Guadalajara, Jalisco, Mexico. She enrolled and graduated from schools in the Huntington Park community. She received her Bachelors Degree in Liberal Studies and a minor in Spanish from California State Dominguez Hills. She holds a Masters Degree in Cross-Cultural Education and a Clear Multiple Subject Teaching Credential. Claudia has 10 years of teaching experience and is a Nationally Board Certified Teacher. She has taught in both Structured English Immersion and Bilingual settings.

Maria, Teresa, Claudia, Hang and Cecilia are recipients of the UCLA Teacher Initiated Inquiry Project (TIIP) grant, which has funded two separate professional development experiences at the at Columbia University's Lucy Calkins Writing Institute, where they have learned practices to improve their teaching of writing to young students. In November 2011, in conjunction with the UCLA Writing Project, they presented at the *With Different Eyes Conference* to teachers of writing.

Angelica Rivera is currently a Resource Specialist Teacher at LRA. She has been an LAUSD teacher for over 15 years both as an RST and in a self-contained Special Day Class. She piloted a full inclusion Special Education Program and also helped develop the Resource Inclusion Program at Miles and LRA.

She received her Bachelors Degree from UCLA and is seeking her Masters in Special Education from California State University Dominguez Hills. Based on her field of experience, Angelica serves as Lead teacher for the Special Education program.

Lisa Robles is a 4<sup>th</sup> grade teacher at LRA and point person for science and technology. She has worked at LAUSD for 21 years, 16 of which have been at the Miles Magnet Center. She worked as a Magnet coordinator for 6 of those years, where she also served as the Science Olympiad Coach. Lisa has been trained with the UCLA Math Project and UCLA Science Project as well as being a participant of Target Science. She has received various recognitions such as the Video in the Classroom award. She also applied for and received many grants for math, science and technology projects. She has a Bachelors Degree from UCLA and a Masters from California State University, Fullerton in Curriculum and Instruction with an emphasis in Technology.

Viridiana Benitez is the Community Representative at LRA. Originally an involved parent who served as president of the English Learner Advisory Council, she is now a member of the staff. Her knowledge of the community and Spanish bilingual skills allow her to effectively communicate and reach out to others. Her vision for parent involvement and engagement far exceeds the traditional views; she brings new ideas and a fresh outlook. An inspiration to her children, Ms. Benitez is an immigrant who received her Bachelors of Arts Degree in Spanish and International Relations from UC Davis.

### **Section III. Pilot Instructional Program**

#### **1. Curriculum and Instruction**

We will use curricular and instructional autonomy to serve our school's vision and mission and to meet the needs of our population. We believe, as reflected in the Common Core State Standards that instruction and not curriculum is the most important factor in student achievement. In *What Works in Schools*, Robert Marzano describes how a Guaranteed and Viable Curriculum (GVC) ensures students have equal access to high quality instruction, variable time and support. We recognize that our students come in with strengths and needs, and it is our goal to meet those diverse learning styles through a rigorous instructional program based on the Common Core State Standards. LRA's academic framework focuses on research-based, best practices that teach students meta-cognition (to have knowledge of themselves as information processors and to ask themselves how new knowledge relates or challenges what they already know) and to ask questions that propel new learning. When students become meta-cognitive about their thinking, they are able to self-assess their current understanding, and those are college and career ready strategies that prepare students to be productive global citizens. We understand that our instruction must center on deep levels of complexity as described in Webb's Depth of Knowledge. LRA enhances the District curriculum by employing the following research-based, best practices:

##### *Bi-literate Program*

Students in our Bi-literate Program will attain high levels of literacy in both English and Spanish since learning a new language develops critical thinking skills. Developing proficiency in two languages is positively associated with greater cognitive flexibility and awareness of language, which contributes to academic achievement (Cummins, 1999). In an ideal dual-language program, a "50/50" model is adopted in which 50% of the students are English only speakers and 50% are Spanish speakers. This cross- group interaction helps students realize the full benefits of the two-way approach, since the presence of native-speakers of both language groups makes the environment of two-way programs more conducive to second language learning. LRA is committed to the development of an additive bilingual environment for *all* of our students. It also promotes higher-level thinking and proficiency in both English and Spanish. LRA's

Bi-literate Program will give English and Spanish speaking students an excellent opportunity to attain high levels of academic achievement while acquiring bilingual proficiency and positive bicultural attitudes.

LRA believes in developing a students' primary language as an asset. As stated in *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* edited by Diane August, "There is ample evidence as well that first-language literacy is related in other important ways to literacy development in English, including word and pseudo-word reading, reading comprehension, reading strategies, spelling, and writing. ***Language-minority students who are literate in their first language are likely to be advantaged in the acquisition of English literacy*** (emphasis added)." It is important to take into consideration the transferability of some literacy skills when planning and providing second-language literacy instruction to students who are literate in their first language. Moreover, the research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-only instruction demonstrate that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English.

#### *Global Studies Program - Bringing the World To Our Students*

Most of the students who culminate from Roybal-Allard Elementary attend Gage Middle School, and then after three years make their way to Huntington Park High. From age 5 to 18, these students learn and interact in a school community characterized as 99% Hispanic. The Search Institute identifies Developmental Assets for Adolescents as building blocks that help young children grow up to be healthy, caring, and responsible. Cultural Competence Asset #34 states that young people have knowledge of and comfort with people of different cultural/ racial/ ethnic backgrounds. In light of this information, LRA's Global Studies Program provides for the lack of diversity by broadening the students' learning experiences and their understanding of the world beyond the perimeter of the school. Through the Global Studies Program, teachers understand how to leverage project based learning strategies to help students investigate the world, weigh perspectives, communicate ideas, and take action. Integrating the Global Studies Program into the daily curriculum becomes the vehicle to engage students in the study of Language Arts, Mathematics, Social Studies and Science. Our Global Studies Program, together with our Bi-literate Program, will prepare our students to become proficient, responsible, and globally competent citizens of a diverse society who are college and career ready.

