Los Angeles Unified School District

Accountability Matrix

2010-2015
Young Empowered Scholars (YES)
Academy

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46% **YES Academy API** 2008-09 590	10% YES Academy Target: Meet or exceed district target of 10%	All	YES Academy will provide first good teaching for all students in all core curricular areas while maximizing student engagement/learning time. YES Academy will ensure the success of students by providing an education that is differentiated, culturally and linguistically relevant and responsive, student-centered, responsive to student's different learning styles, strengths, talents, and interests. Intervention YES Academy will provide focused intervention in ELA and math to targeted FBB, BB and Basic students during the regular school day, after school, and Saturday school intervention to move students up to the next performance band. Tier 1 is good first teaching. Tier 2 is increasing equitable access to the core curriculum, mastering grade-level standards, and ensuring that every student gets exactly what they need to be successful in school. Tier 3 is small group or individualized intensive instructional opportunities. Teachers will provide reinforcement, support, and intervention as necessary to ensure that students in advanced and proficient bands maintain their academic progress. Professional Development YES Academy will prioritize PD in order to build upon teachers' content knowledge and effective instructional practices with the ultimate goal of improving student achievement. YES Academy will provide professional	**Tutor Teacher X time** (direct) will pay teachers for providing intervention after school and on Saturdays. (Title I, EIA-SCE) **General Supplies** will be needed to support intervention activities and programs: paper, pencils, toner, chart paper and pens. (Title I & EIA-SCE) **Supplemental instructional materials (IMA)** will be purchased to support intervention activities/programs and supplement the	Monitoring Administrators, coordinators, coaches, and teachers will monitor student progress daily, weekly, monthly, quarterly, and annually. Administrators, coordinators, coaches, parents and teachers will monitor the faithful implementation of the Accountability Matrix bi-annually through discussion and surveys. The Accountability Matrix will be reviewed and updated as necessary annually with the approval of the district. Data includes: • Decision Support System (DSS) • MyData • Pre/post assessments • curriculum-based assessments • SOAR results, • Math Quarterly Assessment results, • Test Release Questions results, • CST, • Annual CELDT, • Reclassification of English Learners, • classroom observations 10% increase of students in each band below proficiency will move to the next higher band: 10% of students in FBB will move to BB; 10% of	SSC, Leadership Team consisting of the Principal/ Administrator, Coach, CPA, and Grade Level Chairs	Jan. 2010 and ongoing

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			development to teachers and support staff on data analysis. Teachers will conduct on-going common formative assessment of students to monitor academic progress.	instructional program, including instructional software, assessment materials, Code Breakers, Standards Plus, Write Source, Phonics for Reading program. (Title I and EIA-SCE)	students in BB will move to B; 10% of students in B will move to P. Maintain and/or increase Proficient and Advanced The Principal and leadership team will engage in on-going communication with the LD3 Director of YES Academy which will include: a written summary of math quarterly assessments and SOAR data, a monthly update of student performance and assessment information, monthly logs and feedback forms of classroom visitations by the Principal, the Instructional Coach, and the Categorical Program Adviser, professional development plan, and prior approval of all budget adjustments by the LD3 Director.		
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math **% Proficient/Advanced CST ELA by grade:** 2008 2009 Change District 34% 38% +4% Grade 2 – 44% 48% +4% Grade 3 – 29% 34% +5% Grade 4 – 45% 51% +6% Grade 5 – 37% 42% +5%	10% YES Academy Target: Meet or exceed district target of	All EL African American Students with Disabilities Economically disadvantaged	YES Academy will use a multi-tiered, student centered, data-based, high-quality first instruction for all students using the framework of instruction and intervention for both academics and behavior. YES Academy will provide good first instruction to all students by teaching the ELA curriculum with fidelity. Curriculum YES Academy will: • Utilize a rigorous standards-based curriculum, research-based SRA Open Court as the core language arts		Monitoring Teachers are doing constant and on-going monitoring of student progress through data analysis, comprehension checks, and assessment. Teachers will self-reflect to ensure that effective instructional strategies and intervention is being implemented in the classroom. Teachers will have peer	SSC, Leadership Team consisting of the Principal/ Administrator, Coach, CPA, and Grade Level Chairs	Jan. 2010 and ongoing

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Grade 6 – 33% Grade 7 – 34% Grade 8 – 31% Grade 9 – 31% Grade 10 – 29% Grade 11 – 27% **% Proficient/Advanced CST ELA by grade:** 2008 Change YES Academy Grade 2 – 16.4% Grade 3 – 10.4% Grade 4 – 31.4% Grade 5 – 18.8%	37% 38% 31% 32% 31% 31% 2009 21.4% 9.0% 27.3% 19.2%	+4% +4% 0% +1% +2% +4% +5% -1.4% -4.1% 0.4%	10%		instructional curriculum. Grade levels will make decisions regarding OCR assessments and pacing based on student data, assessments, and district pacing plans. • Enhance OCR writing with Write from the Beginning, which uses targeted graphic organizers and incorporates Thinking Maps. • Further enhance OCR writing with Write Source, Six Traits of Writing, which is genre-specific writing with authentic voice. • Supplement OCR with Standards Plus as part of tier 1 teaching. • Code Breaker will be implemented with Kinder and first grade for phonemic awareness, phonics, letter formation and decoding and a parent component will help improve literacy in the home. Instructional Delivery YES Academy will provide access to the core curriculum to all students by using research-based instructional strategies including: • differentiating instruction throughout instruction as well as during Independent Workshop Time (IWT) • the four access strategies - instructional conversations, cooperative learning, graphic organizers, academic language • culturally relevant and responsive strategies, • SDAIE strategies for ELD students,		coaching/evaluation to monitor grade level implementation. Teachers share best practices during collaborative grade level meetings which are held in different classroom to observe the implementation of the best practices. They will also use test data and assessments to inform instruction using backward planning. Teachers will evaluate first instruction, instructional strategies, and effectiveness of program and collaborate to make adjustments to meet students' academic needs. Administrators, coordinators, and coaches provide feedback and engage in reflective conversation with teachers that will allow for professional growth in order to improve measureable student outcome in the ELA. Based on SOAR and other assessment data, administrators will engage in individual reflective conferences with teachers to monitor student outcome and implementation of best practices. Students 'on track' at the end of each grade or critical grade-level span in		

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			• AEMP strategies for African-American and SEL students,
			 • Pre-teaching and frontloading
			
			 Teachers will model and students will be explicitly taught, and internalize, how to:
			 • Make connections,
			 • Ask Questions,
			 • Make inferences
			 • Visualize
			 • Summarize
			 • Analyze, synthesize, and evaluate information
			 • Take notes
			
			 Students will learn these strategies through direct instruction, teacher modeling, guided practice and independent practice.
			
			 Students are engaged in rigorous learning at all times during the instructional day.
			
			 Students will utilize technology to read, write, research, and present learning to support visual and auditory learners. Technology (computers, video cameras, iPod, SMARTboards, document cameras, LCD projectors, poster maker/printer etc.) will be a part of regular, daily rigorous instruction.
			
			 Teachers will support student learning through/by:
			 • building upon prior knowledge.
			 • student directed projects and task based learning
					reading and writing.
					
					 Grades 2, 3, 4, 5/6:
					 Language Arts:
					   % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments
					 Writing:
					   Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment assessment by 6%
					
					 SOAR results, CST, and classroom observations
					
					 Agendas, sign-ins, and evaluations will be kept in a professional development binder to provide evidence of training for the leadership team's use in future professional development sessions		

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			- creating concrete learning experiences through enrichment activities - explicit instruction in metacognition - choral reading - Think-Pair-Share - Peer teaching/mentoring - Realias - Teacher and student modeling - Think Alouds - Teacher as facilitators - Small Group and Cooperative Grouping - Manipulatives - Academic Conversations and accountable talk - Direct, guided, and independent teaching - Repetition - Explicit use of resources such as Sound/Spelling Cards - Repeated Reading - Pre-teaching, frontloading, and re-teaching - Independent Practice - Using technology - Community involvement in Tier 1 teaching in the classroom setting - Students as teachers - Goal setting - Team teaching - Flexible scheduling and grouping - Virtual learning environment through the use of technology to virtually visit museums and other standards-based,				

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			appropriate places in real time • Create audio and electronic books • Making learning concrete and relevant through the appropriate use of standards-based curricular trips Assessments YES Academy has accepted the belief system regarding assessment and school improvement that includes the use of performance-oriented instruments and authentic tasks that will demonstrate students' competencies. We will implement a system that will enable us to systematically collect and analyze information about students' performance using 1) performance-based assessments, 2) criterion-referenced tests, and 3) norm-referenced tests. To ensure that students are learning; • Teachers will make regular, on-going comprehension checks • Teachers will observe and monitor student progress in phonemic awareness, alphabetic principle, accuracy and fluency and vocabulary development and comprehension • Teachers will observe students and keep on-going anecdotal notes as a record and an assessment of student learning and progress. • Teachers will use weekly, Common Formative Assessments • Teachers will use SOAR to monitor student progress related to the core	**Curricular Trips** will be funded to provide differentiated learning for varied learners. Depending on grade-level and thematic unit of study, students will attend a trip to the Los Angeles Zoo, the California Science Center, the Getty Museum, Olvera Street, the VVM O. Douglas outdoor classroom, and the LA. Times (Title I Funds, EIA-SCE)			

