

Robert Fulton College Preparatory
Public School Choice Plan 3.0

Submitted by:

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TABLE OF CONTENTS

Proposal

A. Summary Analysis	4
1. Mission and Vision	5
2. School Data Analysis	5
3. Applicant Team Analysis	10
B. Instructional Plan	13
B-1. Curriculum and Instruction	13
a. Instructional Program	13
b. Core Academic Curriculum	19
c. WASC Accreditation	29
d. Addressing the Needs of All Students	30
e. Vertical Articulation	32
f. Early Care and Education	33
g. Service Plan for Special Education	33
B-2. Professional Development	36
a. Professional Culture	36
b. Professional Development Plan	37
c. Teacher Orientation	39
d. PD Program Evaluation	40
B-3. Assessments and School-wide Data	41
a. Student Assessment Plan	41
b. Graduation Requirements	44
c. Data Collection and Monitoring	44
B-4. School Culture and Climate	47
a. Description of School Culture	47
b. Student Support and Success	48
c. Social and Emotional Needs	50
d. College and Career Readiness	50
e. School Calendar/Schedule	51
f. Policies	52
B-5. Parent and Community Engagement	53
a. Background	53
b. Strategies	53
c. Key Community Partnerships	56
B-6. School Governance and Oversight	57
a. School Type	57
b. School Level Committees	58
B-7. School Leadership	60
a. Principal Selection	60
b. Leadership Team	61
B-8. Staff Recruitment and Evaluation	62
a. Staffing Model	62
b. Recruitment and Selection of Teachers	63
c. Performance Reviews	63
B-9. Sharing a Campus	65

C. Internal Management	66
C-1. Waivers	66
C-2. Budget Development	68
D. Operational Management	69
D-1. Portfolio Development	69
a. Portfolio Growth	68
b. Operations	68
c. Portfolio Evaluation	68
D-2. Organizational Responsibilities and Goals	68
a. Core Functions	68
b. Leadership	68
Bibliography	70
Appendix	72
Letter of Intent	
Assurances Form	
Applicant History	
a. 6-8	
b. 9-12	
PD Schedule	
Daily Schedule	
Policies for Retention, Graduation	
Code of Conduct / Student Behavior	
Job Description of Principal	
Waiver ID Form	
“Other” Waiver	
Performance Plan	
Petition for Governance Model	

A. SUMMARY ANALYSIS

1. Mission and Vision

Vision: Robert Fulton College Preparatory School students will participate in a rigorous, relevant, and coherent standards-based instructional program within a safe, personalized learning environment. Students will be *Responsible Citizens, Effective Communicators, and Academic Achievers* who are college-prepared and career-ready.

Mission: Robert Fulton College Preparatory School, a comprehensive neighborhood span school that includes grades 6-12, provides a rigorous, interdisciplinary curriculum, and a personalized learning environment that supports the academic, physical, social, and emotional needs of all students.

As a school community, we will:

- Prepare students to meet or exceed grade level standards.
- Develop all students' abilities to think critically and problem solve in the 21st century.
- Prepare students to appropriately interact, set goals, resolve problems, and make sound decisions in a variety of settings.
- Provide students the tools to utilize, adapt, and apply expanding technologies.
- Counsel students regarding post-secondary academic and career technical education.
- Analyze common diagnostic, formative, and summative data to inform and drive curriculum development, instructional practices, and to measure student achievement.
- Support an environment where students effectively and consistently accomplish tasks, both independently and cooperatively, value diversity, and respect themselves and others.
- Foster a collaborative culture among staff, students, parents, and community.
- Promote a healthy, physically active lifestyle that emphasizes good nutrition, exercise, and healthy habits.

In order to create a culture of success, stakeholders of Robert Fulton College Preparatory School have developed a comprehensive plan designed to significantly increase student achievement. The research-based plan is responsive to the needs of our students and establishes high expectations and accountability measures for all stakeholders.

To realize the high expectations established in the vision of the school, Robert Fulton College Preparatory School (RFCP) will institute four school-wide, research-based approaches and models in education:

1. Restructure grades 6-9 into academies and grades 10-12 into SLCs, each with specific goals and intended outcomes.
2. Implement rigorous standards-based instruction and thematic interdisciplinary instruction in grades 6-12.
3. Incorporate project-based learning as a viable assessment tool.
4. Implement five of Dr. Robert J. Marzano's classroom instructional strategies:
 - Cooperative Learning
 - Cues, Questions and Advanced Organizers
 - Identifying Similarities and Differences
 - Summarizing and Note-Taking
 - Setting Objectives and providing Feedback

RFCP academies and SLCs will have specific, targeted goals aimed at the social, emotional, and academic development of students.

- The 6th grade Foundations Academy will bridge students from elementary school to secondary school and prepare them for a rigorous secondary school experience.
- The 7th grade Leadership Academy will foster citizenship, character, and leadership skills that will allow them to be leaders in school and in their community.
- The 8th/9th grade Choices Preparatory Academy will transition students into college preparation and career readiness, closely monitor student learning, and support students in choosing a high school Small Learning Community.
- The 10th-12th grade will consist of two Small Learning Communities, Public Service and Health and Science, chosen because of student interest and because they prepare students for the most prominent and plentiful careers in the next decade of the 21st century.

In all academies and SLCs, students will be adequately supported as they are immersed in culturally relevant, rigorous, interdisciplinary instruction. Upon graduation, students will be college prepared, career ready, and equipped with the skills needed for the 21st century.

2. School Data Analysis

Demographic Data

RFCP is a comprehensive high school located in Van Nuys, California, a relatively low-income community in the East San Fernando Valley area. RFCP is a span school consisting of grades 6-12. The enrollment is 2,220 students. Approximately 1,234 students are in grades 6-8 and approximately 977 students are in grades 9-12. We are a school-wide Title 1 School, and one hundred percent (100%) of RFCP students receive free lunch. RFCP has a diverse group of students comprised of: 3% African American, 2% Asian, 3% Filipino, 89% Latino, and 3% White. Fourteen percent (14%) of students receive special education services, 9% percent are classified as gifted and talented, 100% are socioeconomically disadvantaged, and 30% of students are English Learners. Forty-five (45%) of the students are former English Learners who are Reclassified Fluent English Proficient (RFEP). Ninety-five percent (95%) of the English Learners are Spanish speakers. The actual student attendance rate is 95%. Sixty-five percent (65%) of students in grades 6-8 maintained a 96% or higher attendance rate, which is slightly below the district average of 67%. In grades 9-12, 58% of students maintained a 96% or higher attendance rate, which is higher than the district average of 56%. The student transiency rate increased from 23.2% in 2009-2010 to 26.2% in 2010-2011.

Achievement Data

Robert Fulton College Preparatory School has a 2011 Academic Performance Index (API) of 640, an increase of 18 points from 2010-2011. In 2006-2007, the API decreased 14 points. Since 2006-2007, RFCP has made continuous positive growth; however, an intensive focus on data-driven instruction, effective, ongoing progress monitoring, and research-based instructional practices will result in more significant growth towards the state API target of 800 and meeting AYP requirements. In 2010-2011, RFCP met 12 of the 22 AYP requirements.

Academic Year	Base API	Growth API	Points	Met AYP?
2006-2007	621	607	-14	No
2007-2008	607	613	+6	No
2008-2009	607	611	+4	No
2009-2010	609	623	+14	No
2010-2011	622	640	+18	No

In 2010-2011, RFCP exceeded its school-wide growth target. RFCP has four significant subgroups. The Hispanic, Socio-economically disadvantaged, and Students with Disabilities subgroups also exceeded their 2011 growth targets. The English Learner subgroup failed to meet its growth target of 11 points by one point.

Sub-Group Description	API Base	API Growth	Growth Target	Actual Growth	Met Target?
Whole School	622	640	9	18	Yes
Hispanics	613	628	9	15	Yes
Socio-economically Disadvantaged	623	640	9	17	Yes
SWD	397	424	20	27	Yes
English Learners	574	584	11	10	No

Grades 6-8 Achievement Data

As reflected in the 2010-2011 data for grades 6-8 students on the English Language Arts portion of the California Standards Tests (see charts below), RFCP has made growth in all subgroups over five years. There are greater increases in proficiency for African Americans, Asians, and Whites on the ELA assessment than for the other subgroups. In mathematics, all subgroups, with the exception of Asian students and English Learners, show increases in proficiency over five years.

Proficient or Advanced on CST in English Language Arts			
	Proficiency Percentage	2009-2010 to 2010-2011	2006-2007 to 2010-2011
All Students	26.3%	+4.2	+10.8
African American	31.4%	+10.0	+18.5
Asian	29.4%	-9.7	+4.4
Latino	23.9%	+4.2	+9.8
White	42.1%	-1.9	+20.5
Socioeconomically Disadvantaged	26.6%	+4.2	+12.2
English Learners	4.3%	+1.3	+1.1
SWD	2.2%	-0.3	+1.6

Because the subgroups' proficiency percentages in ELA and Math are lower than district and state averages, RFCP will implement a research-based approach of data analysis, ongoing formative

assessments, progress monitoring, and effective interventions and support to foster significant student growth. The largest significant subgroup at RFCP, the Latino population, has achieved minimal growth in five years. In order to increase this academic growth, RFCP will implement instructional practices and strategies proven to be effective for Long-Term English Learners, students who are preparing to be reclassified (PRP), and students who have reclassified as fluent English proficient (RFEP).

Proficient or Advanced on CST in Mathematics			
	Proficiency Percentage	2009-2010 to 2010-2011	2006-2007 to 2010-2011
All Students	22.8%	+3.2	+10.6
African American	20.6%	+3.9	+17.5
Asian	35.3%	+17.9	-2.2
Latino	20.7%	+2.3	+9.2
White	32.4%	+8.4	+27.2
Socioeconomically Disadvantaged	23.0%	+3.3	+10.9
English Learners	5.4%	+2	-0.4
SWD	2.9%	0.0	+1.8

The EL subgroup did not meet the annual growth targets as defined by the Annual Measurable Achievement Objectives (AMAOs). The targets are AMAO 1: CELDT Annual Growth, AMAO 2: Attaining English Proficiency, and AMAO 3: Proficiency in ELA and Math. As shown in the chart below, 42.9% of our English Learners made at least one year of English language development growth as compared to the district performance of 54.6%. Although we met the growth target for ELs who have been identified for less than five years, only 23.4% of these students are proficient in English and 30.7% of our EL students who were identified as English Learners for five years or more are proficient in English. Approximately 19.1% of our ELs are proficient in English and 16.5% are proficient in Math on the California Standards Test, performances that are significantly lower than the district performances of 32.1% and 43.0% respectively.

	2010-2011 Growth Target	2010-2011 Achievement	Met Target?
AMAO 1: CELDT Annual Growth	54.6%	42.9%	No
AMAO 2: Attaining English Proficiency			
• ELs less than 5 yrs	18.7%	23.4%	Yes
• ELs 5 yrs or more	43.2%	30.7%	No
AMAO 3:			
• Proficiency in ELA	67.0%	19.1%	No
• Proficiency in Math	67.3%	16.5%	No

The reclassification rate for English Learners decreased from 18.1% to 13.0%, which exceeds the district target of 12.4%. According to our School Report Card, thirty percent (30%) of the English Learners scored proficient on the California English Language Development Test (CELDT) which exceeds the district average of 32%. Twenty-five percent (25%) of the English Learners scored basic or above on the ELA California Standards Test which does not meet the district average of thirty-one percent (31%). The revised instructional program will incorporate Dr. Marzano's instructional strategies that are proven

effective for scaffolding and reinforcing learning for all students including English Learners (Marzano, 2004).

The RFCP reformation will place emphasis on the overall health of our students. According to the California Department of Education, "Healthy, active, and well-nourished children and youths are more likely to attend school and are more prepared and motivated to learn. Yet an alarming number of students in California are overweight, unfit, or both. These children and youth are developing serious health problems now and face dire consequences in the future."

The 2010-2011 data for RFCP's Fitnessgram reveals a need to support our students in their efforts to become physically fit. Although 71% or more of our students score in the Healthy Fitness Zone in aerobic capacity, abdominal strength, trunk extensor strength, upper body strength, and flexibility, 46% of our students are not in the Healthy Fitness Zone in body composition. With the proposed RFCP plan, students will engage in programs and courses designed to educate them about proper nutrition and physical health.