#### *Gradual Release in All Curricular Areas*

Through the Gradual Release of Responsibility Model (Gradual Release of Responsibility, Pearson and Gallagher, 1993), instruction flows through the following four phases: Modeled, Shared, Guided and Independent. In the first stage, the teacher demonstrates the concept/strategy by thinking aloud, performing the task, and sharing his/her rationale so students understand the required meta-cognitive process. In the shared portion, teachers and students share the responsibility of applying the strategy/concept in the lesson. In the guided phase, the students work in pairs and/or small groups with teacher support to apply the strategy or concept. Finally, in the last stage, students apply the concept/strategy independently as the teacher monitors students for understanding and pulls out students who need more support. The Gradual Release ensures students have the direct and guided instruction necessary to reach the outcomes outlined in the Common Core State Standards.

#### *Reading Comprehension*

Comprehension is not a unitary phenomenon but a "family" of skills and activities that may differ according to factors including genre, background knowledge, and motivation. Several researchers

describe comprehension as involving the interpretation of information in a text, the use of prior knowledge in doing so, and then constructing a coherent representation of what the text is about in the reader's mind. Comprehension is about making meaning of text. A critical component of all types of comprehension is the identification of meaningful relations between different parts of the text. Causal and referential relations are important because they lend coherence to many different types of texts and across reading purposes. Now more than ever, with the Common Core State Standards students will be expected to understand structure and craft as they relate to comprehension. This emphasis on careful rereading and close examination of the text is embedded throughout all of LRA's best reading practices.

In addition, students need to understand the elements of various types of expository and narrative structures. There are two types of processes by which readers identify such relationships; there is an automatic one that the reader is usually not aware of, and a slower more deliberate, and strategic process that requires conscious attention by the reader. The deliberate strategic processes become more important as children read more nuanced texts in the upper grades. To comprehend complete texts, inferential processes must account for more complex relations between events that may not appear in proximity within the text. Teachers employ Read Alouds/Think Alouds to explicitly teach students how to use a variety of reading strategies that deepen their understanding of the text. LRA focuses on the following text-dependent comprehension strategies (Harvey and Daniels, *Comprehension and Collaboration*, 2009):

- *Monitoring Comprehension* is teaching students strategies to keep track of their reading. It includes becoming aware of their understanding of their reading. It allows students to talk before, during and after their reading to clarify understanding.
- *Activating and Connecting to Background Knowledge* acknowledges the importance of a student's prior knowledge as the foundation of their thinking. It teaches them to connect meaning across texts and media. It also allows students to merge new thinking with prior knowledge.
- *Asking Questions* propels the reader's thinking while reading. It is at the heart of inquiry based learning. LRA focuses on QAR to further student's comprehension.
- *Inferring and Visualizing* allow students to take their background knowledge and merge it with new thinking. This strategy allows students to make predictions about the story and to draw conclusions from text evidence.
- *Determining Importance* in non-fiction helps readers learn and remember information. In fiction, this strategy helps students discover new themes or gain new perspectives.
- *Synthesizing and Summarizing* are considered higher order thinking skills. Synthesizing helps a reader get the "bigger picture." It can cement our current thinking or propel our thinking in a completely new direction.

#### *QAR- Higher End of Webb's Depth of Knowledge*

Created by Dr. Taffy Raphael, Question/Answer/Relationships is a teaching methodology, which does the following: It creates a language for ALL by talking about strategies and their use in context. It is a developmental progression that is visible to students and teachers across grade levels. It creates a logical way to organize comprehension strategies and a valuable approach to test preparation. It provides a common language within and across grade levels and across subject areas.

#### *Making the Reading-Writing Connection*

Since differentiation is at the root of effective instruction, LRA teachers utilize TCRWP's Readers and Writers Workshop Models as well as the Units of Study to provide a 50/50 informational and expository curriculum as described in the CCSS. The Workshop Model serves as a vehicle to create mini-lessons that address the Standards and follows a predictable structure: mini-lesson, independent work time/ conferring, and share time. TCRWP describes the model the following way: students "receive direct

instruction in the form of a mini-lesson and a mid-workshop teaching point. The teacher explicitly names a skill that proficient [readers]/writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval for guided practice. During independent work time students [read texts that are within their zone of proximal development or] write, apply the skills and strategies they have learned to their own [reading or] writing [work]. As students [read]/write, the teacher provides feedback that is designed to move students along trajectories of development. The feedback is given through one-to-one conferences and/or small group instruction, and includes instructional compliments and teaching. The teacher helps a [reader/] writer imagine what the next challenge is, and equips that [reader/] writer with the skills and strategies necessary to begin tackling that new frontier.” This Model differentiates instruction for *all* students.

In addition, teachers assess student reading progress periodically throughout the entire school year. Each classroom is equipped with a leveled library that allows students to read books at their independent level. Students learn at a structured pace that matches their instructional level when guided by the teacher and their independent reading level during Readers Workshop. The ultimate goal is to meet and/ or exceed grade level reading proficiencies. During conferring time, the student works with the teacher and to determine and then practice the reading strategies that need to be achieved to move onto the next proficiency level. Providing students with feedback is determined to have the highest effect sizes in relation to the impact on student learning as described by John Hattie in *Visible Learning A Synthesis of Over 800 Meta- Analyses Relating to Achievement*. The last portion of the workshop involves sharing, where students receive feedback and are celebrated for communicating their writing to a wider audience. Feedback can be given from student to student or teacher to student. The comments and questions serve as teaching points not only to the sharing student but also to the rest of the class.