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			thematic unit • Teachers empower students by expecting no fewer than 80-85% of students to meet proficiency/benchmark on OCR/SOAR assessment • Teachers will use Standards Plus as a supplemental assessment on a weekly basis. • Technology will be used to create curriculum-based student portfolios, where students will highlight their learning of content areas. • Teachers will implement a research-based system of student portfolio assessment for every student. • Grade levels will develop task-based and projects-based performance assessments. In addition, students will self assess by setting their personal academic goals and reflect on learning through the use of student portfolios, conduct student led conferences, and hold accountable talk with peers. Intervention Grounded in the problem solving model/continuous improvement cycle, we will include and enhance the use of data to inform instructional decision making, at the student and school level, so that all our Pre K through 5th grade students achieve academically, meet their grade level standards and become Proficient and Advanced on the CST.	**Tutor Teacher X**			

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			K-5 in school intervention at YES Academy provides targeted Tier 2 instruction for students who have received explicit, comprehensive, Tier 1 instruction with fidelity but are not showing progress toward grade level standards. Tier 2 student needs must be met with extreme urgency. To this extent, students who are assessed to not be meeting grade level standards will participate in an intensive intervention program. In school intervention includes but is not limited to: • Pull Out programs for student who are "non-decoders" (reading less than 25 words per minute) focusing on phonics and fluency. • Within each grade level, specific key standards and the skills needed to master them are identified and assessed using Common Formative Assessment on a weekly basis. The results of these assessments will be used to group students to receive intensive instruction and intervention from teachers based on teachers' experience/expertise in a targeted area. • Coaches, coordinators, and administrators will provide direct services and support to students in the regular classroom setting. • Phonics for Reading Program, created by Curriculum and Associates, INC. In addition, students needing intensive intervention will be provided after school and Saturday school	**time** (direct) will pay teachers for providing intervention after school and on Saturdays. (Title I and EIA-SCE) **Teacher Assistant** will provide services under the direct supervision of a highly qualified classroom teacher and will provide reinforcement and support of instruction to students in the classroom (Title I Funds, EIA-SCE) **Supplemental Instructional materials (IMA)** will be purchased to support intervention activities/programs and supplement the instructional program, including instructional software, assessment materials, CodeBreakers,			

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			intervention in a small group setting (10-15 students). <u>Professional Development</u> Professional Development will be data-driven, based on student needs, and research-based. PD will be geared towards a) reaching measurable academic progress; b) driving instruction based on data; c) innovating standards-based focus content strategies. Professional development will be collaborative, differentiated based on teacher and student needs, and based on a model of teacher as experts. YES Academy will have: • Lesson Studies • Teacher lead as well as Coach lead and outside expert lead PDs • Collaborative Planning • Grade Level PD and cross grade level PDs • Peer coaching/mentoring • Self-improvement process, self-evaluation, and reflection component • Teacher conferences, workshops and other learning opportunities • E-learning (self-paced) • Learning Zone • Technology as part of PD • Grade level collaboration • Coaches and coordinators providing support and demonstration of best practices through co-teaching. PDs will be focused on, but is not limited to: • Analyzing data and completing OCR	Standards Plus, Write from the Beginning, Write Source, Phonics for Reading (Title I Funds, EIA-SCE) **Instructional Coach, Elementary** will be funded to support to teachers through classroom observation and feedback, facilitating professional development, which will include lesson study. (Title I Funds, EIA-SCE) **Day to Day Substitutes** will be purchased to release teachers to plan activities related to the categorical program.			

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			assessments. Assessment timeline will be agreed upon by Grade Levels and based on district pacing plan. • Ensuring the success of all students through classroom management • Write from the Beginning • Write Source • Culturally and linguistically relevant and responsive pedagogy • Differentiated Instruction and Identifying Diverse Learning Styles • Enhancing instruction with technology • Comprehension and vocabulary strategies • RTI and RTI2 • Phonics and fluency • Metacognitive and reflective strategies • On-going research-based literacy As a part of every PD, teachers will reflect upon learning and instructional strategies and evaluate PDs to ensure that PDs are meeting instructional, teacher, and student needs.	(Title I, Title 2 and EIA-SCE) **Professional Development Teacher, Regular** will be purchased to pay teachers who attend professional development during the regular school day. (Title I, EIA-SCE, Title II) **Professional Development Teacher X time** will pay teachers who attend professional development outside of their regular 6 hour assignment. (Title I, Title II and EIA-SCE) **Staff Conference Attendance** will fund expenses for teachers to attend conferences/institutes as part of the professional development program. Teachers will attend the			

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				following conferences: COBA, CREE, CMC, UCLA Writing, AEMP (Title I Funds, EIA-SCE, Title II)			

Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)
 	
% Proficient/Advanced CST Math by grade:
 	
    2008 2009
<u>Change</u>
District   35% 37% +2%
Grade 2 – 56% 57% +1%
Grade 3 – 57% 60% +3%
Grade 4 – 58% 59% +1%
Grade 5 – 48% 53% +5%
Grade 6 – 31% 35% +4%
Grade 7 – 28% 28% 0%
Gen Math – 15% 17% +2%
Algebra 1 – 17% 19% +2%
Geometry – 11% 14% +3%
Algebra 2 – 13% 14% +1%
HS Math – 29% 30% +1%
 	
% Proficient/Advanced CST Math by grade:
 	
    2008 2009
<u>Change</u>
YES Academy
Grade 2 – 23% 32.8% +9.8%
Grade 3 – 24.4% 28.3% +3.9%
	Meet or exceed district target of 10%	All
		
		EL
		
		African American
		
		Students with Disabilities
		
		Economically disadvantaged
			The focus of YES Academy's math program is to build number sense and conceptual understanding of mathematics within a balanced mathematics curriculum including problem solving and procedural skills. Grade levels will work collaboratively to ensure that students are being taught the necessary Big Ideas found in the California Framework and in the Mathematics Instructional Guide.
			
			<u>Curriculum</u>
			Teachers will use our state adopted core program, <u>EnVision Mathematics</u>. EnVision Mathematics has an interactive component that is computer based, hands-on and standards based. This program is set up as a four-step program: Daily Spiral Review, Develop the Concept-Interactive, Develop the Concept-Visual, Close/Assess and Differentiate.
			
			Other supplemental materials include <u>Marilyn Burns</u>, <u>Kathy Richardson</u>, and <u>Standards Plus</u> as part of Tier 1 teaching.
			
			<u>Instructional Delivery</u>
			YES Academy will provide access to the core curriculum to all students by using research-based
				Supplemental instructional materials (IMA) will be purchased to support intervention activities/programs and supplement the instructional program, including instructional software, assessment materials, and supplemental materials by Marilyn Burns, Kathy Richardson, and	<u>Monitoring</u>
					Math monitoring will include all of the monitoring tools and strategies listed in ELA.
					
					Based on periodic assessments and other assessment data, administrators will engage in individual reflective conferences with teachers to monitor student outcome and implementation of best practices.
					
					Students 'on track' at the end of each grade or critical grade-level span in mathematics.
					
					Grades 2, 3, 4, 5/6:
					Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%
						SSC, Leadership Team consisting of the Principal/ Administrator, Coach, CPA, and Grade Level Chairs	January 2010 and ongoing

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Grade 4 –	26.7%	20.8%	-5.9%			instructional strategies including: • differentiating instruction throughout instruction as well as during Independent Workshop Time (IWT) • the four access strategies - instructional conversations, cooperative learning, graphic organizers, academic language • visual learning strategies to provide hands-on learning opportunities • allow students to make meaningful connections to the real world through *culturally relevant and responsive strategies and discussions,* • SDAIE strategies for ELD students, • AEMP strategies for African-American and SEL students, • Pre-teaching and frontloading Teachers will model and students will be explicitly taught how to: • Make connections, • Ask Questions, • Visualize • Summarize • Analyze, synthesize, and evaluate information • Take notes • Make mathematical decisions Students will learn these strategies through direct instruction, teacher modeling, guided practice, independent practice, and cognitively guided instruction.	Standards Plus. (Title 1 and EIA-SCE)			
Grade 5 –	18.9%	24.5%	+5.6%							

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			Students are engaged in rigorous learning at all times during the instructional day. The teacher will develop the concept through interactive and visual lessons. The interactive and visual lessons will include engagement, extensions, visual learning, guided practice, independent and problem solving. In closing the daily lesson, teachers will provide an assessment of the day's lesson to determine differentiation. Students will learn through • communal cooperative grouping and flexible grouping, including pair-share, small grouping learning and problem solving. • using technology to solve problems and present learning. • journals, manipulatives and games to build conceptual understanding. • math word walls to build academic language. • Teachers building upon prior knowledge to enhance and extend prior learning. • differentiation during IWT. • Daily Math Routines that target key standards, a 5-10 minute daily spiral review. • Teachers team teaching • Integrated math throughout the day • literacy • Task-based and projects-based learning and problem solving • Developing oral and written language in mathematics				

