



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY**

**FOR: DR. LAWRENCE H. MOORE MATH, SCIENCE TECHNOLOGY ACADEMY (LHM MST ACADEMY)**

**PROPOSED BY: LOCAL DISTRICT 7 AND UNITED TEACHERS OF LOS ANGELES**



**Mission & Vision of the School**

The mission of the Dr. Lawrence H. Moore Math, Science, Technology Academy is to engross students in a rigorous standards-based learning environment that promotes and develops essential problem solving and critical thinking skills through mathematics, science and technology. Dr. Lawrence H. Moore Math Science Technology Academy will provide standards based tiered instruction and intervention that addresses the academic, social, and emotional development of each student through equal opportunity for engagement in an enriching and collaborative learning community. The students will engage in authentic learning experiences which will enable them to succeed academically throughout their school life and prepare them with the necessary tools to become critical participants of society in the 21st century.

The vision of the Dr. Lawrence H. Moore Math Science Technology Academy is to establish a student-centered environment by incorporating a constructivist approach. The students will culminate having mastered K-6 core standards through collaboration and project-based learning. Mastery of the content standards will enable students to apply in-depth knowledge to authentic real-world problem solving. This will prepare the students to be college-prepared and career-ready for the 21<sup>st</sup> Century.

**Designing Data Driven & Student Centered Instructional Programs**

The table below reflects the 2011 CST data for Miramonte Elementary which is sending the majority of the students to LHM MST Academy.

Miramonte	CST ELA 2011	CST Math 2011
Advanced/Proficient	33%	43%
Basic	31%	24%
Below Basic	22%	24%
Far Below Basic	14%	9%

The table below reflects the data from the three sending schools. The data supports the need to focus in the area of math, science and technology since the percentage of students meeting the NCLB benchmark needs to improve.

<b>Sending Schools Data for Dr. Lawrence H. Moore Math/Science/Technology Academy</b>			
Data	Miramonte Elementary % Proficient and Advanced	Hooper Elementary School % Proficient and Advanced	Lillian Elementary School % Proficient and Advanced
<b>5<sup>th</sup> Grade CST Science</b>	45%	18%	40%
<b>2<sup>nd</sup>-6<sup>th</sup> Grade CST Math</b>	43%	46%	60%

- Based on the data from the three sending schools, students are in need of personalized instruction in core content areas. Differentiated instruction will be provided based on student individual needs through Small Learning Communities (SLCs) designed to provide a focus for students and teachers. Research conducted over the past 15 years has convincingly demonstrated that small schools are superior to large ones on many measures and equal to them on the rest (Raywid 1996; Cotton 1996).
- Students in Grades 4-6 will be assigned to a Small Learning Community (SLC) with a focus in the areas of Math, Science and technology.
- Professional Learning Communities (PLCs) will provide teachers ample opportunities to collaborate focusing on analyzing student work, lesson delivery/planning and sharing best practices.
- LHM MST Academy will follow the Response to Intervention and Instruction (RTI<sup>2</sup>) framework to meet the academic needs of all students. California Standards Test (CST) and CORE K-12 Periodic Assessment data will be used to determine appropriate intervention groupings. Students score in three performance bands:

*Advanced/Proficient Students* will receive rigorous standards-based instruction; differentiation with enrichment activities; teachers in the Small Learning Communities (SLCs) will participate in teaming across all content areas; Professional Learning Communities (PLCs) will use reflective collaboration to improve “good first teaching”. (Tier 1 Instruction)

*Basic Students* will receive rigorous standards-based instruction; differentiated small group instruction; teachers will participate in Small Learning Community teaming using Push In/Pull Out models; Professional Learning Communities will facilitate frequent monitoring and reflective collaboration to improve all levels of instruction. (Tiers 1-3 Instruction)

*Below Basic /Far Below Basic Students* will receive rigorous standards-based instruction; personalized and intensive small group intervention which may include a replacement curriculum (Tier3 Instruction); teachers will participate in Small Learning Community teaming using Push In/Pull Out models; Professional Learning Communities will facilitate frequent monitoring and reflective collaboration to improve all levels of instruction. (Tiers 1-3 Instruction)

#### **Instructional Program**

- **Students with Disabilities:** Students will be participating in a Small Learning Community; teachers will participate in professional development, co-planning and collaboration; students will take an active role in the development of their Individualized Education Plan (IEP) in order to develop self-determination; students will participate in learning through various modalities such as the technology, math and science laboratories.
- **Socio-Economically Disadvantaged Students:** Teachers will ensure students are provided learning opportunities through active engagement; teachers will frequently monitor and analyze assessments and student progress; students facing issues of poverty, foster care, single parent homes, homelessness, gang affiliation, and any other situations will be monitored and referred to the PSA Counselor in order to provide options that will support student achievement.
- **Gifted and Talented Students:** Differentiated instruction for Gifted and Talented Students (GATE) will include the four strategies established by the California Association for the Gifted including Acceleration/Pacing, Depth, Complexity and Novelty.
- **English Language Learners:** Teachers will provide all English Language Learners (ELs) English Language Development instruction until the student masters the Reclassification criteria; Teachers will utilize Access Strategies (*Instructional Conversations, Cooperative and Communal Learning Environment, Academic Language Development, Advanced Graphic Organizers, and Response to Intervention and Instruction*) with ELs that support student learning in the content areas.
- **Standard English Learners:** Differentiated instructional support will be provided based on assessments taken throughout the year; Teachers will utilize Access Strategies (*Instructional Conversations, Cooperative and Communal Learning Environment, Academic Language Development, Advanced Graphic Organizers, and Response to Intervention and Instruction*) with SELs that support student learning in the content areas; Academic English Mastery Program (AEMP) activities which include study groups, and monthly meetings will be implemented to support Standard English Learners (SELs).