#### *Specifically Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP Model)*

At LRA, we use components of the SIOP Model developed by Jana Echevarría and MaryEllen Vogt and SDAIE strategies to support English Language Learners access to core curriculum, to develop academic language, and to promote positive social interaction among students of diverse cultural backgrounds. SDAIE strategies allow teachers to differentiate effectively and make content comprehensible, thereby providing equal access to the core. The strategies create a student-centered classroom where everyone is encouraged to engage in accountable talk in a non- threatening environment.

#### *Marzano’s Nine Strategies (2001):*

In Robert Marzano’s *Classroom Instruction That Works* and *Classroom Instruction that Works with English Language Learners*, (Hill, 2006), he talks about the importance of using graphic organizers to help students explain their thinking and learning. Thinking Maps can be used to evaluate student comprehension and strategy use. For example, when using the Gradual Release of Responsibility to teach inferring as a reading strategy, the teacher can fill out a one-sided Multi Flow Map to demonstrate to students the meta-cognition behind their thinking processes. The Thinking Map is a visual tool that helps students see how text, picture clues, and background knowledge leads to an inference. In writing, students can use a Tree Map to organize information into paragraphs. During science instruction, students can determine plant life cycle stages using a Circular Flow Map. When introducing a new math concept, teachers can use the Circle Map to activate their prior knowledge and monitor new learning. Students use Thinking Maps to synthesize their understanding and deepen their thinking.

### **Mathematics**

According to the 2007 National Math Report titled *Algebra in the Early Years*, students must have a solid foundation in number sense including rational numbers and geometry to succeed in algebra in upper

elementary and middle grades. Current data shows students are highly proficient in mathematics in elementary school, however, by the time our students reach Huntington Park High School, 8% will score proficient in mathematics assessments. Our students must have the ability to show their mathematical thinking by responding to constructed response questions in words, numbers, pictures and symbols. The report states that algebra is, “more than moving symbols around. Students need to understand the concepts of algebra, the structures and principles that govern the manipulation of the symbols, and how the symbols themselves can be used for recording ideas and gaining insights into situations.” (Algebra in the Early Years p. 36) Aligned with the thinking and research outlined in the CCSS-Standards for Mathematical Practice, mathematics instruction at LRA will build on concept lessons and incorporate math problem solving strategies to make students aware of their meta-cognitive thought processes. The following principles serve as the basis for our math instructional program:

- Mathematics is fundamental for students to participate as active members in a 21st century global society.
- Mathematics not only includes learning computational skills and memorizing facts to the level of automaticity, but by organizing those facts into a conceptual framework students will gain insight into why mathematical procedures and algorithms work.
- Mathematics instruction is based on students actively engaged in reasoning and critically thinking about how skills and strategies can be applied to real-world problems/ situations.
- Because algebraic thinking is an essential standard woven throughout the kindergarten through 12th grade CCSS, teachers build and articulate on algebra skills and strategies, laying the foundation for proficiency and math success at the secondary levels.
- Students apply their understanding and make connections to science concepts by making calculations to support their theories.
- Students participate in investigations that require them to formulate conclusions/ arguments in which they involve others in academic discourse, leading to a deeper understanding of math concepts.
- Teachers use the CCSS to determine what needs to be taught and within what grade level sequence; to establish what students must understand as concepts build across grade levels; and to evaluate what students should be able to do to express their grasp of mathematical concepts and processes.

According to the research described in John Hattie’s 1999 “Influences on Student Learning,” he cites instructional quality as third highest in the impact it has in advancing a learner’s achievement by one year. LRA teachers understand that research based practices in math instruction involve having a balanced program. Teachers embed the learning of computational facts to automaticity with other Essential Standards, which are delivered through focused concept lessons. Teachers use the gradual release of responsibility model to engage students in problem solving skills and strategies that include being able to create a diagram/picture; to construct a table and/or graphs; to construct a model; to construct an organized list, to discover a pattern, to solve simple problems, to use mathematical reasoning to construct arguments, to involve others in academic discourse, and to write written equations.

Instruction moves along a continuum from concrete to abstract. Teachers allow for choice and collaboration through individual and small group work activities. Students are given opportunities to explore, use manipulatives to show thought processes and solve math problems, discuss through accountable talk, and present mathematical ideas. Students engage in metacognition- thinking about their thinking- so they can see that math is not only about product, but the mental processes we go through to reach the conclusions that we do.

Students make connections to expository writing by recording their observations, thinking, and reflections in a journal, which allow them to demonstrate various concepts, to develop multiple perspectives and/or methods, and to express mastery of their learning. Students work in cooperative groups to incorporate

process technology, such as Word, Excel, and Powerpoint and the Internet to illustrate information collected through mathematical investigations. Teachers instruct students on how to create spreadsheets, computer generated graphics, graphs, charts and Powerpoints. Students demonstrate their mastery of mathematical concepts through multimedia presentations, as well as both orally and in writing, which they will share with their peers and parents. These presentations will provide opportunities for performance-based assessment. Student understanding and effective teaching is evaluated through periodic administrating and monitoring of formative and summative assessment results. Data is gathered and used to reflect upon the teaching and learning, resulting in more specific and targeted instruction to meet diverse student needs.