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			• Articulaing their learning by explaining the strategies • Homogeneous and heterogeneous flexible grouping Assessments To ensure that students are learning; • Teachers will make regular, on-going checks for understanding • Teachers will observe and monitor student progress in computational and procedural skills and conceptual development. • Teachers will keep on-going anecdotal notes about student learning, progress, math concept formation, and misconceptions. • Teachers will use on-going Summative and Formative Assessments (Formative - periodic assessments, daily spiral review, quick checks, basic facts timed tests, and Summative – topic tests, free response tests, task-based and projects-based performance assessments, benchmark tests, mid-year tests, and end of year test). • Teachers will use periodic assessments to monitor student progress related to the core curriculum quarterly. • Teachers empower students by expecting no less than 80-85% of students to meet benchmark on periodic assessments. • Teachers will use Standards Plus as a				

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Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			supplemental assessment on a weekly basis. Intervention In school intervention includes but is not limited to: • Pull Out programs for students who are FBB and BB in mathematics on the CST or are in intensive or strategic on the periodic assessment. • Within each grade level, specific key standards and the skills needed to master them are identified and assessed using Summative or Formative Assessment on a weekly basis. The results of these assessments will be used to group students to receive intensive instruction and intervention from teachers based on teachers' experience/expertise in a targeted area. • Mathematics Diagnostic Intervention System will be used for students who did not meet goals based on benchmark assessments. • Coaches, coordinators, and administrators will provide direct services and support to students in the regular classroom setting. Professional Development Math Professional development will also be collaborative, self-reflective, differentiated based on teacher and student needs, and based on a model of teacher as experts. In addition to Professional	**Tutor Teacher X time** (direct) will pay teachers for providing intervention after school and on Saturdays. (Title I and EIA-SCE) **Teacher Assistant** will provide services under the direct supervision of a highly qualified classroom teacher and will provide reinforcement and support of instruction to students in the classroom (Title I, EIA-SCE) **Instructional Coach, Elementary** will be funded to support to teachers through classroom observation and feedback, facilitating professional development, which will include lesson			

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			Developments listed in ELA above, YES Academy will also focus on: • TTLP – Thinking Through The Lesson Protocol • Accountable Talk • Cognitively guided instruction • Developing teacher mathematics content knowledge • Using technology in mathematics for good first teaching and to enhance and extend learning • Innovative use of manipulatives to enhance mathematics learning • Differentiating math instruction • Integrating math throughout the day	study. (Title I Funds, EIA-SCE) **Professional Development Teacher, Regular** will be purchased to pay teachers who attend professional development during the regular school day. (Title I funds, Title II and EIA-SCE) **Day to Day Substitutes** will be purchased to release teachers to plan activities related to the categorical program. (Title I, Title II, and EIA-SCE) **PD Teacher X time** will pay teachers who attend professional development outside of their regular 6 hour assignment. (Title I, Title II, and EIA-SCE)			
% Proficient/Advanced CST Science and Social Science: <u>2008</u> <u>2009</u> <u>Change</u> Biology 24% 24% 0%	10%	All EL African	**SCIENCE** All students at YES Academy will develop science literacy through a carefully planned, coherent and comprehensive science curriculum. Students will		<u>Monitoring</u> The Science curriculum, strategies, and implementation will be monitored using the same tools and strategies as	<u>Science</u> Principal Lead Science	January 2010-ongoing

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Chemistry	12%	14%	+2%	YES Academy Target: Meet or exceed district target of 10%	American Students with Disabilities Economically disadvantaged	learn science through inquiry, asking questions, and making meaningful observations of the natural world with strategic and deliberate direct instruction. Curriculum YES Academy (k-5) will utilize the state adopted core program Full Options Science System (FOSS), a research and inquiry-based hands-on science curriculum program. Instructional Delivery YES Academy will implement a balanced instructional program that provides ALL students (including Gifted, Special Education, and at-risk students) with access to a standards-based science curriculum. Instructional strategies will include: • differentiating instruction by identifying and addressing various learning modalities. • implementing the four access strategies: instructional conversations, cooperative learning, graphic organizers, academic language • using culturally relevant and responsive strategies such as: • SDAIE strategies for ELD students, • AEMP strategies for our African-American and SEL students • Students will use journals, manipulatives, and hands-on experiments in order to build conceptual understanding.		listed above in ELA. In addition, the 5th grade Science CST will be used to monitor on an annual basis. • See monitoring indicators for CST Students on track at the end of each grade in Science Demonstrated understanding of concepts through projects on display Classroom observations	Teacher Grade Level Chairs Social Science Principal Lead Social Science Teacher Grade Level Chairs	
Earth Sci.	21%	26%	+5%						
Physics	19%	20%	+1%						
Integ. Sci1	7%	8%	+1%						
Integ. Sci2	2%	0%	-2%						
Integ. Sci3	3%	7%	+4%						
Soc. Sci.	23%	28%	+5%						
World Hist.	18%	23%	+4%						
U.S. Hist.	25%	32%	+7%						

% Proficient/Advanced CST Science:

	2008	2009	Change
YES Academy			
Grade 5	19.1%	11.8%	-7.3%

% Proficient/Advanced CST History / Social Science by grade:

Social Science

	2008	2009	Ch
Grade 8	25%	30%	+5

World History

	2008	2009	Ch
Grade 9	16%	19%	+3
Grade 10	19%	24%	+5
Grade 11	8%	8%	0

U.S. History

	2008	2009	Ch
Grade 11	25%	32%	+7

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Los Angeles Unified School District
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			• Students will use investigative science logs to build academic language to show evidence of student learning. • Graphic organizers and/or Thinking Maps Teachers will model and students will be explicitly taught how to: • Make hypotheses • Conduct experiments • Create research projects • Use inquiry cycle • Make connections • Develop conjectures • Summarize • Analyze, synthesize, and evaluate information • Take notes • Make scientific explorations, reasoning and conclusions • Use technology to conduct research, explore, solve problems and present learning Students will learn through communal cooperative grouping and flexible grouping, including pair-share, small group learning, and problem solving. Teachers and students will build upon prior knowledge to enhance and extend learning. Students will extend learning experiences through field trips and virtual visits to/with science places and people through the use of technology.				

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			Assessments To ensure that students are learning; • Teachers will check for understanding on a daily basis and keep anecdotal notes. • Teachers will use on-going Summative and Formative Assessments at the end of each unit. Intervention Science intervention will be provided during the school day through pre-teach and re-teach, IWT, small group instruction, and extended lessons and learning time. Professional Development In addition to the PDs listed above, a Lead Science Teacher will assist in implementing the Science curriculum with fidelity. Professional Development in Science will focus on: • Building Science content knowledge and understanding the Big Ideas • Using the FOSS kits appropriately • Collaborate, team teaching of Science • Integrating Science throughout the school day • Integrating literacy and math in Science PDs in Science will have a self-reflective and evaluative component. **Social Sciences** The YES Academy Social Science curriculum				

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			seeks to empower and enrich the student and the community as part of a standards-based, learning process. YES Academy will utilize a reciprocal model of Social Science learning where students enter the community and the community enters the classroom. YES Academy students will engage in a Social Science program that will enable every child to become an active, involved, and informed citizen about the world, society, and environment in which they live. Curriculum The Scott Forseman Social Studies series will provide systematic instruction to improve comprehension and to reach out to all learners. Authentic literature, documents, artifacts, and people will also be used as part of the curriculum. Instructional Delivery Provide daily standards-based quality first instruction in Social Science for all students. YES Academy will use: • Supplemental instructional material, including realias and artifacts to reinforce core Social Science instruction. • Technology including the "digital path" DVD and online lessons, appropriate virtual visits to museums and places, and virtual meetings with important contemporary people in Social Science, history, and the community • Literature including biographies and		Monitoring The Social Science curriculum, strategies, and implementation will be monitored using the same tools and strategies as listed above in ELA. In addition, the school community and community at large will monitor the successful implementation of the Social Science curriculum through the school wide performances.		

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Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

| Accountabilities | LAUSD Target | Subgroup(s)

List the subgroups. | Strategies/Activities

Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities. | Resources/Proposed Funding Sources

Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column. | Means of Evaluating Progress

Periodic Assessment
See monitoring indicators from CST section below to increase the median API score. | Staff Responsible

Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support? | Start/Completion Date

Indicate when the strategy will be implemented and projected date of completion. |
|---|---|---|---|---|---|---|---|
| | | | culturally relevant literature.
• Integration of the family and community in Tier 1 Social Science instruction in authentic ways
• Authentic, standards-based community projects that will make Social Science learning concrete, relevant, and immediate.
• Reading comprehension strategies and skills.
• Investigations and discovery learning
• Building academic language in social studies including word walls.
• Graphic organizers/Timelines
• Project-based learning/hands-on
• Field trips, role playing, debates, artifacts, community service.
• SDAIE strategies
• Real world applications
• Culturally responsive pedagogy
• Application of higher order thinking
• Interdisciplinary connections in science, art, math, music and literacy

Assessment

To ensure that students are learning:

Teachers will check for comprehension on a on-going basis.
Publisher and teacher created periodic assessments that are aligned with State Standards will be used to assess student performance, | | | | |

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			diagnose students' needs and help teachers to revise instructional strategies. Standards-based task-based and projects-based performance assessments will be created by Grade Levels. Other assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations, anecdotal notes) School-wide performances to demonstrate standards-based learning to the students, teachers, school community, and community at large. Intervention Social Science intervention will be provided during the school day through pre-teach and re-teach, IWT, small group instruction, and extended lessons and learning time. Professional Development In addition to the PDs listed above, a Lead Social Science Teacher will assist in implementing the Social Science curriculum with fidelity. Professional Development in Social Science will focus on: • Using the Social Science curriculum appropriately and with fidelity • Enriching the Social Science curriculum through technology and real world projects relevant to contemporary events and issues and students' interest and culture • Infusing Social Science with culturally relevant and responsive teaching				

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			• Enhancing Social Science with culturally relevant and responsive literature, documents, and artifacts. • Collaborative, team teaching of Social Science • Integrating the family and community in Tier 1 instruction of the Social Sciences in authentic ways • Integrating Social Science throughout the school day • Integrating literacy and math in Social Science PDs in Social Science will have a self-reflective and evaluative component.				

