

Small Learning Community: Global Leadership Academy (GLA)

A. Vision Statement	The Global Leadership Academy is a community intended to challenge and motivate students whose interests, experiences and aspirations have a focused international component and provides a forum for sharing of personal cultural experiences.
B. Mission Statement	The Global Leadership Academy is a learning community committed to preparing students for 21st century careers by bringing together students of various cultures and interests, providing a career-focused curriculum, identifying and developing the skills needed for success and leadership, encouraging the acquisition of an additional language, and exposing students to the contacts and opportunities available within the business community.
C. Describe the culture of your SLC. ie....traditions, college/career	<p>In order to promote a positive, academic, behavioral and social environment that will benefit the students and teachers of the GLA community, all stakeholders must be involved and empowered. Therefore, the GLA community will implement the following:</p> <p>GLA will actively promote an environment that is “student centered” and personalized to meet the needs of all students within the community. GLA coordinators and counselor will meet with students and parents to develop and implement an Individual Graduation Plan (IGP) to ensure that student and parent understand course options and graduation requirements.</p> <p>GLA will also include parents into the equation by conducting meetings to inform parents of graduation requirements, career planning and college and workplace opportunities. Those parents who may be in need of community services will be referred to on-campus and off-campus support services.</p> <p>GLA will actively promote the acquisition of workplace skills that will make each student college prepared and career ready. Monthly activities will focus on career planning, education alternatives and college advisement. This will be done through speaker series on how to be successful in school and in work, through teambuilding activities, incorporating technology across the curriculum, field trips to various colleges, partnerships with community, dual credit enrollment at partner junior colleges, monthly GLA assemblies, job shadowing opportunities, and mock interviews.</p> <p>GLA coordinators and counselor will implement the whole child approach. A common discipline policy will be implemented across the GLA community based on LAUSD Discipline Foundation Policy and Safe and Civil Schools.</p>
D. Electives and CTE Pathway Courses	<ul style="list-style-type: none"> • Marketing/Sales/Service • Finance • Foreign/World languages

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GLOBAL LEADERSHIP ACADEMY (GLA) COURSE SEQUENCE

<u>9th grade</u>	<u>10th grade</u>	<u>11th grade</u>	<u>12th grade</u>
Advisory class	Advisory class	Advisory class	Senior Seminar
English 9	English 10	American Literature Contemporary Composition	Expository Composition/ Modern Lit
Algebra I	Algebra II	Geometry	Math Analysis Calculus
Inter Coordinated Science	Biology	Chemistry	Physics
World Geography/ International Relations	World History	US History	Principals of American Democracy/ Economics
Physical Education	Physical Education	Visual Art	Technical Art
Foreign Language	Foreign Language	Foreign Language	Foreign Language
Business Community/Law	Sales/ Marketing Business Financial Planning	Global Internet Trade Accounting	Virtual Business/ YEP program at El Camino
Life Skills/Health	Intervention class or Elective	Intervention class/Elective/ College Course	Intervention class/Peer tutoring
Mentor- peer	Mentor-peer/community	Mentor- community partner	Internship/ college course
Community Service	Community Service	Community Service	Community Service
*Advance Academy- Business Camp	*Foreign Exchange Program * Topsails- team building	*Foreign Exchange Program *Topsails – team building	

*Summer programs

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<p>E. Differentiated Instructional Techniques that will be used across your SLC</p>	<ul style="list-style-type: none"> • Cornell Notes • Academic Vocabulary- kept in agenda notebooks • Socratic Seminar • SDAIE strategies • Peer counselors • Instructional Conversations • Cooperative Learning Groups • Advanced Graphic Organizers
<p>F. What partnerships do you have/possible partnerships/ and what is their role?</p>	<ul style="list-style-type: none"> • Nagoya Commercial Academy- Sister school in Japan • YMCA- internships, community service • Rotary- community service, service learning projects, speaker series • Junior Achievement- financial literacy simulations • Advancement Academy- business camp • El Camino College/Compton- dual credit • Operation Hope- job shadowing • Boys & Girls Club- community service • Price Water House- job shadow and mentors/speaker series • FAA- internships and summer camps
<p>G. Ways to celebrate successes and student achievements.</p>	<ul style="list-style-type: none"> • “Move to Improve Program”- acknowledge those struggling students who have raised their grade at least one grade level within a semester. • Semester award programs- acknowledge those students who are high achievers • Senior graduation dinner • SLC picnic- entire community will play games, socialize and spend time building connections with one another.
<p>H. What is the draw for your SLC?</p> <p>What is so special about your SLC for each grade</p>	<p>9th Grade</p> <ul style="list-style-type: none"> • Advancement academy/business leadership camp for students who are interested in the world of business and have an interest in developing their leadership skills. • Field trips- college tours and 1 trip a semester for cross-curricular project. • Power lunch- students have an opportunity to hear a guest speaker from various business industries. • All 9th grade students will receive a peer mentor to support them academically as they transition from middle to high school. • International Leaders Advisory (ILA)- governance board for students