## **Science**

One of our goals is to create students who are scientifically literate. They will have a hands-on, mind-on experiences. Learning will be inquiry-based, which in essence stems from student-generated questions about a topic (Harvey and Daniels, Comprehension and Collaboration, 2009). Student work is collaborative while teachers work as models and facilitators. As stated in the National Science Standards, "Inquiry into authentic questions generated from student experiences is the central strategy for teaching science." There are eight standards as identified in the National Science Education Standards: unifying concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspectives and history and nature of science.

**Unifying Concepts and Processes** In order to understand scientific concepts, students first need to have an understanding of the unifying and processes. Unifying concepts and processes, which run from K through 12, include:

- Systems, order, and organization.
- Evidence, models, and explanation.
- Change, constancy, and measurement.
- Evolution and equilibrium.
- Form and function.

**Science as Inquiry** In grades K-8, students learn the processes of scientific inquiry and learn the abilities to do it. This helps students develop:

- Understanding of scientific concepts.
- An appreciation of "how we know" what we know in science.
- Understanding of the nature of science.
- Skills necessary to become independent inquirers about the natural world.
- The dispositions to use the skills, abilities, and attitudes associated with science.

## **Technology**

To compete in the global economy, students need to be able to use the tools of that time. To meet CCSS goals, students should have the ability to gather, comprehend, analyze, and report on information and ideas. Students work in authentic, integrated ways to problem-solve and create projects that demonstrate their thinking. They can access print and non-print resources with current digital media to conduct project investigations. In mathematics, they use digital tools to construct arguments and critique the work of others. Students construct models and create spreadsheets to integrate their research. Technology allows students to work collaboratively and think critically. Students have hands-on experiences with computer, video and photography to complete project goals and understand how to operate as global citizens.

## 2. Assessment Plan

LRA emphasizes formative assessments because research shows they have the strongest impact on student learning. Formative assessments though first described in 1967 by Michael Scriven came to widespread attention only with a 1998 article by Dylan William and Paul Black entitled, *Inside the Black Box: Raising Standards Through Classroom Assessment*, which detailed their findings based on their meta-analysis of the power of formative assessments on student learning. In Dylan William's latest book Embedded Formative Assessment (2011) he provides this definition: ***An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.***

It is important to note that Williams only considers an assessment as formative if it is used to alter future instruction. Common Formative Assessments are a refinement introduced by Richard DuFour, who describes formative assessments as being created by groups of teachers from the same grade or department. At LRA grade level PLCs develop CFAs as the instrument to measure whether all students are learning because they combine two of the strongest effects found by John Hattie (2009). CFAs provide feedback to teachers about what their students have learned as a result of instruction (effect size .90) and descriptive feedback to the students (effect size .73) about exactly what they need to do to improve their achievement level (Hattie, 2009: See Appendix O.) Hattie found that the feedback to the teachers about the performance of their students was so impactful because it helps make student learning visible to them. The process of creating CFAs begins with the PLC determining their essential standards, deconstructing them into what each requires students to be able to know and do. Then, identifying the learning targets students need to achieve to become proficient. CFAs should be given after one or two learning targets have been taught. Teachers should then immediately analyze the results to reflect on the impact of their instruction and to provide intervention to those students who have not met the learning target before moving to the next target. Feedback to students on CFAs should be in the form of specific guidance on how to improve their work. Such as, "You wrote in your paper that you were worried recess would be over before you had your turn at handball. Look in your writing and find a place where you can add dialogue, or use descriptive words to show not tell your readers how you felt." William strongly suggests that formative assessments should not be scored, rather analyzed to see whether students are able to apply newly acquired knowledge to a similar but new context. For example, after teaching students how to identify the main idea in a selection, a CFA will illicit information about whether the students are able to identify the main idea in a new passage. By analyzing the student responses as a PLC, teachers can reflect on what aspects of their teaching were most effective and which ones need to be refined.

**Proposed Assessment Schedule for LRA**

<b>Span</b>	<b>Assessment</b>	<b>Frequency</b>	<b>Purpose</b>
K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	3 times per year for screening, progress monitoring as needed	Universal screening and progress monitoring
	Indicadores Dinámicos del Éxito en la Lectura (IDEL)	Same as above for dual-language students	Same as above for dual-language students
	DRA or TCRWP	At least 4 times/year	Diagnostic , Formative and Summative
	Literacy Periodic Assessment	3 times per year	District Formative Assessment
	PLC created CFAs	Frequency varies according to student needs, every 3 to 6 weeks	To provide feedback to the teacher about the effectiveness of instruction and to the student about exactly what areas they need to improve
	Mathematics Periodic Assessments	3 times per year	District Formative Assessment
	Smarter Balanced grade 2	Annually	Summative Assessment
	STS (2 <sup>nd</sup> and 3 <sup>rd</sup> grades)	Annually	Summative Assessment
3-6	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)for 3 <sup>rd</sup> grade and Special Education students	3 times per year for screening, progress monitoring as needed	Universal screening and progress monitoring
	Indicadores Dinámicos del Éxito en la Lectura (IDEL) for 3 <sup>rd</sup> grade	Same as above for dual-language students	Same as above for dual-language students
	DRA or TCRWP	At least 4 times/year	Diagnostic, Formative and Summative
	Literacy Periodic Assessment (until further notice)	3 times per year	District Formative Assessment
	Science Periodic Assessments (until further notice)	3 times per year	District Formative Assessment
	PLC created CFAs	Frequency varies according to student needs, every 3 to 6 wks	To provide feedback to the teacher about the effectiveness of instruction and to the student about exactly what areas they need to improve
	Mathematics Periodic Assessments (until further notice)	3 times per year	District Formative Assessment
	Smarter Balanced grades 3-6	Annually	Summative Assessment
	STS	Annually	Summative Assessment
	CST Science 5 <sup>th</sup> grade only (until further notice)	Annually	Summative Assessment
	California Fitness Gram	Annually	Summative Assessment
	Mathematics Diagnostic Assessments	Annually	Programming
	Maze Diagnostic Assessments in ELA Classes (3 <sup>rd</sup> grade)	Annually	Programming

### *Differentiation Within the Classroom*

Academic needs of the students are initially addressed within the classroom setting. The workshop model serves as a vehicle for each teacher to differentiate instruction in areas not targeted by RTI<sup>2</sup> within that time frame. Interventions are provided “between the bells” in order to ensure access to all students, whether for academic or behavioral assistance.