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date

Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math
 	
  07-08 08-09 Cha
ELA 33% 31% -2
MATH 42% 40% -2
 	
  07-08 08-09 Cha
YES Academy
ELA Gr 2 57.4% 41.3% -16.1
ELA Gr 3 57.0% 67.2% +10.2
ELA Gr 4 27.6% 39.4% +11.8
ELA Gr 5 44.8% 45.2% 0.4
Math Gr 2 52.5% 36% -16.5
Math Gr 3 49.6% 55.0% +5.4
Math Gr 4 45.7% 53.9% +8.2
Math Gr 5 52.6% 58.8% +6.2
Science Gr 5 54.3% 55.9% +1.6
	-10
	
	YES Academy Target: Meet or exceed district target of -10%
		All
		
		EL
		
		African American
		
		Students with Disabilities
		
		Economically disadvantaged
			YES Academy will provide focused intervention in ELA and math to targeted FBB, BB and Basic students during the regular school day, after school, and Saturday school intervention (10-15 students) to move students up to the next performance band.
			
			Teachers will also be afforded opportunities to provide intervention to their own targeted students before school and afterschool in a small group setting with a limit of 5-7 students.
			
			Curriculum
			YES Academy will provide good first teaching through a rigorous standards-based curriculum using SRA Open Court, Standards Plus, and EnVision Mathematics.
			
			For afterschool and Saturday intervention classes,
					Monitoring
					
					In addition to monitoring as outlined in ELA and math above, YES Academy will also:
					
					• Monitor student intervention portfolio by grade level to ensure grade level implementation and student progress on an on-going basis.
					• Teachers will monitor in school intervention strategies to ensure grade level implementation.
					• Administrators, coaches, and coordinators will
						SSC, Leadership Team consisting of the Principal/ Administrator, Coach, CPA, and Grade Level Chairs	January 2010 and ongoing

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			YES Academy will use Standards Plus for Language Arts and Math, Phonics for Reading Program, EnVision Mathematics, with an emphasis on the interactive technology component, and teacher made materials. Instructional Delivery In addition to research-based strategies listed above in ELA, YES Academy will also utilize and expand use of: • Peer Coaching • Parent Involvement through assistance with homework • Afterschool Homework Club • Academic Interest Clubs • Reduce class size through locally designed intervention plan to lower student to teacher ratio. • Utilize the services of instructional personnel to teach and model standards-based lessons. • Provide supplemental instructional material, including manipulatives to reinforce core curriculum. • Ensure that SWD have daily access to standards-based core instruction. • Ensure that SWD, SEL, and EL students are instructed with appropriate instructional strategies including the four access strategies. • Provide appropriate language support for ELs and SELs.		monitor the afterschool and Saturday school intervention to ensure faithful implementation of the program and student progress on an on-going basis. • See monitoring indicators for CST SOAR results, Math Quarterly Assessment results, Test Release questions results, Annual CELDT, Reclassification of English Learners, and classroom observation		

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			• Implement common core lessons and common assessments. • Provide students with academic experiences at content specific academic venues. • Culturally Relevant and Responsive Pedagogy will be used to meet the needs of ELLs and SELs. Assessments YES Academy will continue to use all of the assessments listed above in ELA and math. As self awareness and metacognition is key to student motivation to improve, student intervention portfolios will be crucial in allowing FBB and BB students to set goals and track own progress. Portfolio samples may include traditional assessment instrument, audio recording of readings, videos of problem solving, charts and graphs showing progress and other alternative performance indicators. Intervention Students scoring at FBB and BB in ELA and math will receive immediate, intense intervention. In school intervention will also include: • Pull Out programs for student who are "non-decoders" (reading less than 25 words per minute) focusing on phonics and fluency. • Within each grade level, specific key standards and the skills needed to	**Tutor Teacher X time** (direct) will pay teachers for providing intervention after school and on Saturdays. (Title I and EIA-SCE)			

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			master them are identified and assessed using Common Formative Assessment on a weekly basis. The results of these assessments will be used to group students to receive intensive instruction and intervention from teachers based on teachers' experience/expertise in a targeted area. • Coaches, coordinators, and administrators will provide direct services and support to students in the regular classroom setting. • Phonics for Reading Program to improve phonemic awareness • Marilyn Burns supplemental math materials will be utilized to differentiate instruction • Small group intervention during IWT for both ELA and math. • Goal setting and positive motivation to engage students to take control of own learning • Using the family and community as part of Tier 2 intervention Intensive intervention for ELA and math will also be provided after school and Saturday school in a small group setting, limited to 10-15 students. Professional Development In addition to Professional Development listed above in ELA and math, PDS will also focus on: • High Expectations for FBB and BB	**Supplemental instructional materials (IMA)** will be purchased to supplement the instructional program to include Phonics for Reading program and Marilyn Burns supplemental math materials (Title I and EIA-SCE) **Instructional Coach, Elementary** will be funded to support to teachers through classroom observation and feedback, facilitating professional development, which will include lesson study. (Title I, EIA-SCE)			

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			students • Clear expectations and explicit directions • Collaboration to ensure the success of FBB and BB • Using technology to enhance intervention • Meeting the needs of FBB and BB students through differentiation, culturally and linguistically relevant and responsive pedagogy • Positive behavior and classroom management to increase academic success by maximizing learning time • Coaches and coordinators will provide support and demonstration of best practices through co-teaching. • Appropriate use of student intervention portfolio to increase academic success.	**Professional Development Teacher, Regular** will be purchased to pay teachers who attend professional development during the regular school day. (Title I, Title II and EIA-SCE) **Day to Day Substitutes** will be purchased to release teachers to plan activities related to the categorical program. (Title I, Title II, and EIA-SCE) **PD Teacher X time** will pay teachers who attend professional development outside of their regular 6 hour assignment. (Title I , Title II, and EIA-SCE)			
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. 07-08 08-09 Cha 9.3% 9.2% -.1	YES Academy Target: Meet or exceed	All Students	At YES Academy, we expect the following GATE student outcomes: • Continuous progress as measured by CST based on ability and performance		Monitoring Teachers will monitor their GATE students by using evaluations, performing formal and informal assessments, soliciting parent	Administrator, SSC members, GATE Coordinator	January 2010- ongoing

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YES 07-08 08-09 Cha 1.3% 1.2% -0.1 **Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.** 07-08 08-09 Cha African Americans 6.6% 6.6% .0 Hispanics 6.9% 7.0% .1 07-08 08-09 Cha YES Academy African Americans 0.4% 0.3% .0 Hispanics 1.8% 1.8% .0	district target of 6%		• Accelerated student performance • Development of independence and self direction • Acceleration in a discipline or across disciplines • Increased use of technology for research and multi-media presentations • Increased participation in competitions, such as Math Field Day YES Academy will implement a screening process and an enrichment program to support gifted and talented students according the GATE District Program policies. Criteria for participation in the GATE Program will be as directed by the GATE District Program which will include Academic Highly Gifted/Achievers, Creative Ability, Performing Arts Ability, and Leadership Ability. Curriculum YES Academy will use the same curriculum for Gifted students with differentiated instruction and enrichment to meet their specific needs. Instructional Delivery YES Academy will provide first good teaching for all students in all core curricular area. Part of first good teaching is providing differentiation during the regular school day during Independent Workshop Time (IWT). After school opportunities for continued enrichment will be provided. GATE students will also have opportunities for out of school enrichment opportunities.		communication and participation. GATE Coordinator will monitor school wide Potentially Gifted Student Roster and overall progress of the GATE Program. Coordinator will maintain communication with GATE families and establish bi-monthly informational meetings. Teachers will involve parents in various workshops, planned classroom activities, and meetings. Parents of GATE and able, but underachieving students will be invited to participate in parent workshops in order to learn more about how to support and enrich their students' educational experience. Parents will increase knowledge of the characteristics, strategies, resources, and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students such as awareness of organizations/associations such as California Association for the Gifted (CAG), and other programs which serve as a resource for parents of gifted students. Increase in the number of state identified gifted students	SSC Principal GATE Coordinator Grade Level Chairs	

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High Academic Achievement Action Plan

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			Assessment YES Academy will use LAUSD District Psychologist to assess GATE students. Classroom teachers will provide informal and formal assessment on a weekly basis to monitor their progress. Intervention YES Academy will monitor the progress of underachieving GATE students and will provide supplemental services such as intervention, direct instruction, or participation in special arts related activities to serve the student of need of specific attention and to tap into their unique skills, talents, and/or interests. Professional Development Opportunities will be provided to all teachers to participate in PD topics such as student identification, rigorous standard-based instruction, differentiated instructional techniques, strategies for classroom enrichment, art of questioning, and identifying multiple intelligences, how to identify and work with gifted and talented students as well as how to work with underachieving GATE students. PDs will also be provided on these topics: • Increased knowledge of cognitive and social emotional needs of gifted students • Increased knowledge and use of program options and strategies for teaching gifted students		SOAR results and Math Quarterly Assessment		

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			• Improved professional development leading to Gifted Teacher certification • Alternative assessment procedures and alternative evaluation processes, such as project-based learning, computer simulations, and learning lots.				

Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities
 	
Prof/Adv CST ELA Subgroups:
 	
          07-08 08-09 Cha
African American 25%   27%   +2
Hispanic   31%   33%   +2
English Learners 20%   23%   +3
Sts. w/ Disabilities 11%   12%   +
 	
Prof/Adv CST ELA Subgroups:
 	
          07-08 08-09 Cha
YES Academy
 	
African American 17.4% 15.0% -2.4
Hispanic   19.4% 21.9% +2.5
English Learners 12.1% 14.9% +2.8
Sts. w/ Disabilities 0.0%   2.4%   +2.4
 	
Socio-Econ Disadv. 18.9% 19.4% +0.5
	10%
	
	YES Academy Target: Meet or exceed district target of 10%
		African American
		
		Students with Disabilities
		
		Hispanic
			YES will accelerate the performance for all students through rigorous first teaching to prevent students from falling behind and immediate and targeted intervention to catch those who are falling behind. To that end, *please see the above section for ELA and Math for details on good first teaching and specific intervention.*
			
			Students with disabilities, English Learners, Standard English learners, and students of poverty will receive additional assistance so that they can successfully access the general education curriculum alongside their peers that are performing at grade-level or above. Classroom instruction will present a program of differentiation designed to meet the needs of all students within the classroom.
			
			Teachers will support student learning through:
			• Student directed projects
			• Student goal setting and reflection
			• Student led conferences
			• Student accountable talk
			• Create concrete experiences through enrichment activities
					Monitoring
					YES Academy will continue to use all the monitoring instruments listed in above in ELA and math to ensure that students are achieving academically.
					
					See monitoring indicators for CST
					
					SOAR results, Math Quarterly assessment, classroom observations with feedback, examination of student work,
						Administrator, Instructional Coach, Grade Level Chairs, Bridge Coordinator, CPA, SSC	January 2010-ongoing

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			YES Academy will provide an education that is responsive to students' learning styles, learning modalities, and interests. Assessment YES will implement a K-1 early screening and universal screening program for all students, students who are able, but may not be achieving because of educational, cultural, linguistic, or socioeconomic factors. Based on the universal screening and assessment data, students will be provided intensive intervention during the regular school day as well as afterschool and Saturday school. Students will receive multiple and differentiated opportunities to address and identify student needs. Student self evaluation is a key feature of performance. The student portfolios, is a collection of work over the year will serve the students as a benchmark set of examples of things they have mastered, providing them with a crucial foundation upon which to build. Portfolios can be assessed on a variety of criteria, such as number of entries, richness of entry, degree of reflection shown, improvement in technical skill, achievement of one's goals, interplay of production, perceptions, and reflection, responsiveness to internal and external feedback, and development of themes. YES will utilize the Student Success Team and Language Appraisal Team to provide additional services and support to address barriers to				

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			academic achievement. Professional Development In addition to PDs listed above, YES Academy will also provide PDs on/to: • Effectively using higher level thinking skills in the classroom, based on Bloom's Taxonomy. • Special Education teachers on effective instructional strategies for students with disabilities.	**Instructional Coach, Elementary and Categorical Program Adviso**r will provide intervention services during the regular school day as a direct service to students that are below proficient. (Title I, EIA-SCE) **Bridge Coordinator** will provide professional development for Special and General Education teachers on effective strategies, accommodations, and/or modifications and in the use of evidence based intervention for ELA and/or Math. The Bridge Coordinator will participate in the			

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
				SST. (Title I, EIA-SCE)			

Accelerate the performance of Standard English Learners (SEL)	10%
	
	YES Academy Target: Meet or exceed district target of 10%
		African-American
		
		Hispanic/ Latino
			YES Academy will accelerate academic out-comes for Standard English Learners (SEL) by:
			• Training teacher-facilitators (K-1, 2-3, & 4-5) at monthly professional development meetings on the protocols used in the Academic English Mastery Program (AEMP)
			• Implementing Grade-level Student Achievement Teams (GSAT)
			• Conducting professional development on culturally relevant and responsive education (CRRE) including:
			  - Grade Level Collaboratives,
			  - Fall Educational Seminars on CRRE,
			  - AEMP's Annual Professional Development Conference
			• Implementing the following six research-based Access Strategies:
			  - Cultural Connections
			  - Cooperative/Communal Learning Environments
			  - Contrastive Analysis
			  - Instructional Conversations
			  - Academic Language Development
			  - Advanced Graphic Organizers
			• Embedding culturally responsive pedagogy throughout the content areas through the use of the Mainstream
				Coordinator Differential, C basis for AEMP teacher-facilitators (Title I, EIA-SCE)
				
				Professional Development Teacher Regular will be used to pay teachers to attend professional development during the instructional day (Title I, Title II, EIA-SCE).
				
				Staff Training Rate will be provided to compensate teachers to attend professional development outside the school day (Title I, Title II, EIA-SCE).
				
				Curricular Trips will be funded for students to attend a trip where CREE will be a focus for student learning. (Title I, EIA-SCE)
					• See monitoring indicators for CST
					
					Monitoring
					Teachers, coordinators, and administrators will monitor the school-wide implementation of the AEMP program to ensure that all SELs needs are met.
					
					The CST data, SOAR, and the periodic assessments will be used to monitor the successful implementation of AEMP.
						Administrators, Instructional Coach, Grade Level Chairs, Teacher-facilitators, CPA, SSC	January 2010-ongoing

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Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			English Language Development (MELD) Instructional Guide • Acquiring culturally relevant literature and other instructional materials • Curricular trips that focus on CREE will be a focus for student learning	**Instructional Materials, IMA** will be funded to purchase culturally relevant literature, and admission fees for a CREE curricular trip. (Title I, EIA-SCE)			

AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English
 	
    <u>07-08</u>   <u>08-09</u>
Change
    54.8%   55.7%   +0.9%
 	
2007-2008 State Target was 50.1%
2008-2009 State Target was 51.6%
2009-2010 State Target is 53.1%
	3%
	
	YES Academy Target: Meet or exceed district target
		EL	YES Academy will ensure that English learners (ELs) advance CELDT level by faithfully implementing the following action steps/strategies:
			
			• 30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching (TBLT) Approach
			• Ensure that ELs are clustered by no more that two ELD levels during ELD through grade-level teaming
			• Implement ELD instructional strategies during ELD instruction including:
			    o Think-Pair-Share
			    o Pull Out and Talk/Write
			    o Backward Build-Up
			    o Vocalized Reading/Read with Expression
			    o Corrective Recasting
			    o RASP (Repeat by All, Some, and by One Person)
			    o Thinking Maps®
				PD Teacher Regular will be use to pay teachers to attend professional development during the instructional day (EIA-LEP and Title III).
				
				Staff Training Rate will be provided to compensate teachers to attend professional development outside the school day (EIA-LEP and Title III).
					• CELDT
					• ELSSA Data
					YES Academy administration and out of the classroom staff will monitor the implementation of ELD, ELD Strategies and ELD professional development with the ELD Instructional Tool and use this data to inform further instructional and professional development needs.
					
					Administrators and teachers will use EL/RFEP Monitoring Roster and ELSSA Data reports to monitor and evaluate student ELD and CELDT level progress.
						Administrators EL Coord. Grade Level Chairs, CPA	Ongoing

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*

AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT
 	
% Early Adv/Adv
    <u>07-08</u>   <u>08-09</u>
<u>Change</u>
  36.3%   39.3%   +3%
 	
2008-2009 State Target was 30.6%
2009-2010 State Target is 32.2%
	5%
	
	YES Academy Target: Meet or exceed district target
		EL	YES Academy will increase the percentage of English learners achieving proficiency by increasing teachers' effectiveness and the quality of first good instruction during ELD by providing the following ELD professional development:
			   • Into English!
			   • ELD Practicum
			   • ELD Practicum Support Modules
			   • ELD Portfolios
			   • Thinking Maps® Follow-Up Training
			   • ELD Lesson Study
			   • Peer Coaching
			
			<u>Intervention</u>
			YES Academy will provide targeted, small group ELD intervention to students not making adequate ELD progress as measure by the ELD portfolio listening, speaking, reading, and writing standards based upon identified areas of need.
				PD Teacher Regular will be used to pay teachers to attend CELDT and ELD professional development during the instructional day (EIA-LEP and Title III).
				Staff Training Rate will be provided to compensate teachers to attend CELDT and ELD professional development outside the school day (EIA-LEP and Title III).
				