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<p>level that students will want to join?</p> <p>Which activities or events happen in each grade level?</p>	<p>10th grade</p> <ul style="list-style-type: none"> • Foreign Exchange Program- students will have an opportunity to travel abroad to other countries and experience their culture, education, and language. • TopSails- teambuilding activity that provides students an opportunity to work together to develop their leadership skills, teambuilding skills while learning how to sail a boat. • Field trips- college tours and 1 trip a semester for cross-curricular project. • Power lunch- students have an opportunity to hear a guest speaker from various business industries. • All 10th grade students will receive a mentor (peer/community). • International Leaders Advisory (ILA)- governance board for students
	<p>11th grade</p> <ul style="list-style-type: none"> • Foreign Exchange Program- students will have an opportunity to travel abroad to other countries and experience their culture, education, and language. • TopSails- teambuilding activity that provides students an opportunity to work together to develop their leadership skills, teambuilding skills while learning how to sail a boat. • Community partner mentor- to guide students through their 11th grade academic year. • Field trips- college tours and 1 trip a semester for cross-curricular project. • Power lunch- students have an opportunity to hear a guest speaker from various business industries. • Job shadowing- students will have an opportunity to shadow employees at various businesses/organizations to get a real world experience of the position or industry. • International Leaders Advisory (ILA)- governance board for students
	<p>12th grade</p> <ul style="list-style-type: none"> • College-level courses through El Camino College to encourage dual credit and acquisition of workplace skills • Internship • Opportunity to be a peer tutor to students in grades 9-11. • Senior graduation dinner- recognition of outstanding students in the 12th grade among peers, family and community partners. • Graduation sashes representing the GLA community of learners. • Field trips- college tours and 1 trip a semester for cross-curricular project. • Power lunch- students have an opportunity to hear a guest speaker from various business industries. • Job shadowing- students will have an opportunity to shadow employees at various businesses/organizations to get a real world experience of the position or industry. • Culminating Senior Project required

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	<ul style="list-style-type: none"> International Leaders Advisory (ILA)- governance board for students
I. Proposed interventions during the day for “D” and Fail students.	<ul style="list-style-type: none"> Mandatory tutoring after five-week grading period or student forfeits participation in school activities. Peer counselors (12th grade students) will be used in classrooms to assist students who are in need of additional help Additional intervention class to support core class Tutoring after school and /or Saturdays
J. How will your SLC support specialized populations? ie.. special needs students, ELL, Honors, AP, AVID	<p>English Language Learners will be supported through the following ways:</p> <ul style="list-style-type: none"> Intervention classes embedded into the school day and on Saturday LAUSD High Point Program is the basis of curriculum instruction for ESL 1-4. ESL teachers attend professional development training in High Point instruction and assessment benchmark achievement. Classroom instruction which recognizes the individual learning styles and modalities. Participation in study skill instruction forums. College and career planning Specially Designed Academic Instruction in English [SDAIE] and scaffolding strategies implemented in EL lesson planning and classroom instruction. EL learners will be provided with personal agendas and time management instruction. LAT (language Acquisition Team) formed to evaluate struggling students both academically and socially which will include attendance issues. Paraprofessional and peer tutoring to support struggling students. Parent support in all aspects of student achievement to include conferences and parent institute with primary language translation resources. <p>Standard English Learners / Special Needs Students will be supported in the following ways:</p> <ul style="list-style-type: none"> Intervention during the school day Use of Culturally Relevant and Responsive Educational [CRRE]Pedagogy Access Strategies:

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	<ul style="list-style-type: none"> ➤ Graphic Organizers ➤ Instructional Conversations ➤ Academic Language ➤ Cooperative Learning <ul style="list-style-type: none"> • Agenda notebooks will be used to develop academic vocabulary and time management skills <p>AVID students will be supported in the following areas:</p> <ul style="list-style-type: none"> • Advanced decoding • Agenda notebooks will be used to develop college vocabulary development and time management skills • Reading comprehension • Written expression and critical thinking • Interdisciplinary planning • Thematic unit development and the use of technology to support instruction.
<p>K. What does assessment look like in your SLC?</p>	<p>GLA acknowledges that there is a need to develop a plan to engage all staff in the process of analyzing state assessment data. The data analysis discussion will be initiated in common planning or professional development time. Key AYP data will be introduced with a focus on understanding the AYP target and how to interpret the data.</p> <p>Data dialogues will result in teachers using the information gained from that examination to improve student performance. The challenge will be to ensure that an ongoing examination of student achievement data is used to make good instructional decisions that result in improved student learning. GLA will emphasize that analyzing data and making data-driven decisions about instruction needs to be an ongoing, collaborative process. The focus will shift from state assessment data to classroom data and the expectation will be that instructional teams use student data to make the kinds of instructional decisions that result in improved student achievement.</p> <p>GLA teachers will receive data in a variety of ways. The GLA coordinators will have the task of compiling data for teachers and disseminating it on a regular basis. Teachers will also use the MyData tool to extract additional data as it relates to their students: CST performance-level data, CST sub-score data, Periodic Assessment data, attendance data, grades, and demographic information. GLA teachers will work together during a common planning period, when possible, and they will meet formally every week during professional development time to review subject-area benchmarks and mini-assessment data across grade levels, to make curriculum adjustments, and to design and monitor individual student interventions. In addition to the every Tuesday professional development, GLA teachers will incorporate the protocols of Pearson Learning Teams and Critical Friends.</p> <p>At the fifth-week grading period, students who are receiving a grade of “D” or “F” will be required to attend mandatory</p>