### *Response to Intervention and Instruction (RTI<sup>2</sup>)*

To address the academic needs of all students, teachers work in PLCs to put into practice a Response to Intervention and Instruction Model developed from the PLC framework designed by Austin Buffum, Mike Mathos, and Chris Weber. Articulated first in Pyramid Response to Intervention (2009) and amplified in Simplifying Response to Intervention (2012), they use four principles to guide RTI work at schools. The first is collective responsibility for the individual success of every student in the school. The second is convergent assessment, which is a continuous process of analyzing data to determine the learning needs of each child and the effectiveness of the instruction they have received. Next is concentrated instruction, which is a systematic process of identifying the essential knowledge each student needs to master and determining specific learning goals for how each student will get there. Finally there is certain access that guarantees each student receives the time and support they need.

In this model each grade level works collectively to provide differentiated instruction to their students. Differentiated instruction during Response to Intervention and Instruction (RTI<sup>2</sup>) will be based on the student data collected from LAUSD’s designated Universal Screenings, diagnostic assessments such as DRA (Pearson, 2011) and common formative assessments created and implemented by each grade level’s PLC. Once the students are assessed with the Universal Screening and/or diagnostic assessments, the PLC analyzes the data and targets the Essential Standard that demonstrates the most need. Once the needs are identified, the PLC members create several formative assessments to aid in the appropriate grouping of the students. Although assessments may vary in terms of Webb’s Depth of Knowledge, the standards assessed remain the same. Placement is based on assessment results and student needs. Per PLC, students are grouped by their common areas of need and receive targeted instruction in a small group setting from a highly qualified teacher. Each teacher within the PLC is assigned a group of students based on their teaching strengths, proficiency within the targeted area and experience with the grade level curriculum. Depending on the group, the PLC implements Pyramid Response to Intervention and Instruction 45 minutes per day, in a 6-9 week cycle of instruction, which includes remediation, standards based instruction and enrichment.

Throughout the instructional cycle, the PLC meets weekly to discuss the progress of students and to make any changes in placement or instruction. Intensive, as well as benchmark and gifted/ high performing students, will receive instruction based on their needs which may include enrichment and/or intervention. Groups are flexible and can change in number any time depending on student progress throughout the instructional cycle. At the midpoint of the RTI<sup>2</sup> cycle, students are reassessed and then regrouped if needed. PLC members are flexible and conscious of sudden changes in their group and instruction. The cycles may alternate between core subjects, ELA and/or math standards. The instructional cycle concludes with a final assessment of all the students, using the CFAs. The most recent data is analyzed, and members discuss possible factors impeding growth in low performing students. The PLC finally re-evaluate the growth of the students, the targeted power standard and whether instruction was successful. The team then decides to continue RTI, focusing on the same essential standard or choose a different essential standard. After reflection, the RTI cycle begins again.

### *English Learners*

We address the needs of our English Learners by providing research based best practices, such as SDAIE, SIOP, and enhanced ELD instruction. To support ELs, teachers begin the lessons by activating prior knowledge and use Thinking Maps prior to and throughout the lesson. Thinking Maps not only offer visual support for ELs and EOs, but the lexical phrases correlated to each of the Maps help the student frame their thinking, speaking and ultimately their writing. Along with the use of Thinking Maps, a focus at LRA will be the use of writing as a synthesis of learning, with a particular emphasis on expository.

### *Special Education/ RSP*

Our model for RSP is full inclusion so students interact with positive role models for behavior and academic effort. The RSP teacher supports each grade level during small group instruction. The RSP teacher(s) also work with students who are at academic risk as indicated by CFA data.

The SWD population is of concern because of their far below achievement on the CST, and the fact that few students have exited the Special Education program at Miles or San Antonio in the past few years. We will address this by implementing a full inclusion model for Special Day Classes and RSP students. Our experience is that when SWDs receive core instruction in general education class, not only did their achievement grow but that the general education students changed their perception of them in a positive way. Our goal for the SWDs is to be integrated into the larger classroom community and for their achievements to be the joint responsibility of the grade level PLC. As reflected in our guiding principle, “everyone matters.” All SWDs receive core instruction in general education classrooms supported by the Special Education teachers and teacher’s assistants to the fullest extent possible. Since almost all of the students with IEPs are also ELs, they receive “front loading” using the EL component of Treasures that emphasizes vocabulary development and building background knowledge, before receiving the core instruction at grade level in general education classrooms. The frontloading may be in the student’s primary language to support transfer to English.

### *Identified Gifted and Talented*

Our goal at LRA is to surpass the District’s rate of 6% identification of Gifted and Talented students. We are aggressively reviewing data to accurately identify student eligibility. To meet the needs of these students, they will be offered personalized, individual instruction including appropriate placement in RTI2, project based learning, field trips and supplemental materials.

Some underperforming gifted students need help with social-emotional assets. LRA focuses on helping these students achieve their fullest potential. LRA understands the importance of building intrinsic motivation to ensure success.