				Fund a **EL Program Coordinator** to provide the ELD professional Development (EIA-LEP).
				Fund **ELD/Access to Core Professional Development (PD) Coordinator** to ensure implementation of a quality ELD program and provide support to grade level instruction
					• See monitoring indicators for AMAO 1
					
					<u>Monitoring</u>
					YES Academy staff will furthermore monitor the faithful implementation of ELD using the ELD instructional Tool and/or other classroom observation tools. Moreover, YES Academy staff will monitor student ELD and CELDT level progress by using the ELD Assessment Portfolios, Annual CELDT Results and Into English! Assessments (Student Progress Form).
						Administrators EL Coord. Grade Level Chairs, CPA	January 2010-ongoing

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
				Tutor Teacher X Time Direct will be used to provide ELD intervention outside the regular day (Title III).			
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 24.3 27.0 +2.7% Math 34.1 36.3 +2.1%		EL	YES Academy will ensure English learners score proficient or advanced on the CST by increasing teacher effectiveness in providing access to content instruction with SDAIE and Access to Core professional development on: • Instructional Conversations • Cooperative and Communal Learning • Components of Academic Language Development • Graphic Organizers/Thinking Maps® • SDAIE Elements and Key Features YES Academy will provide primary language support for English Learners to have access to content instruction. <u>Intervention</u> YES Academy will provide targeted, small group intervention to ELs not making adequate progress as measure by the CST data based upon identified areas of need.	**PD Teacher Regular** will be use to pay teachers to attend SDAIE professional development during the instructional day (EIA-LEP and Title III). **Staff Training Rate** will be provided to compensate teachers to attend SDAIE professional development outside the school day (EIA-LEP and Title III). Fund a **EL Program Coordinator** to provide the SDAIE and Access to Core professional Development (EIA-LEP). Fund **ELD/Access to**	YES Academy administration and out of the classroom staff will monitor the implementation of the professional development with the Access to Core Instructional Tool and use this data to inform further professional development needs. Administrators and teachers will use EL/RFEP Monitoring Roster to monitor and evaluate student academic progress. Yes Academy administrators and out-of-classroom support staff will evaluate will evaluate CST and periodic assessment results to evaluate EL student learning and identify instructional/intervention needs	Administrators EL Coord. Grade Level Chairs, CPA	January 2010-ongoing

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

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				Core Professional Development (PD) Coordinator to ensure implementation and provide support to grade level instruction **Bilingual Teacher Assistant** to provide primary language support (EIA-LEP). **Tutor Teacher X Time Direct** will be used to provide ELD intervention outside the regular day (Title III).			
Increase EL reclassification rates at the elementary, middle, and high school levels 07-08 08-09 Change EL 13.5 15.8 +2.3 MS 22.4 20.8 +8.4 HS 10.3 12.4 +2.1	5% YES Academy Target: Meet or exceed district target	EL	YES Academy will increase the reclassification rate of English learners by implementing the following action steps: • Provide professional development to all teachers on the reclassification criteria • Conduct data analysis professional development on the EL Monitoring Roster to identify students who have met the CELDT and/or the CST elements for reclassification • Provide targeted intervention during regular instruction and after school to ELs who have met the CELDT and CST elements of the reclassification criteria	**PD Teacher Regular** will be use to pay teachers to attend professional development during the instructional day (EIA-LEP and Title III). **Staff Training Rate** will be provided to compensate teachers to attend professional development outside the school day (EIA-LEP and Title III).	4. EL monitoring rosters, and where possible EL students not moving or reclassifying 5. RFEP Monitoring Rosters 6. Administrators and staff will analyze the EL Monitoring and the Potential Reclassification Rosters to monitor EL progress toward reclassification.	Administrator, CPA, SSC, EL Coordinator, Grade Level Chairs	January 2010-ongoing

Young Empowered Scholars (YES) Academy

High Academic Achievement Action Plan

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			to ensure ELA targets are met in all areas • The EL Coordinator will periodically analyze the EL monitoring Roster and Potential Reclassification Roster to identify students who have met the reclassification criteria and reclassify them. • Ensure CELDT administration is conducted by well-trained certificated staff • Promote and celebrate the reclassification of ELs with students, parents and community events	**Tutor Teacher X Time Direct** will be used to provide intervention outside the regular day (Title III).			
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 25% 27% MATH 26% 27% +1%	35% ELA 35% Math YES Academy Target: Meet or exceed district target	**SWD**	To ensure that students with disabilities needs are being met according to their IEP, there will be collaboration between general education teachers and Special Education teachers. Mainstreaming goals and guidelines will be established and executed. YES Academy will adhere to the provisions of all state and district laws, regulations, mandates, and procedures to assure that all students with disabilities are accorded a free and appropriate public education. A variety of research-based instructional materials will be used to meet the needs of students with Individualized Education Plans. These will include the following: • Voyager (Supplemental Reading) • EnVision Math Diagnostic and Intervention System (K-5) • Responsive Classroom • Alternative curriculum guide for	**Bridge Coordinator** will provide professional development for Special and General Education teachers on effective strategies, accommodations, and/or modifications and in the use of evidence based intervention for ELA and/or Math. The Bridge Coordinator will participate in the SST. (Title I, EIA-SCE) Provide funding for	Monitoring YES Academy will monitor the progress of SWD by using CST, SOAR, and periodic assessment data as well as IEPs. YES Academy will monitor collaboration between general education and special education teachers through the use of peer coaching/evaluation. • See monitoring indicators for CST SOAR results, math Quarterly assessment Voyager student assessments Agendas, sign-in sheets, and evaluations of professional development	Administrators Instructional Coach, CPA, Bridge Coordinator, SSC	January 2010 to ongoing

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			students with moderate to severe disabilities • Touch Math • Standards Plus • Modified and accommodated school-wide curriculum • Code Breakers • Team and co-teaching between general education and special education teachers and RSP where appropriate Professional Development Continuing professional development is provided to Special Education teachers with implementation of Voyager for language arts. YES Academy shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. YES Academy will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. YES Academy will provide PD opportunities for teachers to observe research-based strategies being used by peers to address academic needs with resource specialist teachers.	**Bridge Coordinator Differential** to provide program related activities outside the regular school day. (Title I, EIA-SCE)	Classroom observations with feedback		

Young Empowered Scholars (YES) Academy

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Young Empowered Scholars (YES) Academy

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 07-08 Change 67.1% 72.4% +5.3%	8%	All EL African American Students with Disabilities Economically disadvantaged	For students to develop the mindset of the importance of education, YES Academy will provide services and support to address barriers to academic achievement as needed and provide parents and students with training to support a college going culture. YES Academy will promote a college ready student body from kindergarten to 5th. Some strategies include: • Culturally responsive teaching which will bridge applications to the real world • Provide college role models • Career Day • Virtual and actual field trips to area colleges/universities • Classroom discussions • Student college project which could include college pen pals, college reports • Parent meetings regarding family participation in college preparation YES Academy will provide group counseling to motivate students to fully participate in the educational process and encourage regular attendance.		• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation)	Administrator, CPA, SSC, Grade Level Chairs, Bridge Coordinator	January 2010-ongoing
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change	6%				• Increased participation in CAHSEE preparation		

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Young Empowered Scholars (YES) Academy

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

Accountabilities			LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
57%	60%	+3%							
Dropout rate will decrease. 06-07 07-08 Change 31.7% 26.4% -5.3%			6%	All EL African American Students with Disabilities Economically disadvantaged	For students to develop the mindset of the importance of education, YES Academy will provide services and support to address barriers to academic achievement as needed, provide parents and students with training to support a college going culture.		Monitor students at risk: 7. 85% of students are in attendance for 96% or more of the time 8. Increase in pass rates in English and/or math courses 9. Increase in number of students receiving an E or S in Work Habits or Cooperation 10. Increase attendance rates for both students and teachers to 96%.	Administrator, CPA, SSC, Grade Level Chairs, Bridge Coordinator	January 2010-ongoing

Young Empowered Scholars (YES) Academy

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. 07-08 08-09 Change 25% TBD% +__%	80%	All EL African American Students with Disabilities Economically disadvantaged	YES Academy will create a college going culture to ensure all students are meeting Proficient or Advanced on the CST and communicate A-G requirements to staff and parents laying the foundation for future success of students.		A-G enrollment and passing rates ● Decrease the number of students receiving Fails in A-G courses by 10%. ● Increase the percent of students earning C's or higher in A-G courses.	Administrator, CPA, SSC, Grade Level Chairs, Bridge Coordinator	January 2010-ongoing

Increase the enrollment in Advanced Placement course
 	
07-08   08-09   Change
1.8%   1.9%   + .1%
 	
Increase pass rates on AP tests
 	
07-08   08-09   Change
44.1%   TBD%   +TBD%
	5%
	
	5%
					Advanced Placement courses –
					● Increase Advanced Placement offerings at all high schools.
					11. Increase the number of tests administered by 10%
					12. Increase the number of subject matter tests administered by:
					   ● At least 2 (if the school administers less than 15 subject matter tests)
					   ● At least 1 (if the school administers less than 20 subject matter tests)		

Increase students preparedness for College Career Readiness		All EL African American	YES Academy will continue to develop a culture of college awareness through: ● school wide programs, classroom activities, and college realia (pennants, pictures of staff in cap and		Middle Schools ● Students passing core classes with C or better Elementary ● Students getting 3 or 4 on report cards	Administrator, CPA, SSC, Bridge Coordinator, Grade Level Chairs	January 2010-ongoing

Young Empowered Scholars (YES) Academy

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
		Students with Disabilities Economically disadvantaged	gown) throughout the school. • Universal wearing of college shirts one day of the week. • Special activities during LAUSD College Awareness Week. • Invite college students and professors to make presentations on campus, i.e. develop on-going partnerships with nearby community colleges and universities, to bring student teachers on campus as a presence for higher education. • Begin to prepare parents for their students going to college by addressing high school A-G requirements at parent meetings.				