## **School Culture**

- All students will develop into responsible, respectful and productive citizens.
- All students will learn in a safe, clean and nurturing environment.
- All students will be critical thinkers, problem solvers and proficient in using technology.
- All students will be offered morning and after school activities (Reading, Math, Sciences, Technology or Art) to support and extend their learning.

### A Day in the Life of A Student at LHM MST Academy

Juan and Rosa are fraternal twins yet have very different goals and ambitions. Juan aspires to be a graphic designer and create computer-generated animation, Rosa would like to become a scientist and discover the cure for cancer. As they enter LHM MST Academy on the first day of school, along with their mother and father, each member of the family is filled with excitement. During the Welcome Night for Parents and Families, the students have already met their respective fourth grade teachers and the parents met the Parent Resource Liaison and received a schedule of the parent trainings. Juan is enrolled in a SLC which will specialize in math, science and technology. Juan understands that in order to create computer-generated animation, he must master the 4<sup>th</sup> grade California State Standards and become proficient. Rosa is enrolled in a SLC which will with a focus on Science. She knows that her learning experiences will be augmented by visits from scientists and experts who work for the California Science Center that LHM MST has fostered a partnership. Both students are wearing their school uniform and kiss their parents goodbye in order to line up for their warm and healthy breakfast. Juan decides that he would also like to participate in the morning technology exploration taking place in the Multipurpose room. Their parents have walked over to the Parent & Family Center where they will receive training on how to be a successful school volunteer.

The bell rings to signal the beginning of the school day. Juan and Rosa line up with their new classes where they participate in a morning affirmation. Each has already memorized the school pledge that they received during the Welcome Night. They each smile brightly as their respective teachers approach. Juan knows that his teacher also enjoys technology because they used the Welcome Night to meet each other and discuss his goals. Rosa knows that her teacher went to UCLA and even worked briefly as an intern for NASA. At exactly 8 a.m., their teachers begin the day by covering their instructional goals, objectives and standards. Each is aware that their daily schedule will consists of 2 1/2 hours of reading language arts, 1 hour of mathematics, 30 minutes of ELD, 20 minutes of physical education and one hour of science, history-social science or health. Additionally, their entire day integrates their SLC focus including academic language, independent technology activities, project-based learning and collaborative group work assignments. Following the school day, both students participate in the after school program. This includes an opportunity to visit the computer lab and spend time working on their assigned homework. Their parents pick them up at 5:30 p.m. after they stop by the Parent & Family Center to drop off their volunteer application. The Center is still open because the school recognizes the importance of operating during times after parents finish their work day. The entire family cannot wait until day two at LHM MST Academy.

### Parent Engagement & Involvement

We will build a “Partnership School” from the ground up that supports the involvement of parents as partners in a welcoming collaborative environment, builds relationships, connects academics, meets diverse needs, and supports advocacy and shares power. Parents have access to authentic decision making roles with real authority. By modeling engagement of our parents on the work of Joyce Epstein’s *Framework of How Parents Can Become More Involved in Schools* (1997) and the more recent work of Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence* and *Beyond the Bake Sale* we have identified specific actions that will help up establish and maintain a model implementation for parent and family involvement at the school. Our parent involvement strategies and actions will include:

- **Parenting Skills** (annual surveys, ongoing training, and a robust Parent & Family Center)
- **Communication** (student-led conferences, neighborhood walks, Welcoming Environment professional development for staff, technology tools and resources, and home visitations)
- **Volunteering** (annual orientation and welcome night for families, support for classroom volunteers)
- **Learning at Home** (parent trainings, School, Family Action Teams, student work portfolios, Parent-Student-Teacher Classroom Compacts, *Teachers Involving Parents in Schools* (TIPS) resources for all parents)
- **School Decision-Making** (elected and functioning advisory committees/School Site Council)
- **Advocacy and Collaboration with the Community** (strategic plan for community engagement, leveraging of existing expertise, and effective communication with all stakeholders)
- **Celebrations Honoring Our Community** (annual events throughout the school year)

### Staffing

The Staff Selection Team will select a principal and teachers based on experiences, content knowledge and commitment to implement the plan.

The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies.

### Applicant Team Contact Information

**Lead and/or Team Member Name(s): Francisco Gonzalez, Local District 7, Principal Leader**

**Applicant Team Contact Phone Number: (323) 242-1300**

**Applicant Team Contact Email: [francisco.gonzalez@lausd.net](mailto:francisco.gonzalez@lausd.net)**