Physical Fitness Area	Total Students	In HFZ	Not in HFZ
Aerobic Capacity	712	73%	19%
Body Composition	712	50%	46%
Abdominal Strength	712	82%	12%
Trunk Extensor Strength	712	90%	4%
Upper Body Strength	712	71%	23%
Flexibility	712	85%	11%

Grades 9-12 Achievement Data

In 2011, Robert Fulton College Preparatory School had a four-year cohort graduation rate of 69%, which is an 11% increase from the 2009-2010 and exceeded the 2012-2013 district target of 63% as established on the Performance Meter. The current annual graduation rate is ninety-four percent (94%). Improved instructional practices, adequate emotional and social support, and fostering high levels of student engagement and commitment will support all students on the path to graduation.

In May 2011, 146 students were enrolled in an Advanced Placement course, and those students took 207 Advanced Placement exams. Twenty-six percent (26%) of those students scored a 3 or higher which earned them college credit. RFCP will further develop the Advanced Placement program by increasing student access to AP courses, using AP score results to target areas for increased attention and focus in the curriculum, and ensuring teacher professional development including participation in the annual AP Summer Institute.

Based on our School Report Card tenth grade student achievement data, students are showing progress towards high school graduation. In 2010-2011, seventy percent (70%) of tenth graders earned at least 110 credits to move on to eleventh grade, a rate that is slightly higher than the district average of 69%.

In 2010-2011, sixty-nine percent (69%) of our tenth grade students passed the California High School Exit Exam (CAHSEE), which exceeds the district average of 66%. Seventy-seven percent of the tenth graders passed the ELA portion of the CAHSEE, but only 45% were proficient. Comparably, 78% of the tenth graders passed the math portion, however, only 34% were proficient. In order to increase the proficiency and pass rates on the CAHSEE, RFCP will implement a progress monitoring system that will include a diagnostic assessment on the CAHSEE standards to inform instruction, provide ongoing

progress monitoring to increase efficiency of instruction and interventions, and build students' confidence which is a key factor to students' success on the exam.

School Year	CAHSEE-ELA			CAHSEE – MATH		
	# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
2010-2011	222	77.00%	45.00%	224	78.00%	34.00%
2009-2010	276	76.10%	39.50%	281	71.50%	34.50%
2008-2009	175	69.10%	26.30%	177	68.90%	33.30%
2007-2008	146	71.90%	44.50%	144	70.80%	43.10%
2006-2007	159	70.40%	33.30%	164	64.00%	39.60%

As reflected in the data for grades 9-11 students on the English Language Arts portion of the California Standards Tests (see charts below), there has been significant growth for the Asian and White subgroups over a five-year period. However, data from 2010-2011 shows a decrease in proficiency for all other subgroups.

Data for mathematics shows growth in the Asian subgroup and minimal growth in the English Learner subgroup. There are significant decreases or no growth in all remaining subgroups in 2010-2011. The five-year change in proficiency for mathematics shows negative or limited growth in all subgroups.

Proficient and Advanced in English Language Arts			
	Proficiency Percentage	2000-2010 to 2010-2011	2006-2007 to 2010-2011
All Students	32.1%	-0.3	-1.7
African American	*N/A	*N/A	*N/A
Asian	68.4%	-0.3	+23.0
Latino	29.9%	-1.4	-2.8
White	52.9%	+13.8	+29.9
Socioeconomically Disadvantaged	32.7%	+0.3	-1.2
English Learners	1.5%	-0.4	-2.5
SWD	3.4%	+0.8	-1.1

*This subgroup has fewer than ten students enrolled/tested.

Proficient and Advanced in Mathematics			
	Proficiency Percentage	2000-2010 to 2010-2011	2006-2007 to 2010-2011
All Students	4.8%	-1.6	-1.3
African American	N/A	N/A	N/A
Asian	26.3%	+7.6	+7.6
Latino	4.0%	-1.8	-1.6
White	0%	-4.5	0.0
Socioeconomically Disadvantaged	5.0%	-1.4	-1.5
English Learners	0.5%	+0.5	-1.2
SWD	0.0%	0.0	0.0

*This subgroup has fewer than ten students enrolled/tested.

In 2010-2011, 60% of our ninth graders earned the necessary credits to move to tenth grade as compared

to the district average of 65%. Academic Growth over Time (AGT) data indicates the ninth graders scored “Above Predicted” on the California Standards Test. Seventy percent (70%) of tenth graders earned the necessary credits to move to eleventh grade as compared to the district average of 69%. The reformed RFCP will include a transition program for eighth and ninth graders, the Choices Preparatory Academy, designed to provide students with the necessary supports and tools to meet the demands of a rigorous high school program.

Grades 10-12 will consist of two Small Learning Communities: Public Service and Health and Science. The two SLCs are designed to graduate students who are prepared to enter careers and college programs in what are projected to be two of the most promising employment sectors. The RFCP high school SLC’s will be comprised of clear pathways, data-driven instruction, rigorous interdisciplinary instruction, research-based strategies, and an emphasis on connections between students' education and post high school opportunities to increase student engagement, accountability, and success.

Robert Fulton College Preparatory School is committed to dramatically increasing student achievement. The established priorities are to:

- Plan and deliver rigorous, engaging standards-based instruction
- Develop all stakeholders’ capacities to analyze and respond to achievement data
- Work collaboratively with colleagues within PLCs to analyze formative data (student work) and develop lessons that will continuously guide teaching and learning
- Implement project-based learning within academies or SLCs
- Integrate 21st century skills and technology into the instructional program
- Address and meet the needs of English Learners, specifically Long-Term ELs, in language development needs
- Provide teachers professional development activities focused on SDAIE, differentiation, and implementation of Marzano’s research based strategies to meet the needs of all students, including students with disabilities, at-risk students, and gifted/talented students
- Develop a personalized learning experience (Academies and SLCs) to foster connections between school and family, teacher and student, student to student, and student and learning in order to increase student engagement with school
- Provide intervention to increase student learning by utilizing the RtI2 process with emphasis on Tier 1 instruction and intervention
- Expand parental and community relationships to strengthen school programs, family involvement, and student learning and development

3. Applicant Team Analysis

The RFCP Design Team believes that to successfully turnaround our school, all members of the educational community must first believe, understand, and accept the need for change. All stakeholders must believe that our students can achieve, and commit to working toward that success. There also needs to be a clear understanding of our students and the community in order to address student needs and build on their assets. We need to offer and teach an intellectually challenging and rich curriculum that is relevant to the students’ culture and experiences and engages their interests.

At RFCP we have analyzed student achievement data, deepened our understanding of our students, established priorities and set goals to achieve. As explained in *Common Elements of Successful School Turnarounds: Research and Experience*, Ratner states that a successful turnaround school is one that:

- Has strong leadership representing all stakeholders
- Develops a system of collaboration and accountability
- Establishes a system of effective teaching practices and assessments
- Creates strong parent-school-community partnerships

Strong Leadership: A turn-around school requires a skilled, strong and committed principal who is the catalyst for change. He/She collaborates with stakeholders to develop a vision for the school to dramatically improve student learning and quality of instruction while overseeing the school's non-academic operations. Teachers and other stakeholders must also lead by participating in the decision-making process.

Our current principal, Raquel George, displays the qualities of strong leadership. Having joined the RFCP community in July 2011, she quickly built relationships with all stakeholders, and led and facilitated the PSC plan writing process. She shared her vision of student learning with stakeholders, and aligned our school goals with those of the District, sharing responsibility for the success of the school as a whole.

Teachers and staff members at RFCP are also determined to assume a wide range of roles to support student achievement to build the entire school's capacity to improve. Our design team members have volunteered many hours serving on committees and councils at schools in the Los Angeles Unified District. We are committed to participating in the crucial leadership positions necessary to support school reform. Our multicultural, multilingual design team has vast experiences and a wealth of knowledge that will inform our work to turn the school around. Several members have served as professional development facilitators at district trainings, served as master teachers for university student teachers, and helped to develop district curricula. The design team consists of:

- Parents
- Students
- Counselor
- Classroom teachers from several content areas
- Department Chair
- Former Literacy Coaches
- Access to Core Coach
- College-Career Advisor
- Special Education Bridge Coordinator
- Special Education teacher
- National Board Certified Math Teacher and Math Coach
- National Board Certified Science Teacher and Beginning Teachers Support and Assessment (BTSA) provider
- Bilingual Coordinator
- Title I Coordinator
- Teacher Librarian
- Intervention Coordinator
- Bilingual Principal

System of Collaboration (Professional Learning Communities): It is important for all teachers to collaboratively review data on student performance, align the curriculum, develop common lessons and assessments, and analyze student work to inform teaching and learning. As a result, teachers create a system of accountability for student learning by participating in the continuing cycle of improvement.

The Design Team includes several members who have experience with professional learning communities. Members have attended Rick DuFour's PLC At Work Institute, and District trainings on the collaborative effort, and we have studied the model through professional readings. The principal, Raquel George, also has experience in the rollout and implementation of PLCs at two LAUSD schools. As a result, teachers followed the PLC steps to collaboratively review data on student performance, align the curriculum, develop common lessons and assessments, and analyze student work to inform teaching and learning.

System of Effective Teaching Practices and Assessments: Develop and implement a coherent school-wide system of effective teaching practices that engage and promote higher-order thinking, problem-solving and effective communication. Teachers regularly collect and analyze multiple sources of data (formative) to assess and respond to all students' learning.

In addition to the expansive professional development and expertise the design team has garnered from LAUSD, we have consistently participated in conferences and additional courses designed to improve our instructional practices. The design team consists of educators who share a real concern for our students' learning; however, we have confidence that our staff, with proper support and training, has the ability and commitment to turn our school around. Improving teaching practices and assessments is the primary goal of our reform plan. Members of the design team have been trained and are expanding our implementation of the Response to Instruction and Intervention (RtI²) problem-solving cycle. Furthermore, we will increase teachers' abilities to collect, analyze, and utilize data to drive instruction.

Strong Parent-School-Community Partnerships: Schools must strengthen parents' capacity to support their student's academic learning at home and encouraging parents to become actively involved with the school. Parent outreach increases the students' motivation to learn, builds trust between family and school and prevents behavioral problems. Community members also provide valuable resources and support programs that include, mentoring, tutoring and enrichment as well as non-academic services.

The design team members know and understand the needs of the community and recognize and value their strengths. The team is committed to engage parents and the community, and the outreach is evident in the large parent attendance at school site meetings and events, such as Coffee with the Principal. Over 65 parents participated in the November 4th meeting. This fall, 58 parents will graduate from the Parent Institute of Quality Education. Through our collaborative effort, we have provided the parents the tools necessary to navigate the secondary school system and the District. The classes on parenting, ESL, Computer, and Domestic Violence classes have also been successful with high parent attendance.

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program

The instructional program at Robert Fulton College Preparatory School (RFCP) is founded on the belief that all students can learn at high levels in a rigorous, standards-based curriculum when provided enhanced “opportunities to learn” based on their academic need, and “time” to apply and deepen their learning (Marzano, 2000). In response, our curriculum and instruction plan is designed to combine rigorous academic standards with college and career readiness to help students succeed and meet the demands of the 21st century world. The plan includes a research-based “guaranteed and viable” curriculum with measurable outcomes and quality instruction that is data-driven, rigorous and relevant with real world applications for all students.

Our school data reflects the urgency to systematize the way we approach teaching and learning at RFCP. Although we have shown some growth in our API from 624 in 2006 to 640 in 2011, growth has not been consistent. Since entering Program Improvement Status 13 years ago, the fluctuations in our API indicate that as a school wide community, we must develop and uniformly implement agreed upon systems to ensure a “guaranteed and viable” curriculum for all students, including English Learners and students with disabilities through good first teaching. Upon implementing these systems, we can expect our students to graduate being *Responsible Citizens* who accomplish tasks, independently and cooperatively, value diversity, and respect themselves and others; *Effective Communicators* who listen reflectively, speak confidently, read critically, and write effectively; and *Academic Achievers* who meet and exceed grade level standards, and are college-prepared and career-ready.