### **3. Professional Development (PD)**

The focus of professional development at LRA is to build shared knowledge and common practices around the school’s instructional initiatives, increase teacher capacity and effectiveness and develop a culture of collaboration. P.D. is guided by school data, classroom observations, staff needs, and district/state mandates. Teachers understand that P.D. is an ongoing process that involves Action Research and the Gradual Release. We will provide professional development in Common Core ELA and Mathematics, Readers and Writers Workshop Models, ELD, and Global Studies. This learning cycle occurs during bank time and in PLCs.

PLCs ensure the academic success and social-emotional well-being of every student in the school. Teachers continuously improve their teaching proficiency for each subgroup by analyzing data, creating

CFAs, and using action research to improve their ability to create conditions that support student learning. They are trained on assessment development, data analysis, grouping, targeted lesson planning, and reflection. PLCs drive the professional development culture of LRA by answering the four fundamental questions of PLCs:

1. What exactly do we expect all students to learn?
2. How will we know if and when they have learned it?
3. How will we respond when some students don't learn?
4. How will we respond when some students have already learned?

The outcome of this process is for each PLC to:

- Clarify learning intentions and share criteria for success
- All teachers know how to engineer effective classroom discussions, ask questions, created learning tasks that elicit evidence of learning
- How to provide feedback that moves learners forward because not all feedback is equal
- How to activate students as the owners of their own leaning
- How to activate students as instructional resources for one another

To have a positive impact on student learning, professional development needs to be focused on a few topics over the course of the entire school year. In all topics, particular attention should be paid to the needs of EL and SWD students. At LRA the topics will be:

- Social-emotional skills
- Common Core State Standards
- Developing and using Common Formative Assessments
- Expository reading and writing
- Bilingual methods

Further professional development topics will be selected through PLC conversations and Book Study to best support the goals of the plan.

## **Book Study**

In the forward of Thomas Guskey's book Evaluating Professional Development (2000), Dennis Sparks longtime head of the National Council of Staff Development, states that "a significant portion of the staff development should occur every day on the job among teams of teachers who share responsibility for high levels of learning for all of the students represented by the teachers on the team". This is exactly what occurs in the PLC model described above, where much of the learning occurs within the grade level PLC meetings rather than only on Bank Time Tuesdays. The structure of professional development will be through weekly one-hour PLC meetings and PLC articulation meetings every other bank time. There is also daily collaboration time built into the daily schedule. All teachers, in groups of 5-7 will be members of book talks that meet periodically for professional reading with the purpose of "sharpening the stone," honing the craft. It is important for vertical articulation that this new learning occurs in groups composed of teachers from different grades to ensure that there is a common understanding of the new learning. An additional benefit of the book talks is they provide an opportunity to build relationships amongst teachers of different grades. The selections reflect the academic and/or social and emotional needs of our students. One such book would be Pauline Gibbons English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone (2009), which will be our first selection. Subsequent selections alternate between those chosen for the entire staff and those selected by the individual book talks to provide differentiated learning opportunities. We know teachers are at varying stages of their career and the book talks create a clear vision for our school. One of the beliefs at LRA is that we are all leaders and these book talks will further all teachers development in their career.

## **Global Studies Education**

Aligned to our mission and vision we offer professional development that helps teachers develop students who are globally competent and who are college and career ready. We offer teacher release time for teachers to collaborate, full P.D. days where teachers receive new learning from experts in the field, opportunities for conferences and we will also have Pupil Free Days dedicated to developing project-based learning curriculum. Trainings will be provided to teachers on how to integrate the four global competencies in all areas of the curriculum: 1. Taking Action 2. Communicating Ideas 3. Weighing Different Perspectives 4. Investigating the World. Teachers will also partner with other schools whose focus is global studies to study and learn best practices.

### **4. School Schedule and Calendar**

At Lucille Roybal-Allard Elementary School, our main focus is to maximize quality instruction for students and professional development for staff by emphasizing student-centered instruction. At the core of that instruction is student assessment through the use of formative and summative assessments, as well as informal observation and even conversations with a student's prior teacher. These assessments allow our teachers to focus on explicit instruction based on need as well as the use of research-based strategies for different learning modalities.

Since our focus is instruction based on need, Response to Intervention and Instruction (RTII) is an integral part of the success of the students. Through RTII, our students will receive explicit instruction at their instructional level to ensure the thorough understanding of concepts and skills in the core subject areas. RTII will take place during the school day with a highly qualified staff. Not only will all our teachers participate in RTII but so will our Resource Specialist Teacher as well our Instructional Support Teacher. With the help of these two out of the classroom teachers, our most needy students will receive quality instruction, thus ensuring their success in the core curriculum.

Another time of day when students receive research-based instruction, according to their specific needs is during Reader's and Writer's Workshop. During Workshop, students are given specific goals and instruction designed to guide them and challenge them at their own pace, but with meeting and surpassing the Common Core Standards in mind.

Below is an example of what a typical day at Lucille Roybal-Allard Elementary School might look like. While all students will receive instruction in all subject areas detailed below, as a grade level, the teachers will have some freedom to change the schedule. Ultimately, the teachers understand what their students' needs are and may alter the schedule to fit those needs

The staff at LRA understands that guiding students towards being global citizens does not mean fitting in Global Studies into a subject or block of the school day, but rather shifting the paradigm and involving students in 1. Weighing Perspectives, 2. Investigating the World, 3. Communicate Ideas and 4. Taking Actions. Global Studies will be more of a framework used during all core subjects and discussions, thus elevating students' thinking beyond their classroom.