Young Empowered Scholars (YES) Academy

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • **there are opportunities for parent involvement** • **they feel welcome at this school** • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).**	At least 90% of parents respond "Strongly agree" or "agree" YES Academy Target: Meet or exceed district target	ALL	Parent and community involvement will be a key component of YES Academy to enhance the academic growth and development of all students. YES Academy will consistently provide parents and caretakers with ongoing parent education workshops that will enhance and develop strategies that parents and caretakers will be able to use to support the academic achievement of their child. YES Academy will continue to arrange meeting times and workshops to meet the needs of all parents, i.e. morning, afternoon, and evening events and at a language that they can understand, as reasonable. Continue and enhance the strong parental education activities by creating a School-Parental Involvement Policy as well as School-Parent Compact. Existing and new education activities may include but is not limited to: • CEAC and ELAC Advisory Committeees • Parent Expectations to Support Student Achievement • Parent Literacy Workshops • Family Literacy Workshops • Math Literacy Workshops	**Community Representative** funded to serve as a liaison between the school and the community and to organizes parent center activities. (Title I, EIA-LEP) **Teacher Assistant Relief** will be funded to provide bilingual interpretation to parents outside the teacher assistant's regular assignment. (Title III, EIA-LEP) **Advisory Committee Expenses** to supply parents with refreshments and supplies. (EIA-LEP, ELAC, Title 1, CEAC)	Monitoring Families and community will be surveyed periodically to assess ongoing needs to support their needs and aid in ongoing student achievement. The LAUSD School Report will be used in addition to site-developed survey instruments from students, parents, community and other stakeholders. • **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate** – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • **Parent home involvement** should be at 90% for elementary schools and 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.	Administrator, CPA, Community Rep., SSC	January 2010-ongoing

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Young Empowered Scholars (YES) Academy

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	*Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	*Indicate when the strategy will be implemented and projected date of completion.*
			• Parent Assessment Workshops • Health/Nutrition Classes • Home/school communication through Connect Ed, newsletters, flyers, and letters • Back to School Night • Open House • School wide performances • Parent/Teacher conferences • Safety Valet Program • Parent Volunteer Programs • Healthy Start • Code Breakers • School Beautification Program with parents, teachers, and community • Big Sunday Community Event • Parent Classroom Volunteers • Parent Representative for each classroom/Classroom Adoption • Family Curricular All Day Events • Career Day • Extended School Library Hours to provide access to students and community. The Parent Center is established and is functioning. The Community Representative serves as a liaison between the school, parents, and the community. Community Rep attends district meetings and disseminates				

Young Empowered Scholars (YES) Academy

Parent and Community Engagement

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			information to parents in English and Spanish. The Parent Center will support the above listed programs and activities as well as these below for the parents and community. • Parent Workshops • ESL Classes • Academic classes • GED classes • Family Service Workshops YES Academy will also: Utilize the services of the community representative to organize parent and community activities to increase parent and community involvement. • Utilize the services of the community representative to notify parent and community members of school activities and meetings. • Utilize the services of the custodial and clerical staff to support parent meetings and activities after the regular school day. • Utilize the services of the CPA to conduct parent workshops and organize advisory committee activities.	Fund **Custodial Overtime** to support parent activities beyond the regular school day. (Title 1, EIA-SCE, Title III) Fund **Clerical Overtime** to support parent activities beyond the regular school day for parents of participating students. (Title 1, Title III, EIA-LEP, EIA/SCE) Fund a **Categorical Program Advisor** to coordinate/provide parent involvement workshop activities to ensure compliant functioning of the advisory committee. (Title 1, EIA-LEP) Provide funding for **Categorical Program Advisor Differential** to provide funding for program related activities outside the			

Young Empowered Scholars (YES) Academy

Parent and Community Engagement

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			- Provide parents with instructional and general supplies during parent meetings and activities. - Provide parents opportunities to attend conferences that focus on supporting academic achievement at home. - Provide regular, on-going parent newsletter to facilitate communication between the home and the school. Community partnerships enrich the lives and education of our students. Our ongoing and future partnerships being actively sought include: - LA's Best - Beyond the Bell .. Ready, Set, Go! - LA Chamber Orchestra - Arts Cadre - Jeopardy for at risk students - Say YES to Education - Boys to Men for Latino and African American males	regular school day. (Title I, EIA-SCE) **Supplementary Instructional Materials** (IMA) to provide funds for instructional materials for the parent center, parent training classes for parents to use in the home to support student achievement and reinforce skills students learn during the school day. (Title I, EIA/SCE) Purchase **General Supplies** including pencils, pens, copier paper, chart paper, toner, and audio visual equipment (less than $500) to support parent involvement activities. (Title I, EIA-LEP) **Parent Conference Attendance** will be funded that targets improving student			

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Young Empowered Scholars (YES) Academy

Parent and Community Engagement

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			• UCLA Design for Sharing • Baldwin Village Community in Action • Knowledge Through Travel	achievement by providing parents with ELA, ELD, and Math skills. • AEMP • COBA • CABE (Title 1, EIA/SCE, EIA-LEP)			

Young Empowered Scholars (YES) Academy

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*

The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree
	
	YES Academy Target: Meet or exceed district target
		ALL	YES Academy will create an environment that is socially, emotionally and physically safe to nurture each students' confidence, self-esteem, and relationships to others. Students will be taught to recognize, understand, and communicate diverse perspectives.
			
			YES Academy will:
			• Promote a positive behavior environment
			• Promote cultural pride and respect for diverse cultures
			• Train all teachers, staff, and personnel in the positive behavior plan and daily implementation of the plan
			• Positive behavior will be rewarded with monthly events
			• Continue to implement 2nd Step; Too Good for Drugs; Lee Canter's; CHAMPS
			• Teachers will continue to build a trusting relationship with students and build a safe learning environment
			• Teachers will use Responsive Classroom strategies
			    o Morning Meetings
			    o Rule Creation
			    o Interactive Modeling
			    o Positive Teacher Language
			    o Logical
				Psychologist will be funded to provide counseling for students regarding academic problems and behavioral and social skills difficulties. Will provide professional development to teachers in classroom management, increasing student motivation, and successful intervention strategies. Will also provide consultative services for parents and staff.
				(Title I, EIA-SCE)
					Monitoring
					YES Academy will use the School Report Card to monitor the successful implementation of the Safe School plan.
					
					• Increased and improved parent partnerships and welcoming environments
					• Increased external partnerships to support instructional incentives and parent participation support
					• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home
					• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home
						Administrator, CPA, SSC, Psychologist, Grade Level Chairs, Bridge Coordinator	January 2010-ongoing

Young Empowered Scholars (YES) Academy

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
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			Consequences ○ Guided Discovery ○ Academic Choice ○ Classroom Organization ○ Working with Families ○ Collaborative Problem Solving • Build a strong positive communication with parents • Collaborate to create the Student Behavior Code • Ensure all parents and students are aware of school-wide behavior code through multiple forms of communication • Hold assemblies for students to explain behavior code and meeting for parents to explain behavior code • All staff will enforce school-wide behavior code with fidelity YES Academy will promote a positive social environment by • Working together to keep YES Academy safe and clean • Fostering true appreciation of differences • Modeling positive interactions within staff				

Young Empowered Scholars (YES) Academy

Safe Schools

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			• Recognizing students for high achievement • Providing regular on-going communication with families • Creating a welcoming environment • Developing leadership through the Student Council and Student Docent Program • Strongly encouraging uniforms for students, recognizing that it builds unity and focus on academic learning • Providing professional development on appropriate behavior management strategies and interventions. • Providing professional development on the Responsive Classroom • Providing professional development and implement the positive Student Behavior Plan • Reviewing and revising the Safe School Plan annually • Developing and implementing character building programs for students • Utilizing the services of the school supervision aide to ensure a safe campus and to work with school staff in alleviating student behavioral				

Young Empowered Scholars (YES) Academy

Safe Schools

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			problems during supervision periods' • Promoting school spirit and pride through the development and implementation of clubs, activities and programs that support the emotional and social needs of all students • Utiliziing the nurse to provide health information to students, staff, and parent and first aid to students in need of medical attention.				
Decrease the number of suspensions 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD	25% YES Academy Target: Meet or exceed district target	ALL	Academic engaged time is an important factor for positive student behavior and academic success. Students who are not engaged are more likely to misbehave, therefore good first teaching and effective use of instructional time will minimize behavioral disruptions. To ensure that all students have a safe learning environment focused on rigorous academics, YES Academy will implement the Responsive Classroom Approach for all staff and students with fidelity. Students who continue to have behavioral difficulties will be provided additional opportunities to learn socio-behavioral skills.	**Contracted Instructional Services** Funds needed to contract with *Responsive Classroom* to provide supplemental support to provide PD to teachers on positive student behavior, behavior management, and behavior strategies and social skills for behavioral intervention with students. (Title 1,	• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	Administrator, Psychiatric Social Worker, SSC, Grade Level Chairs	January 2010 and ongoing