In order to support all students’ academic success our teachers will belong to two professional learning communities: one based on content area/grade and another based on an interdisciplinary team of teachers who instruct the same students within an academy or small learning community. Through these Professional Learning Communities (PLCs) we will use data to focus on students’ needs and refine curriculum and monitor student progress through frequent formative assessments, design differentiated lessons, and construct grade-level summative assessments. Within the academy or small learning community frames, teachers will collaborate to guide students’ work on interdisciplinary projects, service learning projects, presentations, and portfolios. The use of technology will be a critical component throughout the students’ academic experience at RFCP as part of our goal to prepare all students to skillfully contribute to the 21st century global society.

Our commitment is to engage all students in standards-based instruction within our three grade-level academies for grades 6-9, and two Small Learning Communities (SLCs) in grades 10-12 [**Internal Organization Waiver**]. Teachers will collaborate with colleagues to design rigorous standards-based grade level lessons and assignments as well as employ interdisciplinary project-based learning tied to the theme of the academy or SLC. Teachers will meet monthly within their academies and SLCs as part of professional development time; however, much more independent planning and meeting time will be required. Over time, student, teacher, and parent feedback will be combined with research into growing career fields in the 21st century as we work to develop academies and SLCs.

learning. As a span school, teachers will collaboratively develop and implement a vertically aligned program for all core classes that is anchored in the knowledge, concepts, and skills needed to engage all students in higher levels of learning. A major school-wide initiative will be to use all available data to ensure effective instruction of our English Learner population within the core classes. Close to a third of RFCP students are English Learners, with 80% of those students considered Long-Term English Learners because they have been so classified for six years or more. Core teachers will work interdependently to infuse proven SDAIE strategies into all “good first teaching” to meet the needs of all language minority students. The goal is to increase the quality of teaching and learning in all subjects at all grade levels to ensure students’ successful preparation for college and careers.

Students at RFCP have the opportunity to attend Pre-K, elementary, and secondary school within a contiguous campus made up of Valerio Elementary and our 6-12 secondary school. Approximately 90% of Valerio Elementary’s culminating 5th grade class attends RFCP, and those students represented 41% of our sixth grade class in fall of 2011. Fifth grade teachers and students from Valerio, Ranchito, Cohasset, Burton, and Hazeltine visit RFCP in the spring semester. Our goal is to further develop the articulation between 5th grade teachers at feeder schools and 6th grade teachers at RFCP to align academic and social goals for students before they enter secondary school. We believe that a further developed articulation will help us meet the needs of students upon their arrival at our school. For example, in the fall of 2011 34% of our sixth graders students were English Learners (ELs). Among those ELs, the majority (80%) was considered Long-Term ELs (LTELs), meaning they have been so designated for six years or more. Our goal is to ensure that EL students, like all students at RFCP, reach proficiency in English and in all their core classes as quickly as possible. To address this need, teachers from the elementary schools and from our school will draw upon their knowledge of the students’ learning styles and instructional needs to agree upon instructional strategies that will effectively support the academic success of our incoming 6th grade students. Beginning in 6th grade, teachers will use available data from recent CELDT testing, student work samples, grades and summative testing to inform instruction of all students, particularly LTELs. Vertical articulation will continue throughout the remaining secondary grade levels (7-12) at RFCP to set priorities and ensure that instruction addresses all California State Standards at the appropriate grade level and that emerging students’ needs are addressed through good first core instruction.

As a commitment to high-quality student learning all teachers will meet three times a month within their content-area PLCs to systematically review and discuss student work and/or their progress toward mastering grade level standards, to reflect on their use of instructional strategies, and to use data to make instructional decisions and provide intervention following agreed upon norms, and protocols. In order to accomplish this goal, we will implement Dr. Richard DuFour’s research-based approach to Professional Learning Communities (PLCs), using *Learning by Doing: A Handbook for Professional Learning Communities at Work*, as well as the Response to Intervention and Instruction (RtI²) problem-solving process to address students’ needs regarding academics, and social/emotional needs.

We will engage in the ongoing exploration of four crucial questions by Dr. Richard DuFour that will drive the work within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- What will we do when they already know it?

All content-alike PLCs will use California State Standards to outline specifically *what we want each student to learn* and by when in each content area. We believe that student achievement improves when

there is shared consensus on the essential curricular standards to create a common high-quality curriculum. These essential standards form a “safety net” curriculum that is “guaranteed and viable.” Our goal is to prevent students from failing classes and showing declines on standards-based assessments. The “safety net” approach will allow teachers to immediately address identified needs through the proper Tier 1 interventions such as differentiated instruction, frequent progress monitoring, and flexible grouping. The content-alike PLCs will have the opportunity to review and analyze student work and data to guide student learning during their meetings.

Once we have identified what we want students to learn, we will use the *Understanding by Design Model* from Grant Wiggins and Jay McTighe to explicitly define *how we will know when the students have learned it* by planning the culminating assignments to assess learning, and by developing realistic pacing plans and instructional units. This framework for instructional planning will allow teachers to start by identifying learning outcomes, planning their curriculum, establishing pacing plans, and choosing engaging learning activities to support student learning. The Wiggins and McTighe process, also known as “backwards planning,” will be monitored, adjusted and revisited based on students’ performance data on school-based formative assessments, LAUSD periodic assessments, end-of-course departmental summative assessments, and CST results.

Beyond the teachers’ efforts in their content area PLCs, there will be school-wide monitoring by the Instruction and Governance Council through the implementation of Quarterly Curriculum Reviews, as recommended by Mike Schmoker in *Results Now* to verify that the “agreed-upon learning outcomes are being taught and assess how successfully per the results on common formative assessments.” These reviews will hold us accountable to the work and provide an opportunity for reflection, discussion, and providing additional support to teachers in a frequent and timely basis.

In order to address the third of Dr. DuFour’s critical questions—*How will we respond when a student experiences difficulty in learning?*—We will use the RtI² problem-solving process to ensure effective instruction in the core classroom. Our instructors will plan core teaching with knowledge of students needs and therefore include differentiation, SDAIE techniques, and metacognitive activities to support learning [Methods of Improving Pedagogy Waiver]. Effective first instruction will include strategic use of school-wide instructional strategies, IEP accommodations and concept-based activities. We will consider good first teaching to meet the needs of approximately 80% of the student population in the classroom. In cases when 20% or fewer of the class have not achieved the expected learning goals, the struggling students will receive intensive, targeted intervention within an Intervention and Enrichment (I&E) class that will meet for 25 minutes four times a week. The teachers will be able to use the progress monitoring or formative assessment data to design and deliver appropriate interventions, assess the student progress and move the student out of the class when he/she demonstrates mastery of the learning goal. As a result, the groupings or class assignments may change frequently in accordance with the RtI² model.

In some cases, students will enter a grade-level with a demonstrated need for intervention. In such cases, students will have access to intervention courses in English Language Arts, English Language Development, and mathematics as indicated by their previous grade marks, diagnostic assessments, CST, CAHSEE, and/or CELDT results. It is our goal to reduce the number of students who need the intervention classes annually as we implement our plan. However, we will start off by offering optional 7th period classes so that students who need intervention classes will also have an opportunity to enjoy electives such as art, music, or other enrichment courses.

Our school will also follow specific systems in response to DuFour’s fourth guiding question – *What will we do when students already know it?* Our continuous progress monitoring supports our goal of offering personalization in learning, which includes offering engaging instruction for advanced students. In core

classes students will have opportunities to demonstrate their proficiency and teachers will regularly monitor their progress and adjust the instructional activities to respond to students' needs at every level. We will ensure development of differentiated instruction within the core academic classes to support learning for all students. For students at or above grade level, the I & E class would offer enrichment activities. Students who do not need targeted intervention during the I & E classes would use the time to work on their presentations, portfolios or projects. RFCP teachers will draw on their data on students who have already met grade-level learning goals to support their deeper understanding and high-level application of academic concepts. RFCP will also provide additional supports by clustering students at or above grade level into advanced and/or honors classes.

Instructional Strategies

RFCP is committed to systematically providing engaging and effective Tier 1 instruction that will increase the number of students who are proficient in English, Math, Science, and History. Our 2011 CST and CAHSEE results indicate that 25% of our 8th graders scored proficient or advanced in ELA while 45% of our 10th graders scored proficient on the ELA portion of the CAHSEE. Our data reflects an urgent need for our students to have greater opportunities to read critically and comprehend, engage and practice speaking in the classroom, and write effectively in all content areas.

The needs are even greater for improvement in learning in mathematics. Our 2011 data shows that 28% of our 7th graders scored proficient or above on the CST, 10% show proficiency in 8th grade algebra and 34% score proficient or higher on the math portion of the CAHSEE. It is evident that our students need to be consistently engaged in exploring and understanding math concepts and skills during instructional time.

In order to increase students' proficiency levels, the RFCP instructional program will incorporate in all grade levels Dr. Marzano's instructional strategies from *Classroom Instruction that Works*, which are proven effective for scaffolding and reinforcing learning for all students including English Learners (Marzano, et al. 2004) [**Methods of Improving Pedagogy Waiver**]. RFCP will focus on the following Marzano strategies:

1. **Cooperative Learning** fosters positive interdependence, promotes positive interactions, provides for accountability and teaches communicative skills.
2. **Cues, Questions and Advanced Organizers** access students' prior knowledge and provide cues as to what is important (as opposed to what is unusual). Higher-level questions produce more learning. Wait time is important to give students time to think. In addition, teachers will provide guidance to explicitly identify and organize use of graphic organizers, inquiry and classification.
3. **Identifying Similarities and Differences** is a process that has been shown to be analogous to basic human thought.
4. **Summarizing and Note Taking** skills teach students to substitute, omit, or retain information while logically organizing the information. Students learn to consider notes (Cornell Notes) as work that should be continually reviewed and revised. Well-developed notes can serve as study guides for tests.
5. **Setting Objectives and Providing Feedback** using instructional standards narrows what students should focus on, but should not be so specific as to limit self-exploration of topics. Feedback will be provided at multiple points in the instructional process, as it is the single most powerful tool for improving student achievement. This feedback will be timely, corrective and tied to a specific criterion.

These research-based instructional strategies will raise students' achievement levels in the core subjects when used in all classrooms. They will provide students the best opportunities to learn at high levels while providing access to a rigorous high-quality curriculum and a personalized environment where they will effectively and consistently accomplish tasks, both independently and cooperatively, value diversity, and respect themselves and others. Ultimately, our students will become proficient on CAHSEE and CST, and successful in A-G courses to be college-prepared and career-ready.

To address the needs of our population, which is close to 90% Latino, 100% Economically Disadvantaged, 30% English Learners and 14% Students with Disabilities, all RFCP teachers will incorporate the following proven instructional components in lesson planning across grades and all content areas:

1. **Specially Designed Academic Instruction in English (SDAIE)** was originally designed to provide scaffolding for English Language learners. It is recognized as a best practice to aid all students in mastery of rigorous content. SDAIE includes connecting to prior knowledge, using modified speech, advanced graphic organizers, realia, specific vocabulary objectives, language forms modeling/ student production, frequent checking for comprehension, and cooperative learning.
2. **Culturally Relevant and Responsive** lessons acknowledge the cultural heritage of ethnic groups helping to improve students' attitudes and dispositions to learning. These strategies serve to bridge the home and school experiences, validate students' self-worth, and teach responsibility for learning (Ladson-Billings, 1995).
3. **Authentic Assessment** allows students to learn from real-life evaluations. Students will be challenged to solve problems or answer questions that simulate kinds of problems faced by adult citizens, consumers, and professionals (Wiggins, 1993).
 - a. **Student Showcases** are a part of creating learning communities that extend far beyond the campus. Student work will be viewed and evaluated by their peers, teachers, parents, and professionals in the field to provide a system of constructive criticism and that ensures on-going progress and quality for instruction as well (Benson & Barnett, 1999).
4. **21st Century Learning**
 - a. **Project-based Learning** allows students to use higher order thinking and problem solving to access the core curriculum and to meet California standards. It places the teacher as a classroom facilitator, guiding students to inquire, investigate, and provide a resolution to real-life experiences. Projects will be collaborative efforts to promote a student's social and emotional development by the inclusion of ethical components in project designs. Students will be required to consider the needs of the community, the individual, and oneself in choosing solutions to real world challenges. Research indicates that the development of social and emotional skills, increases academic achievement, and improves ability to function in schools and in the workplace. Students who practice respect for others and positive interactions are more likely to continue to practice that behavior outside of school and after graduation (Lucas, 2001).
 - b. **Interdisciplinary Studies** will better prepare students for matriculation and the workforce; real-life projects will be introduced according to subject/grade-level.

for grades 6-8 in addition to UC/CSU A-G courses for the upper grades, including 8th grade Algebra 1, in order to provide access and acquisition so that students graduate from high school prepared for college and career ready.