This schedule is an example of what a day at Lucille Roybal-Allard might look like, but might change due to the needs of the students and the needs of the school as a whole. The staff at LRA continuously evaluate the needs and progress of our students and will shift the calendar to meet those demands if needed.

## **K-3**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	RTII/ELD Universal Access				
9:00-9:50	Core program: Reading comprehension/ Response to literature				
9:50-10:10	Recess	Recess	Recess	Recess	Recess
10:10-11:00	Readers Workshop				
11:00-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:30	Mathematics/ Problem Solving				
12:30-1:20	Writers Workshop				
1:20-2:00	Social Studies	Professional Development/ Staff Meeting	Social Studies	Social Studies	Social Studies
2:00-2:30	Science		Science	Science	Science

4-6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	RTII/ELD Universal Access				
9:00-9:50	Core program: Reading comprehension/ Response to literature				
9:50-10:30	Readers Workshop				

10:30-10:50	Recess	Recess	Recess	Recess	Recess
10:50-11:40	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
1:30-2:30	Project Based Learning/Social Studies	Professional Development/ Staff Meeting	Project Based Learning/Social Studies	Project Based Learning/Science	Project Based Learning/Science

### **Professional Development**

Besides the Pupil Free Day, at LRA we will offer one other professional development days prior to the beginning of the school year, funds permitting, to be paid at training rate. Each day will have a particular focus with teacher planning time embedded into the day. For example, the first day will center around Language Arts, while the second will focus on mathematics and the third on Global Studies. Each day will begin by examining CCSS and research-based best practices to use in the classroom and end with 2 hours of backwards planning in PLCs. Professional Development will also be needs based and in order to meet the needs of the teachers, during the summer a needs assessment survey will be emailed out and used to plan the PD days.

Teachers will also meet twice a week to further their knowledge of strategies and practices. Once a week the staff will meet as a whole and on a separate day teachers will meet in their PLC to discuss student achievement, classroom data, and plan for RTII.

In order to maximize professional growth and increase awareness of best practices, immediately after the LPA's or Math quarter assessments the staff will take a pupil free day. The staff will review CCSS and reflect on their respective grade level's performance as well as their own classroom's performance. Teachers will segregate the data into advance, proficient, basic, below basic and far below basic. In grade levels, teachers will reflect on their data and target key standards where proficiency was not met and develop lessons to reteach. Teachers will also consult each other and reflect on lessons that worked well and share those best practices and strategies used.

### **5. Staffing**

The leadership structure at LRA supports teacher empowerment, distributive leadership and communication. The instructional team is composed of elected grade level chairs, coordinator, principal, and an intervention support teacher. The instructional team meets regularly to analyze school data, to discuss academic progress, and to make recommendations regarding schedules, instructional materials, professional development needs, etc. all members of our school community are represented. In this manner, we ensure all students, including English Learners and students with disabilities, receive appropriate instruction and services. The administrative team includes the principal, coordinator, intervention support teacher and special education coordinator. This team is charged with managing the

daily operations of the school. As Comer states, we understand that consensus, collaboration, and problem solving contribute to teacher growth and create a culture of mutual respect and responsibility.

To achieve our Vision and Mission, we reserve the flexibility to hire the following staff:

- Principal
- Assistant Principal
- Categorical Programs Advisor
- Intervention Support Coordinator
- Resource Specialist Teacher
- Plant Manager
- School Administrative Assistant
- Office Technician
- Cafeteria Manager and Staff
- School Nurse
- School Psychologist
- Teachers (based on enrollment)
- Paraprofessionals (based on supplemental budgets)
- Students Aides
- Community Representative
- School Supervision Aides
- Campus Aides

All prospective certificated personnel will submit a resume and portfolio and agree to be observed teaching a lesson aligned to the LRA Vision. To ensure effective instruction and services for ELs and students with special needs, all teachers are required to have the appropriate certifications. Prospective teachers will be informed of and agreed to the expectations contained in the Plan. To build school capacity, establish expertise, and facilitate the development of the Bi-literate and Global Studies Programs, staffing is aligned to LRA's Mission and Vision. In subsequent years as school needs are determined based on a comprehensive analysis of data, LRA elects to add support staff such as a psychiatric social worker, a pupil services and attendance counselor, a school psychologist, and/or coordinators. These positions support LRA's Mission and Vision to provide for the whole child by addressing the social-emotional needs required in order to achieve academic success.

In addition to following district mandated performance reviews we hold ourselves accountable by using the Teaching and Learning Framework as a tool and reflective guide for mutual observations. In *Student Achievement Through Staff Development (3rd Edition) 2002*, Bruce R. Joyce continues his earlier research demonstrating that without feedback, new learning does not become part of a teachers' repertoire. PLCs are responsible for observing and providing descriptive feedback to each other about aspects of the framework. Feedback is given during planning time as PLCs collaborate on lesson study. Feedback is also provided when teachers observe one another using the lesson study protocol. Using the Standards in Practice model, PLCs look at student work and use that data to determine future instruction. Teacher performance is determined holistically through principal observation, peer observation, and contributions to the school community. We will utilize an additional measure namely the RFP: Observation of Teacher Practice, Contributions to Student Outcomes, Stakeholder Feedback, and Contributions to School

## Community

At LRA, successful teachers will be looked at as models and possible lead teachers in the future. Teachers who are not as successful will be provided with the support necessary to improve, however teachers who do not improve after repeated coaching, will be subject to dismissal.