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	<p>intervention/tutoring through the school day and/or after school. Those students who elect not to attend the mandatory tutoring will be denied participation in school activities.</p> <p>The team will develop intensive writing requirements in all subjects and cross-curricular projects. The team will also develop long-term research assignments and a portfolio related to college choices and requirements that will be supported through the cross-curricular assignments.</p> <p>GLA teachers will implement SLC-wide rubrics and criteria for assessing student work. All GLA teachers will use a standards-based grading policy that reflects clear expectations and transparency. In addition, it will keep students and parents informed about assignments and attendance and provide a weekly preview of upcoming activities and assignments for each class through the school website.</p>
<p>L. What is the role of the parent in your SLC?</p>	<p>GLA staff recognizes and understands that all stakeholders must be involved to make sure that all students are achieving, therefore we will provide various opportunities for parent and community involvement in the following ways:</p> <ul style="list-style-type: none"> • Beginning of the year orientation for all grade levels • Volunteers for field trips • Participate in decision-making advisory board • Family health trainings • Attend Back to School Night and Open House for conferences • Participate on the Gardena High School CEAC and ELAC Advisory Committee • Volunteer in the classroom and on field trips <p>Serve on the panel of judges for competitions, debates and cross-curricular projects</p>
<p>M. What is the goal of your professional development plan and how will it address new teachers that come to your SLC?</p>	<p>Effective professional development is the cornerstone of a successful school. Therefore, professional development must be sustained, long-term, and collaborative as well as data driven. Professional Development will address the following:</p> <ul style="list-style-type: none"> • Instructional guides and Model Lessons • Culturally Relevant and Responsive Teaching incorporating the four Access Strategies • The use of Periodic Assessments • MyData Information System • Cross Curricular Projects • The use of High Point for ESL • SDAIE Strategies in the areas of comprehensible input and appropriate design lessons to include the access strategies. • Incorporate to incorporate technology into the curriculum

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	<ul style="list-style-type: none"> • A-G requirements • How to meet with and communicate with parents <p>Panther Walks: Weekly/monthly classroom walks (observations) to focus on instructional strategies and assessment procedures.</p> <p>All new teachers to the GLA Academy will receive a mentor to guide them through their first year in the academy. Mentor teachers will review GLA protocols for instruction, discipline, and grading policies.</p>
<p>N. What is the leadership beyond the Principal? ie.....PD Committee, Advisory Council, Assessment Committee</p>	<p>GLA will be lead by an assistant principal, three coordinators, and a counselor as the core leadership team.</p> <p>Administrator Each administrator meets with the lead teacher, the counselor and SLC teachers on a regular basis to monitor the day-to-day progress, issues and concerns. The administrator coordinates the discipline, attendance and scheduling matrix, and serves as a liaison to the guidance staff.</p> <p>The assistant principal/administrator concentrates efforts on reviewing strategies for curriculum design, SLCs and student activities based on the plan backed by academic research. The administrator assists the lead teacher in the staff development of technical content and advanced teaching techniques. Each new member of the leadership team is responsible for maintaining relationships with the Advisory Board.</p> <p>SLC Counselor The counselor recruits students, coordinates scheduling and advises students. Responsibilities extend to coordinating Senior advisories for students, teachers, and community partners, and actively communicating with parents. The SLC counselor will collect data from teachers and administrators, and submit to the data coach for analysis; complete required grant reports, and report progress to the SLC Advisory Board and assistant principal. The counselor will be a proactive partner with the SLC Advisory Board.</p> <p>Lead Teacher Each SLC lead teacher plans and facilitates team meetings, and serves as a liaison to the administration and the SLC Advisory Board. The lead teacher works directly with the principal, assistant principal, and SLC Advisory Board to provide leadership in each SLC. The lead teacher organizes communication with parents, staff and community; maintains ongoing student portfolios and academic paperwork. The lead teacher also assists teachers in gathering necessary data to be given to the Project Evaluator. The lead teacher co-manages the work of the Leadership Team, coordinates timelines, schedules and integration of the various components of the plan. He/she is also responsible for outreach to the community through the SLC Advisory Board.</p> <p>Teachers GLA teachers will work cooperatively and collaboratively with colleagues, students, and faculty as they make student</p>

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	<p>achievement their top priority. Teachers will maintain a safe and welcoming classroom environment, working with and exploring current technology and related support programs, software, and websites. Teachers will cultivate relationships that accentuate rapport and insight to help students move forward. Achieving and struggling students alike will be identified for appropriate acceleration, referral, or intervention. Parent and family relationships will be utilized to reinforce guidance, decision-making, and resolution of issues.</p> <p>GLA will have an advisory board that consists of community partners, teachers, students and parents. Sub committees will be formed to address professional development and assessment.</p>
<p>O. Post your SLC logo here.....</p>	