To ensure a common understanding and standard of rigor in every subject, each department will systematically identify and agree upon, within grade-level department PLCs, common essential standards based on the research of Mike Schmoker’s book *Results Now*. Teachers will use the common essential standards to create common pacing plans, formative assessments, and end-of-course summative assessments for each grade-level in each department. Teachers will meet with their content – area PLC’s two or three times a month to use review results of formative assessments and plan instruction to ensure student mastery of the standards. Within each classroom, teachers will use all available data to regularly differentiate instruction to meet students’ individual needs, while still providing a high quality curriculum.

Academies and SLCs will develop a thematic orientation that guides students’ experience in the core academic instruction. Additionally, each SLC will offer academic electives and Career Technical Education (CTE) courses specific to their theme, along with opportunities for internships and community involvement through community partnerships in the 11th and 12th grade.

Students may passport across academies and SLCs to access general academic electives in grades 6-12 and Advanced Placement (AP) courses in grades 9-12. An optional 7th period class will be added to the school day to make sure that students can take both intervention classes and elective classes in all grade levels.

In addition, on-line learning opportunities will be offered to students in grades 9-12 to increase the course offerings available to meet the needs of all students including enrichment, AP, credit recovery and elective classes. To support those classes, an online learning lab will be established. RFCP students will also continue to be counseled and supported to take advantage of the community college courses and adult school programs.

Academic Electives	AP Courses	Specialized Programs
Intro to Art Band Cartoon Animation Choir Constitutional Law Creative Writing Dance Drama Leadership Journalism Marine Biology Physiology Psychology Sociology Speech Yearbook	AP English Language AP English Literature AP Human Geography AP World History AP US History AP Government AP Environmental Science AP Physics AP Calculus AP Spanish Language AP Spanish Literature AP Statistics	California Cadet Corps (CACC): The mission of the CACC program is to provide California schools and students with a quality educational and leadership development program that prepare students for success in college and work force. Air Force Junior Recruitment Officers Training Corps (AFJROTC): The AFJROTC program is one of only three Air Force programs in existence within the Los Angeles Unified School District.

The coursework above and research-based instruction will ensure that RFCP students develop as *Academic Achievers*. Students will also participate in a progressively demanding sequence of service

learning/leadership projects to help them develop into *Responsible Citizens* and *Effective Communicators*. In 6th and 7th grades students will engage in activities and assignments to explore what service and leadership mean within the context of their lives in family and school. Then, in 8th and 9th grades they will participate in more challenging service and leadership projects with a focus on the school community. In grades 10-12, each SLC will differentiate the district service-learning project to ensure that all graduates have hands-on experience in the community with the realities of their SLC theme. The SLCs will provide opportunities for job shadowing and internships to introduce students to the world of work, while weaving community issues into interdisciplinary culminating projects.

These culminating projects will be presented to the community and student body at the close of each year through a public Academy/SLC showcase. They will reflect our commitment to project-based learning and thematic teaching. They will also provide opportunities for students to share their work and be recognized for their academic achievements. Presentations will help teachers, administrators, and parents assess students' progress as *Responsible Citizens* and *Effective Communicators* who can appropriately use technology in a 21st century global community. Likewise, students will be expected to employ meta-cognition and reflect on their own development.

Foundations Academy – Grade 6

The Foundations Academy includes all incoming sixth grade students. Our academy vision is for students to become self-directed learners in a rigorous and relevant standards-based instructional program, which provides a safe, personalized, college-bound learning environment. In a nurturing and supportive environment, students will be equipped with the necessary skills to improve their learning and prepare them for the next grade level learning.

Essential standards identified by the teachers will drive lesson planning. One important goal is to expose students to engaging and concept-based instruction to develop mastery of grade level math and English skills and standards. In both math and English just over a quarter of the 6th graders reached proficiency on the 2010-2011 CST. Students will participate in a rigorous curriculum and be expected to achieve at high levels with the support of good first core instruction. Teachers will design opportunities for students to use manipulatives and explore math concepts so that students will have mastered the four basic arithmetic operations by end of sixth grade as required by the California Math Framework. In social studies, English, and science classes reading comprehension will become an academy-wide focus as teachers emphasize two aspects of the school wide Marzano strategies: Cues and Questions to access students' prior knowledge and help students identify what is important before a reading a text and note taking through the instruction and frequent use of Cornell Notes.

In their first year at RFCP, 6th grade students will be introduced to school-wide instructional strategies beginning with Cornell Notes, which is a systematic format for condensing and organizing notes and aligned to Marzano's note taking and summarizing effective instructional strategy. Through the use of this strategy, students will not only take notes but also revise and write questions and then write a brief summary. This process helps to increase understanding of the topic because students have to synthesize, and apply learned knowledge. Students will also be supported in additional research-based academic skills on how to become a more involved and successful student. Teachers will employ the other Marzano strategies listed earlier; however, by the end of 6th grade students should have confidently and frequently learned to access prior knowledge, developed the ability to independently create Cornell Notes, and regularly used technology.

To close the achievement gap, teachers will have a culturally relevant and responsive approach to teaching where we will recognize the importance of including students' culture in all aspects of learning (Ladson-Billings, 2004). The reading selections will be relevant and age appropriate for students so that they can make connections to themselves, the text, and the world. As a result, students will be engaged in their learning and it will create a positive learning experience for students.

The sixth grade core teams will also use appropriate skills and/or strategies that they have discussed with the fifth grade Valerio teachers through quarterly articulation meetings. As students receive the foundation of secondary academic learning, they will become more confident in their learning ability and expand on these skills as they continue with their academic success into post-secondary education and the global workforce.

To make students more accountable for their learning, teachers will guide students to become leaders by identifying leadership qualities and skills. Core classes will begin the transition of all students into a leadership capacity where not only will students become proficient in academic standards and master learning strategies, but they will also have an active role in designing academy-wide programs and activities to promote team and character building through interdisciplinary learning projects. The Foundations Academy will provide students with opportunities to begin identifying and refining their leadership qualities as they transition into the seventh grade Leadership Academy.

Leadership Academy– Grade 7

All seventh graders will be members of the Leadership Academy. Students will continue to develop academically to meet or exceed grade level standards in math, English language arts, science, and history and explore the meaning of leadership in their own lives, classroom, school, and family. The focus of our seventh grade Leadership Academy will be to develop students' academic leadership skills by engaging them in increased cooperative learning in the core classes, project-based learning and portfolio development. The team of teachers will collaborate during their academy PLC meetings to support students' academic proficiency and development of leadership skills by planning to provide short-term intervention and leadership projects to be delivered during advisory classes. The Academy counselor will assist teachers in introducing the Individual Culmination Plan (ICP) to set goals with every student.

The Leadership Academy students, having extensively utilized Cornell Notes and Cues and Questions to access prior knowledge in sixth grade, will now develop leadership skills through the systemic use of cooperative group learning since this instructional strategy also supports academic literacy. This instructional strategy will allow students to learn about group processes, share operating principles and responsibilities, share and develop common goals, and promote positive interactions. More importantly, cooperative group learning will require students to communicate with one another while practicing their speaking skills and using academic language.

In this academy, students will also develop strong traits of character and citizenship to become integral members of the student body. All core teachers will embed the Character Education Program, Character Counts, into the core subjects so that students talk about it, write about it, and internalize it. Students will learn to develop leadership qualities that will eventually affect their school, community, and family. Interdisciplinary themes and project-based learning will emphasize and prepare students to become the leaders of tomorrow. Students will be able to take what they learn and apply it via projects, presentations, and campus activities. Not only will students learn to collaborate with their peers, but they will also explore ways to serve their families and community.

The Leadership Academy will empower students to become responsible citizens. As students acquire leadership skills, they not only become engaged learners, but they also become active decision makers by taking ownership of their academic learning and personal growth. Once students are truly empowered, they will take pride in their learning. Teachers will serve not only as educators and mentors, but also as facilitators to prepare them to be lifelong learners and responsible students.

Seventh grade students will have the opportunity to participate in elective courses as well as in the Cadet Corps program. The objectives of the Cadet Corp are comparable to those of the Leadership Academy, which includes leadership, citizenship, patriotism, academic excellence, basic military knowledge, health, fitness, and wellness. Students who enroll in the program will begin to explore the Public Service, and Health and Science Pathways, as well as the following Leadership Academy skills:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

Choices Preparatory Academy – Grades 8 and 9

The Choices Preparatory Academy, comprised of eighth and ninth grade students, will prepare students to increase academic success and college readiness by systematically enrolling all ninth grade students in UC/CSU A-G college preparatory courses. Students will enter the academy equipped to continue an effective use of summarization and note taking, primarily through the use of Cornell Notes, introduced in sixth grade, and also build on their extensive use of cooperative learning to acquire content in the seventh grade. In the Choices Academy the teachers will work to develop students' more explicit understanding of how they learn in various subject areas. The Marzano instructional strategy of identifying similarities and differences will be a major focus as students learn Algebra, discuss and write about various problem-solving techniques, produce multiple forms of writing for all classes, and regularly use writing for metacognition. As students progress in these important grade levels, writing will be emphasized in all of their core classes.

During the two-year program offered in the Choices Academy students will be expected to practice and develop skills that will help them make daily and long-term choices that will lead to success during and after high school. Those skills include creative thinking, decision-making, problem-solving, independent learning, and reasoning. We define those as follows:

- **Creative Thinking** is an ability to use imagination freely, combine ideas or information in new ways, make connections between seemingly unrelated ideas, and define goals in ways that reveal new possibilities.
- **Decision Making** includes an ability to specify goals and constraints, generate alternatives, consider risks, and evaluates and chooses best alternatives.
- **Problem Solving** skills address the ability to recognize that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identify possible reasons for the discrepancy, and devise and implement a plan of action to resolve it. It also includes evaluating and monitoring progress, and revising a plan as needed.

- **Independent Learning** occurs when a student recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. It involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics, etc.), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).
- **Reasoning Skills** require a student to discover a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

Our goal is to increase all students' academic success and accountability by supporting the transition from eighth to ninth grade and from ninth to tenth grade. According to the state of California 3.5% of 8th graders in 2008/09 dropped out of school. Our goal is to ensure that all eighth grade students at RFCP pass all their classes while aiming for proficiency and successfully transition to ninth grade since the majority of students who have successfully completed eighth grade courses transition more easily to the 9th grade. Although our students have a choice of three community high schools, the majority (74%) of our 8th grade students matriculate to our high school. If we could retain all of our eighth graders, we believe they would all stay for grades 9 through 12. Every year we have to turn away students because of our limited capacity in the high school.

As part of the transition from 8th to 9th grade, students in 8th grade will continue monitoring the ICP and set and create specific academic and personal targets. We will help our students begin self-monitoring their academic success by assigning credit values to courses. Teachers and counselors will continue to guide 8th grade students in understanding the importance of academic achievement and credits earned at the end of each marking period. In 8th grade, students will be enrolled in introductory electives for the two SLCs. During the spring semester, prior to STAR testing, eighth graders will engage in a transition program including: shadowing ninth grade students and participating in at least one cross grade level service-learning project or activity.

Eighth grade students will have the opportunity to participate in at least one academic elective such as art, computers, drama, and Battle of the Books as well as in the Cadet Corps program. The Cadet Corps program will allow them to further explore the Public Service and Health and Science SLCs. They will take leadership roles in the Choices Preparatory Academy transition activities by hosting showcase nights, directing student tours, and supporting Valerio Elementary events, including their 5th grade graduation.

In ninth grade, we will continue to closely monitor academic success using progress reports, report cards, student work, teacher-student-family conferences, and data gathering tools such as My Data and Core K-12. Using their Individual Graduation Plan, students will track their official completion of A-G courses and diagnostic California High School Exit Exam data. During the spring semester of ninth grade, students will select an SLC, with parent input, prior to enrollment in the tenth grade.