## 6. Budget

LRA will use the per pupil funding structure and will align budget expenditures with the school's Mission and Vision. LRA determines budget priorities by convening its various governance committees. Through participation in ELAC and SSC, parents have a voice in how categorical monies are spent. During Instructional Council, teacher representatives and administration meet monthly to discuss school data and professional development. The parent committee and teacher council offer essential feedback and

recommendations to SSC, the school's decision-making council. The budget committee and the principal will oversee the distribution of the general, per pupil fund.

Funding for our Bi-literacy Program and Global Studies Program is a budget priority. We also enhance the reading curriculum by implementing Readers and Writers Workshop as well as first read instruction.

We allocate resources to fund Professional Development, instructional materials, classroom libraries, and professional literature. LRA also reserves the right to seek alternative funding sources that help implement its instructional initiatives.

Within this budget structure, LRA stakeholders use performance data and classroom observations to determine budget needs. We leverage the use of research-based best practices to ensure teachers have the time and autonomy to plan, implement, and reflect on the teaching and learning. Allocating release time as part of the school's budget allows teachers to work collaboratively in professional learning communities to share ideas and organize RTI to ensure *all* students can achieve at high levels. Teachers also understand that analyzing student data provides a more holistic picture of student learning needs and guides instruction. LRA sets aside at least one paid day prior to the start of the school year. During this Orientation period, teachers receive targeted professional development, and students and their families are welcomed early to participate in goal setting meetings with the teacher who will administer beginning of the year reading assessments. This head start on the school year offers teachers the opportunity to build relationships between the school and home and to make early determinations about student learning needs and goals.

In addition, the school reserves the right to make decisions about the allocation of funding for personnel in and out of the classroom. LRA elects to purchase supplemental positions, such as coordinators, coaches, and class-size reduction teachers, and health and human services staff, beyond District norms. These essential personnel support the school's vision of creating outstanding student leaders who are globally competent and college and career ready. They provide professional development, offer coaching through the gradual release of responsibility model, work with students during intervention and/ or enrichment, and support struggling families so that students can be successful. LRA also reserves the right to not hire non-essential staff.

## **7. Governance**

In selecting the Pilot Plan Governance Model, LRA's goal is to provide a quality education and environment enabling all students to become proficient, responsible, and globally competent in a diverse society. We believe implementing research-based best practices raises student academic achievement in the core subjects of English Language Arts and Mathematics and prepares them to be college and career ready.

LRA utilizes a multi prong approach to school organization. Based on state and federal mandates, the English Language Parent Advisory Committee (ELAC) addresses the needs of English Language Learners. Based on classroom observation, analysis of school data, and student performance, ELAC discusses the needs of its focus population and makes recommendations to School Site Council regarding budget and instructional priorities. We will also establish an Instructional Council comprised of grade level teacher leaders who meet on a monthly basis to discuss school data, student academic growth, and professional development. The Council provides necessary feedback and reflection from teacher-led Professional Learning Communities (PLC) that allows the school to gauge the course of professional development. This crucial data makes connections between the teaching and learning. Instructional Council also provides informed recommendations about the budget, which are brought to School Site Council(SSC). Considered the decision making body of the school, SSC is composed of 50% parents and 50% teachers, staff and the Principal. This composition allows the school to make choices for the

common good that impact all stakeholders. Each constituent group nominates and elects a member to serve as their representative on SSC. During its monthly meeting, SSC members gather input from the other parent and teacher groups and align school needs with budget to determine expenditures and educational priorities.

In establishing this structure, LRA believes in a culture of shared leadership where all stakeholders' input is valued and guides the direction of the school. We understand high student performance results from a collaborative culture of consensus, capacity building, and problem solving for the common good.

### **8. Rationale for the Autonomous Model Chosen**

The foundation of student learning rests in the Common Core State Standards. We supplement our instruction by offering the students two programs: 1. The objective of Dual Language is for students to culminate bi-literate in Spanish and English. 2. The CCSS identifies the need to develop 21<sup>st</sup> century learners who are college and career ready. The Global Studies Program serves as a vehicle to access core content knowledge by building student competencies in weighing perspectives, communicating ideas, understanding the world and taking action to affect change. These two programs engage student learning by encouraging discussion, developing writing to synthesize understanding, and focusing on reading comprehension at high levels of complexity.

Understanding that there is a symbiotic process between the teaching and learning, LRA staff implements research-based best practices to address the varying needs of all our students. For English Language Arts, teachers base their reading instruction on the shoulders of Daniel and Harvey's Collaboration and Comprehension as well as the work on Teachers College Reading and Writing Project. Teachers employ the Units of Study as a tool to engage students in reading comprehension work and writing in all the major genres addressed in the Common Core State Standards. Writing allows students to synthesize their understanding and to communicate that thinking to others. Our math instruction focuses on using problem solving strategies and critical thinking skills to meet the Standards and the 8 Mathematical Practices. We employ project-based learning connected to real-life issues and foster a critical thinking environment. The Pilot Model allows us the autonomy to select highly qualified staff trained to implement our supplemental programs in reading, writing, math instruction, Dual Language, and Global Studies.

Becoming a Pilot school allows LRA the instructional latitude and autonomy to make decisions that enhance and raise student achievement to meet the demands of the Common Core State Standard. To ensure that students receive a high quality educational program, we reserve the right to do the following as a Pilot School:

- Establish the freedom to select and hire staff that are qualified and committed to providing *all* students with a rigorous program that meets academic and social-emotional needs. We also reserve the right to release staff that may not perform to the expectations outlined in LRA's School Plan.
- Have the freedom to determine how school funds are spent based on our academic programs and student needs.
- Make decisions about professional development based on school data analysis and aligned to our instructional program.
- Have the flexibility to set school days and calendar based on data analysis of student needs.

