

PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: SCHOOL OF SOCIAL JUSTICE

PROPOSED BY: SCHOOL OF SOCIAL JUSTICE

FOR: SRHS # 7

Mission & Vision of the School

Mission Statement:

The mission of School of Social Justice (SSJ) is to educate students through a college preparatory program to be literate, critical thinkers, effective communicators and independent problem solvers who are agents of social justice with sensitivity toward the world around them. SSJ aims to empower students to seek higher education and become community leaders by implementing a relevant, personalized and rigorous standards-based instructional program that will eliminate our current achievement gap. We strive towards closing the achievement gap by preparing all students, including our low-income, disadvantaged, inner-city youth for success through a rigorous, college-preparatory curriculum that integrates technology, real-world projects, community values, and personalization methods. Students graduating from SSJ will be equipped with the skills necessary for success in both college and career path. All stakeholders at SSJ will encourage and value students' unique attributes in order to help build a foundation for student success by developing a positive learning environment that fosters collaboration, accountability and leadership opportunities.

Vision Statement:

The School of Social Justice commits itself to develop globally aware leaders that inspire others and courageously act on their beliefs in order to make a positive change in their community and society. We believe that our responsibility is to foster a community where every student is valued and encouraged to be an integral part of our SSJ community. We are dedicated to establishing a true partnership with our parents that will create a home environment that encourages learning, fosters high expectations for their children's achievement and future careers and ensure engagement in their children's education at school and in the community. Our graduates will have the confidence and skills to be successful in a 4 -year university and be prepared to meet the economic and social challenges of the 21st century.

Designing Data Driven & Student Centered Instructional Programs

The key findings about students' needs at our school are:

- Personalized instruction
- Motivational strategies
- Differentiated instruction to address learning modalities and styles
- Intervention to help with writing, reading and math skills

The following elements will be embedded into our Instructional Program as services and interventions to prepare all students to graduate college-prepared and career-ready.

- Data Driven placement of students in math and English classes (right placement provides appropriate support to student's academic needs)
- Weekly progress reports to identify failing students early (immediate feedback for monitoring the progress)
- An advisory course will serve as bridging between and amongst grade levels (e.g. 9th = skills to succeed in high school, upper classmen will guide students through requirements and preparation for college or career)
- Teachers working in professional learning communities to develop common formative assessments that lead to re-teaching of standard or contractual tutoring (Learning by Doing and more targeted leads to efficiency)

Instructional Program

The instructional program at School of Social Justice is driven by the belief that all students will learn. To guarantee this result, teachers are committed to work collaboratively to create and deliver to all students an engaging, rigorous and relevant curriculum that is focused on learning. Teams of teachers will work together to establish essential learning based on CST and CASHEE blueprints and hold high expectations that all students can master the standards. Each teacher will be equipped to differentiate instruction based on the individual needs of each student and provide the interventions needed for their success.

School Culture

It is essential to establish a culture that embraces and practices shared leadership to drive the school forward. Every stakeholder has to help establish an environment of high standards where everyone believes that all students will learn and commit to sharing in the responsibility to attain student achievement. If our stakeholders believe and act on this belief of high academic achievement our students will embrace the support and work towards reaching the highest level of achievement. This culture would lead to multiple people identifying struggling students early to provide the interventions needed for their success. We will establish a culture where failing is not an option as high performing teacher teams and school leadership teams contribute to capacity building of students by having the support systems in place. We will adopt school wide practices that build character and prevent inappropriate student behavior, promote meaningful student leadership and active parent engagement, adopt programs and follow policies to prevent risk behaviors, such as substance abuse, bullying and harassment, and track and analyze school data of rule infractions, risk behaviors and ongoing climate surveys. Our students will want to come to a school that is safe and conducive to learning and embraces positive behavior, excellent attendance and academic excellence by recognizing our students that help support this important positive climate and culture.

Students enter the doors of the school and are initially greeted by a caring adult. They are recognized by name and inquired about a specific piece of his or her life. The staff follows up with a relevant remark dependent upon the student in mind. The student comes to school prepared to face the day's challenges. (This is something he/she has been acculturated since their initial orientation) The student has with him/her a well-organized school agenda and binders where he keeps his/her lecture notes his /her assignments and other related coursework documents (expectations set forth and nurtured in each classroom and advisory session). In each class he/she is enrolled in, the student participates in class discussions, asks questions, collaborates in a team, and attends study hall/advisory sessions and other extra-curricular activities of interest to him/her. His/her program is reflective upon his/her individual needs. At the end of the instructional day, he/she has been recognized, challenged and has learned something new. The student of HP School of Social Justice is encouraged to bring these theories home to apply them in real-life in order to share the learning with others in his or her community.

Using bullet points, list some of the extracurricular activities that will be provided at the school.

- Athletics
- Clubs
- Leadership
- Academic decathlon

Parent Engagement & Involvement

We will embrace our parents as true partners in their children's education. In order for a new school to be successful, parents should play a role not only in the promotion of their own children through parenting and learning at home, but more broadly in school decision making, volunteering and effective communication. School of Social Justice will ensure that every parent that belongs to our community feels welcomed by all staff at all times, as our staff will be trained in customer service. In addition, we will provide multiple opportunities for parent engagement such as parent workshops, parent conference nights, award ceremonies, coffee with the principal, school socials and volunteer opportunities in and out of the classroom.

Staffing

Our teachers have an exemplary work ethic and are willing to go beyond their everyday duties if it means helping students. They are collaborators that work well with others and always engage parents as partners in their children's education. They are knowledgeable of the content they teach and use a variety of strategies to engage students in the learning process. They act as a guide to the students, while motivating them and boosting their morale. He/she tries to encourage the students and refrains from criticizing them. As the school begins to grow, the objective is to maintain this type of relationship and culture while considering candidates that will be hired on staff for future years to come.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Joy Apostol, Isagani Celzo, Pilar M. Diaz, Melissa Kickert-Lambe and Enedelia Toledo

Applicant Team Contact Phone Number: (323) 527-6303 or (562) 331-5389

Applicant Team Contact Email: pilar.diaz@lausd.net or etoledo2@toromail.csudh.edu