The second goal is for all ninth graders to successfully promote to tenth grade in one year. According to our 2011 API data, only 60% of ninth graders matriculated to tenth grade. Based on this data, RFCP counselors and core teachers will work with eighth grade students on guiding them through UC/CSU A-G requirements for college admission, graduation requirements, initial exposure to the SLCs, and the system of earning credits.

In the 9th grade, all students will complete an Individual Graduation Plan with their counselor, setting goals for themselves and creating a roadmap that will guide students toward meeting their goals. Counselors will continue to use the IGP tool to provide such information to students and parents through scheduled individual meetings, group presentations, and class presentations. The College/Career Advisor will also provide information in collaboration with the guidance counselors to students and parents.

Teachers and counselors will monitor students' progress through MyData, SIS, and ISIS, and they will use this data to determine how to further support their students. Based on STAR data, periodic assessments, school assessment results, and course grades students will be identified for additional intervention or enrichment beyond first core instruction in order to help them succeed in a college-preparatory curriculum.

The third goal of the Choices Preparatory Academy is that every 9th grade student selects the SLC of his or her choice prior to enrolling in the 10th grade. Student placement in SLCs will be based on their preference on a first-come, first choice. While in the Choices Preparatory Academy, students and their parents will receive presentations and an informational brochure on each SLC in order to make an informed selection based on their career and academic interests. Also, students will be exposed to the curricular and cultural expectations and opportunities of both SLCs as individual SLC faculty members and students present to 9th graders.

Ninth grade students will also have the opportunity to join the Air Force Junior Recruitment Officers Training Corps (AFJROTC), a program that is one of only three Air Force programs in existence within the Los Angeles Unified School District. AFJROTC will be one of the components of both the Public Service SLC, as part of the Protective Services pathway and the Health and Science SLC, as part of the Aerospace Engineering pathway.

AFJROTC is a federal and nationally accredited program whose mission is to develop citizens of character dedicated to serving their nation and community. A multi-year progressive course, it offers students the opportunity to acquire and refine skills while “moving” from grade level to grade level. It also provides students the opportunity to become involved with school and local community through service projects and leadership positions. AFJROTC cadets learn and develop the qualities necessary for success in high school, college, the job market or the military. It is also important to note that there is no military service obligation incurred by enrolling in AFJROTC. Other interdisciplinary curricular activities involve: academic bowls, leadership symposiums and camps, marching drill competitions, color guard presentations, and physical fitness competitions.

Small Learning Communities Grades 10 – 12

Students in grades ten through twelve will have the opportunity to pursue a variety of career interests via two college and career SLCs: Public Service and Health and Science. Students will enter an SLC prepared to meet or exceed standards in their core classes by engaging in the school-wide Marzano Instructional Strategies. Teacher teams will emphasize the Setting Objectives and Providing Feedback strategy very intensely in the upper grades to allow students to take appropriate responsibility for their success and to ensure that students and teachers can respond to the emerging academic needs and challenges. Each SLC will consist of the following core components:

- Rigorous interdisciplinary, cross-cultural instruction in English, mathematics, science, history, and foreign language courses will prepare students for college or employment

- Enrichment and intervention in literacy and mathematics will continue to prepare students for academic advancement and employment
- A demanding progression of technology that provides practical knowledge and skills, preparing students for high-skill, high-wage employment
- Smooth transition that leads students seamlessly from grade level to grade level with clearly stated expectations and continuous monitoring of student progress.
- Work-based learning opportunities for 11th and 12th grade students with service learning, job shadowing, externships, and internships that complement classroom instruction and connect learning to the workplace
- Academic, college, and career counseling to meet the needs of all students at RFCP
- Participation in a global economy

The choice of SLC is responsive to the projected employment opportunities in the next decade and student choices. Students will be exposed to and prepared for career pathways by taking a sequence of academic elective and/or Career Technical Education (CTE) courses within each SLC.

In *What Work Requires of Schools: A SCANS Report for America 2000*, the five workplace competencies employers value are:

- | | |
|-----------------|---|
| • Resources | Identifies, organizes, plans, and allocates resources |
| • Interpersonal | Works with others |
| • Information | Acquires and uses information |
| • Systems | Understands complex inter-relationships |
| • Technology | Works with a variety of technologies |

These competencies are aligned with our student learning outcomes, specifically our expectation that students will become *Effective Communicators* and *Academic Achievers*. In addition, our school-wide instructional strategies prepare students for the workplace; for example Cooperative Learning in school supports the Interpersonal competency and the summarizing and note taking strategy will support the Information competency. Teachers in the two SLCs will embed all five workplace competencies in their core and interdisciplinary instruction through the continued use of the instructional strategies and authentic applications of these competencies.

Public Service SLC

The mission of the Public Service SLC is to increase student achievement through a small and personalized learning environment; explore career pathways related to the Public Service sector; provide job shadowing and mentoring opportunities in public service fields; connect those fields to secondary academic learning; and encourage student career exploration through project-based learning real life experiences.

In the Public Service SLC students participate in a team-taught core curriculum providing lessons that will inherently build upon each other, bridging the gap between courses and grade levels, with special focus on English/Social Studies. Students will also participate in a variety of service and leadership activities. Our teachers adhere to the philosophy that “we can lead by serving” and instill this value in our students.

Through the theme of public service, we will prepare our students academically to be literate in English and in a second language. The SLC will also be designed to familiarize students with employment possibilities in social work, education, law enforcement, and government. Rigorous college-preparatory courses and job shadowing will prepare our Public Service SLC graduates to be *college and career ready* and successful leaders of the 21st century. These courses will be characterized by their academic rigor and relevance to students' objectives, goals, and interests.

The Public Service interdisciplinary thematic curriculum focuses on the following overarching themes, which connects to core curriculum at each grade level. Teams of teachers in the SLCs will develop the cross-curricular projects based on these thematic foci.

- Sophomores - What is citizenship?
 - Citizenship project
 - Mock trial project-based learning
 - Resolving international issues - United Nations simulation which connects students to the global community

- Juniors - What is an American?
 - Analyzing diversity and cultural identity
 - Civil Rights magazine
 - What is an American?

- Seniors – Making change happen in school, in our community, and in ourselves.
 - Fall orientation – College Application Project
 - CSUs, Community Colleges, and UCs present workshops on college applications and financial aid
 - Organizing and hosting a school College Fair
 - How can we make change happen in our community?

The two pathways with the Public Service academy are Family and Human Services and Protective Services. Students will gain some understanding of Public Service starting in their academy themes within the 7th grade Leadership Academy.

Those students who have an interest in the Protective Services will be able to take Cadet Corps as an elective in 7th and 8th grades. Those students will take Air Force JROTC in 9th and 10th grades with Genetics and Forensic Science as their 11th grade electives. By senior year, students will be able to take Constitutional Law as an academic elective. In addition, RFCP will partner with the Los Angeles County Sheriff's Department to offer students the Explorer's Program as part of this pathway.

The Family and Human Services pathway will be built on students' learning in 7th grade Health and Life Sciences courses and an 8th grade elective called Teen Living. A semester course called Health and Child Life will be offered in 9th grade. The students' academic core classes in 10th grade will include instructor-developed activities and projects that include the Human Services theme. In 11th and 12th grades students will be offered academic electives such as Psychology, Sociology, and Caring for a Child. Additional opportunities for students to work as apprentices with children and families will be developed through partnerships with Valerio Elementary and a Head Start preschool program scheduled to operate on the RFCP campus starting in spring 2012.

Public Service Projects

- **Individual Community Service Project**

During the fall semester, all Public Service SLC students will complete fifteen hours of community service under the guidance of the SLC teachers and counselor. These individual projects culminate in the Public Service SLC Showcase event. The community service will be connected to the grade level themes.

- **If I Could Change the World/My Community Project**

During the spring semester, students organize and implement a multi-grade level team project of their design. The project begins with an individual essay written by each student on how he/she would change the world or his or her community. After topics are democratically chosen, teams of students design and implement their projects, which must demonstrate awareness, fundraising, and service. Appropriate topics would include gender equality, racial acceptance, literacy outreach, support of parent education programs, creating environmental sustainability, and supporting a healthy community.

Health and Science SLC

The mission of the Health and Science SLC is to prepare students for post-secondary education and to provide them with opportunities to explore professions in the fields of health and science, while fostering an environment of inquiry and learning that promotes the development of their human relations skills, and abilities. Our goal is to provide job shadowing and mentoring opportunities, which enable students to make connections between the professions and secondary academic learning.

The Health and Science SLC is a comprehensive pre-professional and pre-technical secondary program of study. In the Health and Science SLC students have the advantage of a team-taught core curriculum providing lessons that will inherently build upon each other, bridging the gap between courses and grade levels, with special focus on interdisciplinary instruction between Math and Science. This SLC is designed to expose students to post-secondary programs covering the entire range of health care occupations. It is a preparatory program characterized by academic rigor, intensive career planning, and required clinical and/or mentoring experiences.

- Sophomores – Good Health and Wellness
 - Health and Wellness project
- Juniors – Healthcare Career Options
 - Healthcare Career Options Project
- Seniors - Human Relations and Ethics in Modern Healthcare
 - Fall orientation – transitioning seniors for post-secondary education or careers
 - California State University at Northridge, a community partner, presents workshops on college applications and financial aid.
 - Human Relations and Ethics in Modern Health Care Project

Within the Health and Science Academy there will be two college and career readiness pathways for students that connect, in part, to classes offered in grades 7-9. One pathway, Therapeutic Services, includes the 7th grade Health/Life Science courses, the 8th grades Dance/Fitness semester courses and Health and Foods Nutrition electives in 9th grade. The 10th grade electives would be offered through

Physical Education, which would include CPR and Introduction to Athletic Training or Dance. In the upper level of high school, ROP Sports Medicine would be offered to juniors and ROP Medical and Hospital Careers would be offered to Seniors.

Also in the Health and Science Academy we will establish an Aerospace Engineering pathway in conjunction with a Science, Technology, Engineering and Math (STEM) focus in the core classes 10-12. Students will build on earlier experiences such as after-school clubs and an 8th grade Aerospace Education or Rocketry elective. Ninth grade participation in Air Force JROTC is also part of the pathway. In 10th grade, students will continue Air Force JROTC and elect to participate in MESA Robotics as an after-school club activity. Our juniors will be able to take Computer-Aided Design (CAD) as an elective course in conjunction with the MESA- sponsored Robotics program. Students may continue with an advanced CAD Engineering elective in their senior year.

Health and Science Projects

- **Independent Project**

During the sophomore and junior year, all students will complete independent projects based on core team thematic projects. These can include any of the following: Science Fair projects, site visit projects, career poster presentations, writing/research projects, volunteer projects, mentoring projects. These independent projects culminate in the Health and Science SLC Showcase event.

- **Independent Project Internship**

During students' senior year, students will have an internship or volunteer assignment. Students will be required to maintain a journal documenting the experience as well as acquire materials to be used for their independent project presentation. Students will be able to demonstrate through their portfolio and project presentation that they are *Responsible Citizens, Effective Communicators* and *Academic Achievers*.

c. WASC Accreditation

RFCP will follow UC/CSU A-G requirements and course titles and objectives as delineated in the LAUSD instructional guidelines using District and state-adopted textbooks and instructional materials. All students will enroll in and pass A-G courses to meet graduation requirements. The counseling staff will work with the academies, SLCs, and departments to collaboratively ensure that all students are well informed about the A-G requirements. Counselors will also hold individual and group Individual Graduation Plan (IGP) conferences with students and parents to inform them about UC/CSU A-G requirements and expose them to CTE pathways as well as other academic electives.

Fulton College Preparatory participated in its first full-term WASC Focus on Learning Self-Study accreditation process in the spring of 2009, after its first senior class graduated from RFCP. At that time, we were granted a three-year term accreditation and are scheduled for a mid-term two-day visit in March 2012. The self-study process and visit will provide us the opportunity for reflection, growth, and provide information as to how to better meet the academic and social-emotional needs of all students. We look forward to the visit and are confident that we are on track towards offering a rigorous UC/CSU A-G college preparatory curriculum.