Young Empowered Scholars (YES) Academy

middle

Los Angeles Unified School District
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			YES Academy will: • Review and revise the Discipline Policy as needed. • Implement Positive Student Behavior Support Plan. • Fund the services of the School psychologist to provide supplemental services to support all students. • Utilize Responsive Classroom to provide training and professional development for all staff on positive student behavior support and appropriate behavior management strategies and interventions. • Provide professional growth opportunities on appropriate behavior management strategies and interventions. • Utilize an Alternative Recess Program for students who have a difficult time socializing on the yard at recess time. Students, as a part of their personalized behavior plan, will sit with certificated teacher for an academic or character building activity.	EIA-SCE) **Psychiatric Social Worker** will be funded to provide individual, group, and family therapy targeting students who are at-risk of school failure due to social, behavioral and emotional problems. (Title I, EIA-SCE)			

Young Empowered Scholars (YES) Academy

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Increase attendance of staff and students <u>07-08</u> <u>08-09</u> <u>Change</u> Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96% YES Academy Target: Meet or exceed district target	ALL	YES Academy will: • Utilize the services of the Pupil Service and Attendance (PSA) counselor to develop and implement student attendance programs such as one-on-one counseling services, workshops, and home visits. • Recognize student attendance achievements through incentives and awards such as Perfect Attendance Awards, Principal's Honor Roll Assembly, and Student of the Month. • Utilize the nurse to provide health information to students, staff, and parents and first aid to students in need of medical attention. The nurse will also follow up on health factors identified as potentially contributing to students' poor academic achievement. • Health and Nutrition Network program will continue to be implemented to provide an additional 12 hours/quarter of nutritional education to students, families, and community. • The Health Education Program will be fully implemented.	**Pupil Service Advisor Counselor (PSA)** to perform supplemental service including development and monitoring of individual student attendance plans, parent education workshops, and referrals to community services. (Title I, EIA-SCE) Fund a **School Nurse** to provide supplementary health services to students including health counseling, injury, illness and contagion follow-up. The school nurse will also provide parent training and conduct staff development in health related issues. (Title I, EIA-SCE)	• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition	Administrator, Nurse, PSA, SSC	January 2010- ongoing

Young Empowered Scholars (YES) Academy

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			• ISIS to monitor student tardies and absences and call home. • Recognize staff attendance achievements through incentives and awards such as Perfect Attendance Awards and testing attendance incentives. • Recognize good staff attendance during the Stull process. • Provide a safe, clean, and collegial working environment. • Increase staff attendance by building productive relationships that are required to collaborate, partner, reflect, and act to carry out a school-improvement program; engage educators at all levels in collective, consistent, and context-specific learning; address inequities in teaching and learning opportunities; promote efforts to improve results in terms of school and system culture, teacher practice, and student learning.				

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Increase in the number of Title 1 Schools meeting AYP for two consecutive years		All students that fall below proficiency level All students	YES Academy will provide targeted intervention for students who are not meeting benchmarks in ELA and Math and who have not met proficiency in ELA and Math. Professional Development Professional development (PD) will assist teachers to enhance and drive the mission/vision of the school and increase teachers' pedagogical repertoire in ELA and math which will directly impact student achievement. PDs will be geared towards a) reaching measurable academic progress; b) driving instruction based on data; c) innovating standards-based focus content strategies and d) research-based, differentiated instructional strategies to provide better access to the core curriculum for all students. PD will be on-going, data-driven, differentiated and teacher lead. The focus will be on research-based, student centered pedagogy to improve instruction across curriculum (writing strategies, access strategies, reading comprehension, math, number sense, technology, communication and language arts). Additionally a two week PD will be held prior to the start of the academic school year with a focus on pedagogical tooling and re-tooling to engage all learners toward required performance outcomes in ELA and Math. YES Academy will provide a comprehensive, forward thinking, technologically advanced, rigorous, standards-based curriculum. Technology will be integrated into all classrooms and all core curricular areas to	**PD Teacher X/Z-time** will fund teachers who attend PD outside of their basic assignment. (Z-time for 10 days prior to the opening of school. X-time for PD less than 10 days) (Title I, EIA-SCE) **Staff Training Rate** to pay teachers for attending PD after school or on Saturdays(Title I, EIA-SCE) **Title I Categorical Program Advisor** will provide direct services during the 6-hour school day including teaching; providing demonstration lessons; conducting professional development activities including facilitation of effective instructional programs; conducting program/student evaluation activities; coordinating and providing parent involvement workshop activities to ensure the compliant function of CEAC advisory committee. (Title I, EIA-SCE)	• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target	Administrator, Categorical Programs Adviser, Instructional Coach, Bridge Coordinator, Grade Level Chairs	January, 2010 – ongoing

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			be used by students daily. Technology will be used for student work, research, and learning: • Provide instruction in various learning modalities to meet the needs of diverse learners. • Provide opportunities for students to do research, write reports, make oral and/or written presentations. • Provide daily reinforcement and support of core concepts, standards, and skills. • Provide opportunities for students to independently work on skill leveled intervention materials in ELA and Math. • Develop and provide a student laptop take home program. • Provide opportunities to regularly visit the computer lab once a week for 40 minutes	**Categorical Program Adviser Differential**, To perform program-related activities outside of the regular six-hour work day. (Title I, EIA-SCE) **Tutor/Teacher X-time** to pay teachers who provide intervention and tutoring after school and on Saturdays. (Title I, EIA-SCE) **Supplemental General Supplies** will be purchased to support instructional and intervention activities, including: printers and computers less than $500 each, digital cameras, toner, paper, whiteboard markers, folders, pencils, crayons, post-it notes (Title I, EIA-SCE) **Supplemental Instructional Materials (IMA)** will be purchased to support tiered intervention including Dynamic Indicators of Basic Early Literacy (DIBELs), Write			

Accountabilities	LAUSD Target	Subgroup(s) List the subgroups.	Strategies/Activities Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Resources/Proposed Funding Sources Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Means of Evaluating Progress Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Staff Responsible Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Start/Completion Date Indicate when the strategy will be implemented and projected date of completion.
				Source, Standards Plus See Appendix A Approved Supplemental Handbook instructional software, DVDs. (Title I, EIA-SCE) **Non Capitalized Equipment** will be purchased including to differentiate instruction for diverse learners: LCD projectors with document cameras, iPods, digital video cameras, SmartBoards, laminating machine, poster maker and computers. (Title I, EIA-SCE) **Differential Coordinating (C basis)** to provide supplemental payment which is added to the salary of a highly-qualified teacher for performing additional responsibilities related to the supplemental assignment of increasing the instructional technology by providing professional development to			

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Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
				teachers and ensuring that all technology equipment purchased through categorical programs is in working order (Title I, EIA-SCE) **Educational Resource Aide** will assist in supporting and extending the focus of the school's instructional program under the direct supervision of a highly qualified teacher. Assists in maintaining a safe and nurturing environment and strength school-community relations. (Title I, EIA-SCE) **Library Aide** provides assistance to student and teachers in a school library media center and performs clerical and computer duties to support library functions. (Title I, EIA-SCE)			
Decrease in the number of Title 1 Schools In PI status	All	ALL	YES Academy will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's academic achievement standards. This will be done through the embedding of culturally relevant and responsive pedagogy throughout a rigorous standards-based curriculum with teacher	**Maintenance of Equipment** Funds to pay contract maintenance for copiers used in the intervention program to duplicate supplemental ELA, math, and ELD	• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target	Administrator, CPA, SSC, Bridge Coordinator, Grade Level Chairs	January 2010-ongoing

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			collaboration, differentiated instruction and SDAIE strategies that support the learning of English Learners, Standard English Learners, and Students with Disabilities. Teachers will meet regularly and receive PD on MyData, analyzing student achievement data to drive instruction and inform intervention, backward planning and RTI[2] . YES Academy will include parents as partners through regular communication about school goals, programs, their children's academic progress, the importance of regular attendance and participation in their children's education.	materials for at-risk students and ELs and to support various bilingual home-school communications to EL parents (Toshiba E-Studio 850, Duplo 31-S, Konica 1015) (Title I, EIA-SCE) **Rental of Equipment** Funds to pay for rental of copiers used in the intervention program to duplicate supplemental ELA, math and ELD materials for at-risk students and EL students, and to support various bilingual home-school communications to EL parents (Toshiba E-Studio 850, Duplo 31-S, Konica 1015) (Title I, EIA-SCE)	• Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets		All	YES Academy will continue to reduce class size Kindergarten through grade 5 to provide more personalization and meet QEIA accountabilities. Provide PD to meet QEIA accountabilities.	Purchase **class size reduction teacher** to reduce class size in Kindergarten through 5th grade (QEIA, Title I, EIA-SCE) **Day to Day Substitute** Funds to cover the benefited absence of register-carrying/ class size reduction teachers according to the funding source	• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.	Administrator, SSC	January 2010-ongoing

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
				from which the CSR is purchased. (QEIA, Title I, EIA-SCE) **PD Teacher Regular** to fund teachers who attend trainings during the basic assignment with federal or state categorical funds. (Title I, EIA-SCE, QEIA) **PD Teacher X-time** to fund teachers who attend PD outside of their regular assignment. (Title I, EIA-SCE, QEIA)			

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