WASC Self-Study Process

The Leadership Team comprised of all stakeholders will collaborate to coordinate the self-study process, and the Administrator who supervises instruction along with a school Self-Study Coordinator will lead the WASC self-study of our school-wide instructional program. We will meet within home groups (departmental) and focus groups (SLCs) in the ongoing improvement process to assess what our students know and are able to do. After identifying successes and challenges, we will develop an action plan for the next three years, which will be aligned to our Single Plan for Student Achievement.

Once approved, the plan will be reviewed using data updated on a yearly basis to guide our work and ensure that all goals are addressed and met.

d. Addressing the Needs of All Students

Robert Fulton College Preparatory is committed to providing all students with an environment that support their academic, cultural, and social development. We will follow and utilize RTI² model to ensure that students are provided with an appropriate learning environment that supports their particular learning style. Early identification and intervention, along with researched-based instructional strategies will be employed to meet the needs of students from diverse populations. Frequent monitoring will be used to ensure that all students reach both their long-term and short-term goals. We will address diverse learners such as English Learners, GATE, and SPED students for enrichment and access to intervention including the Learning Center.

English Learners

We will hold high expectations for all learners, including English Learners, to ensure that they achieve at high academic levels and graduate on time. As such, RFCP will meet all the requirements detailed in state and federal law pertaining to English Learners' equal access to the curriculum. About one in three students at RFCP are designated as English Learners. Eighty percent of our English Learners have been in the school system for six years or more without reaching proficiency in the language. Those students, considered Long-Term English Learners, represent 23% of the whole student population. From an instructional standpoint, we are committed to establishing ongoing enhancement of our instruction to afford academic language development, opportunities for classroom interactions and scaffold delivery of content in our core classes at every grade level. In an effort to better prepare our high school English Learners who qualify for ESL levels 3 and 4 instruction, we will change the curriculum to the Hampton-Brown *Edge* program. *Edge* curriculum is more aligned to the ninth and tenth grade California English Language Arts instructional standards, and it will lead to a higher reclassification rate among the high school LEP students, thus reducing the LTELs [Curriculum Waiver]. We will work to ensure that all EL students are engaged in every class with the use of our school-wide instructional strategies, effective SDAIE techniques, differentiated instruction, and ongoing analysis of student data with responsive action.

We will assess all new enrollees who indicate a home language other than English to determine their English proficiency. In order to place matriculating students in the appropriate middle school curriculum for the 2012-2013 academic year, English Learners will be assessed with the *Diagnosis and Placement Inventory* (DPI) in the spring at their elementary schools before matriculating to the middle school. English Learners matriculating from the middle school are placed into the appropriate high school ESL or mainstream English language arts (ELA) curriculum based on the courses they have passed. A student's ELD proficiency level is determined by various data sources including: California English Language Development Test (CELDT) results, California Standards Test (CST) proficiency level, and DPI level. The DPI code is the primary basis for initial placement into ESL classes due to its direct alignment to the

curriculum and the recency of its administration. CST/ELA results and CELDT scores are used to corroborate the DPI results or to modify placement when those scores indicate stronger proficiency levels. The results will determine the placement based on LAUSD's policy for ELs in either Mainstream Program or Structured English Immersion (SEI) program with parental consent.

We expect all of the newly identified English Learners to reclassify as proficient in English within five years or less. To ensure that everyone makes the appropriate progress toward that goal, we will provide six levels of English as a Second Language courses for those students who are in the Structured English Immersion Program. Preparing for Redesignation Program (PRP) students who are struggling in achieving their target for redesignation after they complete the ESL curriculum will be enrolled in the corresponding English Language Skills (ELS) class. Parents have the right to enroll their students in ELA without completing the ESL program; however, the student will remain an EL with the expectation to redesignate as fluent English proficient as soon as possible. Families will meet with the Language Acquisition Team (LAT) prior to withdrawal of students. The LAT, which is comprised of parents, student, teacher, and a coordinator, will look at the English Language Development (ELD) portfolios, summative and formative assessments, and grades. They will agree upon a series of short-term goals toward reclassification.

Another goal is to affect a decline in the number of Long-term English Learners (LTELs) at our school by focusing on increased proficiency in ELA and math for those students. Teachers will cooperate to develop and share effective instruction of targeted standards as part of their content-alike PLC work. Effectiveness will be measured by results on formative and common summative assessments. Teachers of core classes will closely monitor the progress of their English Learners as well as the other students. The Title III Access to Core Coach work will support the infusion of scaffolding and pacing for English Learners by facilitating review of student data, continuous improvement cycle, Tier 1 instruction, intervention, and lesson planning. The EL coordinator will monitor and support Tier 2 instruction for ELs.

Gifted and Talented Students

Our continuous monitoring of student learning by PLCs together with the use of Marzano's strategies will support appropriate instruction for all students including gifted and talented students. Teachers of high achieving students will work together to plan projects, activities, and instruction to enable students to extend their learning in areas of interest or ability. In every core classroom differentiated instruction and flexible grouping practices will allow more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level. Differentiated learning classrooms where gifted students are enrolled will be given multiple enrichment opportunities that challenge their thinking, while adding greater depth and complexity to the curriculum.

We will provide an academic program that addresses enrichment and acceleration through Advanced Placement classes, honors classes, enrichment opportunities, after-school programs, academic elective courses, and our School of Advanced Studies (SAS).

Another program on our campus is the School for Advanced Studies program, which provides specialized instruction and opportunities for students, grades 6 through 12, who have been identified as gifted, or on the basis of exceptional grades or high performance on California state assessments. About 25% of our students participate in one or more courses designated as Honors, Gifted, and/or Advanced Placement, each year.

RFCP will continue to offer professional development in differentiation for gifted students to all teachers, to promote understanding of these students' social, emotional and academic development needs. Student growth will be monitored on a yearly basis and teachers who teach honors and AP will participate in

mandatory, on-going professional development to further develop strategies and best practices that ensure a challenging curriculum for GATE students. Teachers are offered professional development through the District's Learning Zone, the California Association for the Gifted, the National Association of Gifted Children, and graduate programs at local universities. Our National Board Certified teachers offer free weekend PDs on differentiated instruction for advanced learners, to all of our teachers, and to instructors from other schools, as well. SAS programs review annually their gifted pupils' progress, school program design, trends in identification, curriculum and instruction, parent and community involvement, support services, and compliance with LAUSD and state mandates.

Students with Individualized Education Plans

We will provide a continuum of special education services to students with Individualized Education Plans (IEPs) including the Resource Specialist Program, Special Day Program, Adapted Physical Education, Language and Speech Services, and Community-Based Instruction (CBI). To ensure that all students receive a free and appropriate education in the least restrictive environment, we will follow a full-inclusion model for our Resource Specialist Program, providing special education teachers and general education teachers opportunities to plan together and work collaboratively during department PLCs to implement the accommodations and modifications detailed in students' IEPs. Instructional strategies will be implemented in the general education classroom and in the learning center to ensure universal access and high achievement.

All teachers of students in the Resource Specialist Program and the Special Day Program will scaffold instruction to ensure access to the curriculum. Fully included students who require additional support to be academically successful will receive additional help in the Learning Center.

e. Vertical Articulation

At RFCP, we understand that learning is a continuum so it is important to develop connections/relationships with feeder schools as well as receiving schools to ensure successful transitions from grade level to grade level. As previously indicated, RFCP is unique in that it is a grade 6-12 span school which provides us the opportunity to have a deeper level of vertical articulation that begins with a 5th grade articulation program. Fifth grade students from Valerio and four neighboring elementary schools will continue to visit our campus and see student performances and presentations; they will also be led on student-guided tours of classrooms so that they can witness the rigors of secondary school. This experience is not only valuable for the elementary students, whose future educational goals are reaffirmed, but also for our secondary students who are empowered as educational leaders for the youth in their community. We will develop these kinds of partnerships with local elementary schools, pursuing opportunities for our students to function as tutors and mentors in their community, building a culture of academic success.

At RFCP teachers will share student data to inform instruction on both previous and next grade levels, identify areas of need for our students, and collaborate to develop and create programs that support student learning in grades 6 to 12. Department PLCs will plan core curricula, taking into account the students' previous curriculum. Looking at data will enable teachers to know their students' strengths and challenges and be able to better provide appropriate instructional strategies to address identified student needs. Common academic practices in from Academies to SLCs will allow students to make transitions more smoothly. The PLC process is embedded/interwoven with department-wide professional development, allowing PLCs to share their work, instructional strategies, and expectations with the wider community of teachers, not only calibrating their PLC work, but also allowing each class to build on the next.

We will develop a clear vertical alignment of course and graduation requirements to support our students in becoming college and career ready upon graduation. In the Choices Preparatory Academy, 9th grade students will receive information regarding the SLCs that will be available to them the following year, and both students and parents will be invited to learn about the student choices through an articulation event in the spring semester of the students' 9th grade year.

Upon entering the SLC of their choice in the 10th grade, students will continue receiving support designed to facilitate their transition into the SLCs. They will learn about the academic expectations of their SLC. In both SLCs, teachers will continue to meet regularly and implement the continuous improvement cycle based on student data. At the beginning of every year, SLC teachers, with the support of the counselors, will identify at-risk students who may require additional support and intervention.

To continue exposing students to post-secondary opportunities, we will partner and coordinate resources and curriculum with local universities and community colleges, including LA Valley College, LA Pierce College, LA Mission College, CSUN, and UCLA. When possible, we will encourage students to concurrently enroll in college courses while enrolled at RFCP to support their academic needs.

Our College Counselor and Peer College Counselor program will allow students to support one another in making the transition to college. Students will have the opportunity to participate in college and university presentations, college/university field trips, PSAT and SAT preparation courses, college/university application workshops, and college/university financial aid workshops, including scholarship information, which will further prepare our graduates to become college and career ready.

f. Early Care and Education

NOT APPLICABLE

g. Service Plan for Special Education

RFCP is dedicated to ensuring that all students, including students with disabilities, participate in a rigorous, relevant, and coherent standards-based instructional program within a safe, personalized learning environment. As a result, students will become *Responsible Citizens, Effective Communicators, and Academic Achievers* who are college-prepared and career-ready. In order to support our students with disabilities, RFCP will implement the policies and procedures outlined in the *LAUSD Special Education Policies and Procedures Manual* as updated by relevant district publications. All students with disabilities will be provided with a free, appropriate, and public education in the least restrictive environment with additional support in the Learning Center as needed.

To the greatest extent possible, students with disabilities will receive instruction in general education classes. Accommodations and/or modifications outlined in the student's Individualized Education Plan (IEP) will be implemented in order to provide support in helping the student to be successful in the general education curriculum.

General Education teachers and Special Education teachers will collaborate to develop strategies to address the instructional needs of students. Teachers will receive ongoing professional development on effective strategies related to the multi-tier Response to Intervention and Instruction. Special Education teachers and General Education teachers will collaborate to develop strategies to address the instructional needs of the students. They will use backward planning to determine appropriate pacing plans within

department PLCs, and to ensure that grade-level standards are being addressed. They will identify desired outcomes and benchmarks they will need to achieve along the way to reach their goal. They will review content standards by grade level and prioritize essential standards. Teachers will regularly monitor student progress using assessment data to determine which standards are being met and which standards need to be revisited.

As appropriate, a Learning Center will be available to resource students (per their IEP) who need additional targeted intervention. Students will receive small group and one-on-one instruction that supports and builds on the general education curriculum. The Learning Center will also serve as a resource in providing organizational and instructional strategies to promote student success.

For students with more restrictive needs, a Special Day Class program (SDP) will be provided at all grade levels. The Special Day Classes will consist of smaller classes led by a Special Day Class teacher and assisted by a paraprofessional. The Special Day Classes will allow students to access the core curriculum to meet state standards. The Special Day Class teacher will adapt the content and delivery of instruction to address the unique educational needs of the student. Students in the Special Day Classes will be members of the grade-level academies and SLCs. Each academy and SLC has specific goals and expected outcomes. The Special Day Class students will engage in comparable learning, activities, and projects as their grade level peers.

In addition to the Special Day Classes, RFCP will have an Autism class (AUT) class in which instruction is aligned with the state standards. These students are part of the general curriculum working toward a high school diploma. RFCP will maintain a second AUT class, which is part of the alternative curriculum. These students take the CAPA and are on track to receive a certificate of completion. Students with the most restrictive needs on campus will have access to a Community Based Instruction (CBI) class, in which students are provided strategies focused on teaching life skills, as well as how to access community resources. Students in the AUT classes will also be members of the grade level academies and SLCs. They will be exposed to the goals of each academy, participate in academy activities, and collaborate with their teachers and paraprofessionals to complete projects to demonstrate their learning.

Extended School Year (ESY) will be provided outside of the academic school year for students with disabilities who might otherwise demonstrate significant regression due to an interruption in the student's educational program. The IEP team makes the decision as to whether or not ESY services should be provided based on student need.

By age 14, students with an IEP will have an Individual Transition Plan (ITP) incorporated into their IEP, as mandated by federal and state law. The ITP will be updated annually and will include transition activities related to education/training, employment, and daily living skills. The transition plan is a collaborative effort between the student, parent, school staff, and any appropriate community agencies to support the student in a successful transition to adult living.

To create and maintain a positive school environment, RFCP will implement a school-wide Positive Behavior Support plan. Students will understand the behavioral expectations, and will know how to meet those expectations. For students with behavioral issues that impede learning for the student and those around the student, a Behavior Support Plan (BSP) will be included as part of the student's IEP. All teachers will have access to the student's IEP and will be aware if there is a BSP in place.

Parents of students with disabilities will be included in Robert Fulton College Preparatory's school-wide plan to engage parents in their child's education. Parents will have access to the Parent Center. RFCP will develop programs to utilize parents as volunteers. In addition, RFCP will maintain an open classroom environment. Parents of students with disabilities will receive full information related to special education

and related services for their child. They will be encouraged to attend their child's IEP meetings and to participate in the decision-making process regarding their child's education.
(See Appendix E for Service Plan for Special Education).

B. 2 Professional Development (PD)

a. Professional Culture

Robert Fulton College Preparatory is committed to developing a professional culture based on cooperative effort, ongoing evaluation, and continuous reflections aimed at improving practice within a respectful and supportive environment where all teachers and staff actively participate and follow protocols and norms. The professional development culture will empower teachers, administrators and support staff to continually practice, improve, and share data-based pedagogical practices. Each individual will be accountable for fulfilling his/her responsibilities to the collaborative effort and the collaborative as a whole will share accountability for the overall success of the school. Ultimately, this professional culture will allow us to align our professional development goals with the vision and mission of our school as well as the expected student learning outcomes while modeling for students the use of collaboration, respect, and group learning that will be expected of all students. Also, to support professional growth, teachers will have opportunities to participate in individual professional development opportunities on and off-campus.

Based on our 2011 API score of 640, CST and CAHSEE data, we understand that there is urgency to implement professional development that will spur improvement of teaching and learning at our school. Therefore, the school leadership team and administrators will begin introducing the professional expectations of the school to all staff in September 2011 as we begin the Focus on Learning self-study process. Teachers will learn about expectations beginning with the pupil-free day and continue connecting those expectations to the professional development throughout the year in weekly professional development meetings.

The new professional culture will lead to the retention of teachers because it will provide them with time to work with other teachers. They will be respected as professionals, and they will receive proper support. In an effort to support the PD work, we will conduct our Tuesday banked day meetings in the mornings from 7:49 to 9:04 am. Based on feedback from the staff, we believe that holding PD sessions in the morning will increase teacher engagement and receptiveness [[Professional Development Waiver](#)]. In this collaborative school culture model, the underlying norms, values, beliefs, and assumptions will reinforce and support high levels of collegiality, teamwork, and dialogue about instruction. Collaboration will eventually affect the quality of teaching by enriching the work of teachers.

RFCP will use DuFour's Professional Learning Community model as the structure for teachers to work together and create a system of mutual accountability. The PLCs will share a common mission, vision, values and goals; will be committed to collective inquiry; will practice working in a collaborative team; will apply a systemic process of action orientation and experimentation, and will be committed to the continuous improvement towards student learning results (DuFour & Eaker, 1998). Our PLCs will also engage in a reflective cycle to set goals that are Specific, Measurable, Attainable, Results-Oriented, and Time-Based (SMART), implement action plans, assess student learning using formative assessments, and revise based on results to provide appropriate intervention.

The PLC structure will allow teachers to engage in the ongoing exploration of four crucial questions by Dr. Richard DuFour that will drive the work within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- What will we do when they already know it?

To meet our curriculum and instruction foci, all teachers will participate in two PLC teams, content-alike and academy/SLC, depending on the purpose of their work, and they will meet in one group on a weekly basis. Due to the urgency to align the curriculum and ensure all teachers provide all students a rigorous standards-based instructional program, three of the four PLC meetings will be devoted to the content-alike teams during the first year of the plan's implementation and will be reduced to two meetings a month in the second and third year of implementation to provide more time for academy/SLC work. The fourth PLC meeting will be dedicated to the academy and SLC work.

Also, teachers in the English, Math, Science, and Social Studies (core) departments will meet on a monthly basis to participate in professional development related to the identified research-based strategies to further support them with the implementation. These meetings will support the school-wide effort to advance the proficiency of a substantial number of students who are Long-Term English Learners through research-based instructional techniques. These full-day, monthly professional development meetings will also provide teachers additional support and opportunities for differentiation.

The professional culture will also require discussions around student assessment results and data by having PLCs focus on the second question "How will we know when each student has learned it?" The discussion devoted to this question will require data and its analysis to be a strong part of the collective inquiry based on assessments. The RTI² problem-solving process will be the structure that teachers follow to problem-solve through the use of data.

Through the Instruction and Governance (IG) Council, school leadership will have the opportunity to incorporate feedback from staff regarding professional development in order to make key decisions. The IG Council comprised of all stakeholders including teachers, administrators, and support staff will meet on a monthly basis to discuss the instructional program and determine any changes to the professional development based on data, such as teacher surveys, minutes from meetings, and observations. These meetings will be inquiry and data-based, and we will follow the RtI² process.

Teachers will play a significant role in developing the culture at RFCP. Teachers will be expected to participate in activities at the school site. Opportunities for involvement range from sponsoring a club to serving as a member on an ad hoc committee, SSC, and the IG Council.

b. Professional Development Plan

Our professional development plan is based on the principles of Richard DuFour's Professional Learning Communities from his book *Learning by Doing* (DuFour & Eaker, 2006). It will consist of the following commitments:

- **Focus on Learning:** set goals, monitor growth and provide supports
- **Collaborative Culture and Collective Inquiry:** Build shared knowledge, share best practices, and update skills
- **Action Oriented:** PD learning translates into action, and innovations spurred, supported and documented

Focus on Learning is the cyclical process of goal setting by which the PLC examines data at the student level to determine need, sets learning goals, develops research-based intervention and instructional strategies, and then implements those strategies with continual monitoring and support. As with the RtI² process, assessment is formative, continual, and informs instruction in relevant and precise ways.

The **Collaborative Culture** allows for capacity to be increased toward common goals of improved student learning by strengthening the team as well as the individual teacher. Weekly team meetings, common planning time, full-day retreats (RFCP PD Institute, described below), webinars, and conferences bring new ideas and skills to the collaborative. Teachers share, model, observe, and give feedback as new strategies and skills are put into practice.

In order to be **Action Oriented**, established norms of openness and candor will foster an environment where innovations are likely to move beyond the discussion phase and into action (implementation). Action is followed by reflection, feedback, and assessment. Always, the focus is on student learning outcomes and data that demonstrate the effectiveness of innovative strategies or curricula. Where innovations are properly implemented, but are ineffective with the target population, then **Collective Inquiry** spurs further research, problem solving, and innovation.

Our professional development is aligned to the instructional program through the focus on state standards, research-based strategies, the use of assessments, data, and the RtI² problem solving process to ensure access and rigor for all students, while working in a collaborative culture that is action oriented. The professional development will support English Learners, students with disabilities, and gifted students by ensuring special needs are being met while maximizing students' participation in core instruction. Our middle school API data indicates that fewer than 5% of our EL and SWD subgroups scored proficient in ELA and Math. The high school API data indicates that only 2% of our high school ELs and 3.4% of our SWD were proficient in ELA while 1% of EL and 0% of SWD subgroups were proficient in Mathematics.

RFCP will use the following structures and strategies to enact the process of professional learning communities: [\[Professional Development Waiver\]](#)

- **Content-Alike Meetings:** PLC members will have access to about three professional development meetings a month (approximately four hours) to work in grade-level teams by content area to plan/design lessons, create common formative and summative assessments, examine student work, collect data, and identify areas of need and proper interventions to target their student learning goals. Tier 1 “good first teaching” within the classroom will be adjusted and enhanced in response to the formative assessment results. Teachers will follow the PLC cycle as well as Grant Wiggins and Jay McTighe’s *Understanding by Design* to identify essential standards and desired end results (such as summative assessments and department finals). This will help teachers align their goals during the collaboration process of the PLC cycle.
- **Academy / SLC Meetings:** The Academy and SLC members will meet on a monthly basis during professional development time to address specific Academy/ SLC needs including designing interdisciplinary project-based learning. They will also establish and implement systemic intervention strategies to support students who need additional academic and behavioral support.
- **Core (ELA, Math, Science, Social Studies) Cadre:** The core department members will be released bi-monthly for the entire day to deepen their learning about Marzano’s research-based instructional strategies, 21st Century teaching and learning, project-based learning, specific SDAIE strategies to support Long-Term English Learners, PLC work and RtI². They will use data analysis from formative and summative assessments to identify department-wide areas of need and create department-wide objectives. Teachers, support staff, administrators, and professional consultants will lead the work.
- **Department Meetings:** All departments will meet every other month after-school to address departmental needs. Most importantly, department members will collaborate as a whole on a

quarterly basis during the weekly professional development time, to identify vertical integration (6-12) and content-specific standards and skills, as well as challenges and instructional strategies.

- **Articulation Seminars:** Twice a year, teachers in the Foundations Academy will meet with staff from feeder schools to further articulate and align academic and social goals. The articulation plans will be submitted to the Instruction and Governance Council for review and kept on record for training purposes.
- **Quarterly Curriculum Review:** PLCs will review quarterly content-specific data and report progress to the Instruction and Governance Council to make recommendations.

Teachers in the core departments will receive additional professional development bi-monthly through the Core Cadre to learn about the identified research-based strategies and how they are implemented in the classroom regardless of the different grade levels, content areas, or student abilities. Teachers will also be encouraged to attend conferences, workshops, and other school sites to participate in gathering information on innovative strategies for improving student achievement and content support. On campus, teachers will receive additional support from our Access to the Core Coach, Bilingual Coordinator, Title 1 Coordinator, Intervention Coordinator, and Administrative Leadership. RFCP will provide opportunities for struggling teachers to observe successful teachers who have consistently shown success in improving student achievement and the needs of individual teachers will be addressed by the administrative team. New teachers will be provided release time to observe a mentor teacher and receive intensive support. Partnering and teaming will also be part of the professional culture since innovative strategies can be replicated.

RFCP teachers who are interested in leadership and career advancement opportunities will be encouraged to become instructional leaders by participating in the PD ad hoc committee and thus engaging in the school-wide PD development and delivery. They will also be encouraged to participate in local district professional development and/conferences and to bring the learning back to the school site to share with colleagues and facilitate PD meetings. The administrative leadership will also model instructional leadership behaviors and will be mentors for staff members seeking advancement opportunities.

RFCP will use autonomy to determine the structures, frequency, and content of all professional development and collaborative meetings. We require autonomy because we will need additional professional development days to those assigned by the District in order to accomplish our PD goals. Our PD autonomy will also determine the additional expectations that will be added through the Elect to Work agreement.

c. Teacher Orientation

As a keystone of our professional development plan, RFCP will hold a three-day annual Summer Professional Development Institute beginning in the summer of 2012. The Summer Institute will be used to orient new teachers and align the efforts of all teachers around a comprehensive school-wide agenda of reform. During the three-day Summer Institute, RFCP teachers, support staff, expert consultants, and members of the administrative team will lead and conduct the training. The Instruction and Governance Council, on advisement of its ad hoc PD committee, will plan the agenda in Spring 2012 and it will include the following topics:

- Team-Building, Culture, and Trust
- Professional Learning Communities Model
- Articulation and Alignment of Standards

- Common Formative/Summative Assessments
- Research-based Instructional Strategies
- Reading and Writing Across the Curriculum
- SDAIE instruction and supports for Long-Term English Learners

The Summer Institute will consist of whole group sessions complemented by breakout sessions. Follow-up activities connected with the Summer Institute topics will be planned for PD meetings, and subsequent gathering of data, artifact, or feedback will inform the Instruction and Governance Council of training impact and effectiveness.

The Instruction and Governance Council will play an important role in planning and implementing professional development. It will be comprised of representatives from each department and Academy/SLC in addition to support staff, administrators, parents, and students. The role of the Instruction and Governance Council will be to create an ad hoc committee of stakeholders to focus on professional development. That committee would analyze school-wide data, assist with the development of SMART goals, suggest professional development topics, and advise the IG Council on school-wide needs. The yearly professional development plan will be submitted to the IG Council for approval. The Instruction and Governance Council will also have a role in the staffing process.

d. Professional Development Program Evaluation

At RFCP, we understand that effective professional development must be centered on student learning. Therefore, our professional development will target our specific student learning needs, as well as district priorities and academic initiatives. The professional development goals are specific, measurable, attainable, results-based, and time-bound. Our professional development goals are to:

- Build capacity of teams to work together toward a common purpose, build trust, and change culture.
- Establish a systemic use of the PLC cycle of improvement.
- Learn and utilize research-based instructional strategies to differentiate instruction for all learners.
- Learn and utilize formative and summative assessments to guide instruction and student learning
- Introduce Understanding by Design.
- Address the needs of the individual teachers by enhancing his/her knowledge and skills and thus the quality of student learning.
- De-privatize practice through the use of common observation protocols, action research, peer observation, and teams of teachers looking at student work and curriculum-embedded assessment data.
- Grow leadership capacity among the staff.

Our evaluation process will provide important information about the implementation of our professional development to assure that it is continually improving student achievement. Through this process, our Instruction and Governance Council will reflect on our school's professional development goals and determine if the goals are met. It will be a systemic, purposeful process of studying, reviewing, and analyzing data from PLCs and academies/SLCs, as well as from different sources to determine the impact of our professional development.

Quarterly, the Instruction and Governance Council will look at (1) teacher response to the professional development; (2) the impact of professional development on teacher practice; and (3) the impact on student learning. According to Guskey (2000), the teacher is a key component of the PD evaluation.

B-3. Assessment and School-Wide Data

a. Student Assessment Plan

RFCP believes that all students can learn at high levels in a rigorous standards-based curriculum through the continuous improvement cycle inherent in the work of our Professional Learning Communities (PLCs). The use of assessments will be an integral part of the daily instructional process. We pledge to use assessments as sources of information for both students and teachers by developing high-quality common formative and summative assessments to guide improvements in the ongoing teaching and learning context (assessments for learning), to measure the level of success or proficiency that students obtain at the end of an instructional unit by comparing it against agreed upon essential standards and benchmarks (assessments of learning), and to track college-prepared and career readiness amongst all students.

Our school data reflects the urgency to systematize the way we approach teaching and learning at RFCP. Although we have shown some growth in our API from 607 to 640 from 2007 to 2011, our rate of growth has not been consistent. Since entering Program Improvement Status 13 years ago, the fluctuations in growth indicate that as a school wide community, we must develop and uniformly implement agreed upon systems to ensure a “guaranteed and viable” curriculum for all students, including English Learners and students with disabilities through good first core instruction in the classroom. Upon implementing these systems, we can expect our students to graduate being *Responsible Citizens* who accomplish tasks, independently and cooperatively, value diversity, and respect themselves and others; *Effective Communicators* who listen reflectively, speak confidently, read critically, and write effectively; and *Academic Achievers* who meet and exceed grade level standards, and are college-prepared and career-ready.

In order to provide a rigorous standards-based instructional program with college and career readiness for all students, we believe that having a strong and accurate system of assessing students’ progress is vital for students to learn and achieve at high levels. Our assessments will be directly aligned to State standards, District Instructional Guides, and Periodic Assessments. They will demonstrate what students should know in each of the content areas and also assess the necessary skills and content for the next level of instruction. Most importantly, teachers will use the data obtained from our assessments to determine the types of intervention or enrichment that students will need in order to demonstrate proficiency of the standards, thus modifying the instructional program through the use of research-based instructional strategies. Both formative and summative assessments will help us to identify RtI² Tiers 2 and 3 for those students who have not mastered the standards.

In content PLCs, teachers will develop common formative assessments (based on identified standards) that promote equity. In *Revisiting Professional Learning Communities at Work*, DuFour (2008) suggests that PLCs help monitor and improve student learning, and inform and improve the practice of both individual teachers and teams of teachers. Focusing on the use of day-to-day formative assessments (such as in-class comprehension checks) is one of the most powerful ways of improving learning in the classroom (William & Black, 2010). Through the cycle of continuous improvement, content-alike PLCs will work collaboratively on a weekly basis and daily common conference periods to determine what students must learn, monitor students’ learning, share the instructional practices that worked, provide systematic interventions that ensure students receive support for learning, and enrich learning when students have already mastered the agreed-upon outcomes. This collaborative effort amongst all teachers will be the foundation of our system of accountability for student learning.

In order to ensure that all students succeed and meet the demands of the 21st century world, we will provide our students with multiple opportunities to demonstrate success. RFCP is a community school;

as a result, our school welcomes and embraces students of varied abilities and diverse learning styles. Consequently, we commit to equity and fairness to all students including those who learn and show what they know in diverse ways. There is more than one way to assess all students. Each student has a method of learning and therefore requires differentiated forms of assessment. While we are highly committed to participating in all state-mandated assessments, we will also use a variety of authentic informal and formal assessments to understand what our students know and can do. We believe that a diverse assessment model will give students an opportunity to maximize their learning since they will have various ways to demonstrate the learning they have acquired.

The table below indicates the assessment measures that we will use:

	Assessment	Grade Level	Frequency
National Standardized Test	PSAT, SAT, ACT, AP	9 th -12 th	Annually
State Mandated Standardized Test	CST CAPA CMA	6 th -11 th	Annually: Administered in the spring (end of year)
	EAP	11 th	Annually
	CAHSEE	10 th -12 th	Follow LAUSD administration: Administered until passed
	CAHSEE Diagnostic	8 th -10 th	Annually
	CELDT	6 th -12 th	Initial or Annually
LAUSD Assessments	LAS Links Español	6 th -12 th	Initial
	District Periodic Assessments (English Language Arts, Mathematics, Science, and Social Science)	6 th -10 th	Ongoing Follow LAUSD administration
	ELD portfolio for ESL students	6 th -12 th	Ongoing
	MAZE	6 th -12 th	Ongoing (Beginning, middle, and end of year)
	DPI	5 th	End of the year
	Algebra 1 End-of-Course Examination	8 th	End of the year
Teacher Developed Assessments	Teacher created Common Department/Subject Finals	6 th -12 th	Ongoing
	Teacher Created Benchmark tests/unit	6 th -12 th	Ongoing
	Teacher Created Formative Assessments	6 th -12 th	Ongoing

RFCP is committed to using state-required assessments and district assessments; additionally, we will use autonomy to create site-developed authentic assessments that include common formative and summative assessments in addition to the district’s periodic assessments that will measure students’ academic growth and needs, while ensuring that the “safety net” curriculum is implemented. As a result, our school will

create benchmark assessments that measure student academic growth throughout their instructional time. We will create a balance of formative and summative assessments that are executed in the classroom.

The content-alike PLC teams will first design standards-based unit and end-of-course common summative assessments that will measure proficiency. This work will also ensure that there is a common expectation of learning for all students, guaranteeing access to the curriculum and positively impacting student achievement. The assessments will be based on PLC agreed-upon identified outcomes that are inclusive of state standards and CST blueprints. This will have an impact on student achievement since students will be exposed to the rigor of the CST.

Teachers and Support Staff will be trained in:

- PLC Cycle of Continuous Improvement.
- Core K-12 to develop and implement a variety of assessments: Maze, Progress Monitoring Assessments, and Periodic Assessments. Core K-12 will also be used for data reporting.
- MyData to gather data for analysis of CST, CAHSEE, CAHSEE Diagnostic, ELA Grade 6th-11th Diagnostics, ELA Intervention Courses, At-Risk Summaries, and Early Warning Reports. MyData will provide teachers valuable data to inform and guide instruction by identifying areas of focus, guiding intervention, and providing standards-based resources such as bank of test questions in the four core areas.

RFCP believes that data has a double purpose. On one hand, it measures student progress; on the other hand, it evaluates the effectiveness of our instructional program. Therefore, our faculty will use a variety of assessments to analyze student learning and to evaluate our instruction. All assessments will be aligned to the California State Content Standards. We will analyze the data generated by these assessments to ensure that each student is making adequate progress and to provide intervention.

RFCP is committed to following the State and District's timelines for assessments. Content-alike PLCs will begin to meet in the spring semester of the 2011-2012 school year to develop formative and summative assessments in the context of a standards-based educational cycle. This cycle includes:

- Identifying essential standards
- Developing pacing plans
- Creating interdisciplinary, thematic curriculum maps
- Setting S.M.A.R.T. (specific, measureable, attainable, realistic, and timely) goals
- Creating formative assessments
- Designing summative assessments
- Designing and executing rigorous 21st century lessons
- Analyzing, interpreting, and responding to data
- Sharing evidence-based educational practices
- Designing intervention strategies based on RtI²

The Instruction and Governance Council will begin by reviewing data in order to set S.M.A.R.T. goals that reflect long-term and short-term goals. Next, the content PLC teams will devote time to identify essential standards and create a pacing plan. The Academy/SLC teams will create interdisciplinary, thematic curriculum maps. Teachers will develop summative assessments in addition to ongoing formative assessments, which will be used for each summative assessment to inform the teacher of

student progress. Teachers will work in their academies or SLCs to design rigorous lessons that engage students at the highest level.

After the completion of each student's project or work, teachers will collect and review the data. Intervention and Enrichment will be implemented in response to data gathered from Tier 1 assessments for students who have not met the benchmark. Teachers will reteach, spiraling standards/skills. Teams will meet during the dedicated professional development time to discuss and decide on modifications in instruction for those students who are not successful.

b. Graduation Requirements

At RFCP, our goal is to provide opportunities for students to fulfill graduation requirements, qualify for college admission, and prepare them to enter the global workforce. With the support of our PLC assessment cycle, students will complete course work beyond minimum requirements so that they graduate as responsible citizens, effective communicators, and academic achievers. We will have high expectations, encouraging students to enroll and pass AP classes as well as additional academic electives in the core. We expect all students to meet or exceed the following requirements in order to graduate from RFCP:

- Completion of LAUSD High School Course Requirements (Health, Applied Technology, and Physical Education)
- Completion of 230 credits
- Completion of UC/CSU A-G requirements
- Passing both English Language Arts and Math sections of the CAHSEE
- Completion of the Service Learning Project
- End of Senior Year SLC Project

Students scheduled to receive a Certificate of Completion must meet all of their IEP goals.

To ensure that each student makes progress toward graduation, we will begin with our 6th graders showcasing projects/portfolios at the end course. Our counselors will expose students in the 7th grade to the concept of earning credits by creating an in-house credit monitoring system. As students promote to the 9th grade, counselors will hold individual and group conferences with our students using the Individual Graduation Plan (IGP). Parents will also be expected to attend these conferences. Counselors will review each student's progress report and then meet with students who are not making adequate progress. Also, teachers and our college advisor will assist students in self-monitoring their progress. Students who are not on track for graduation will be required to either repeat a course on campus or enroll in credit recovery options such as adult school, online learning, community college, and/or summer school.

c. Data Collection and Monitoring

RFCP will collect and monitor data by utilizing all California Department of Education and Los Angeles Unified School District data collection and reporting tools including: SIS, Core K12, ISIS, MyData, EdData, DataQuest, Welligent, and the School Accountability Report Card. Data will be extracted and analyzed to determine curricular strengths and weaknesses, areas of success and need for students, curricula and programming decisions, and to develop school-wide academic goals. The Instruction and Governance Council will schedule and design PD to lead participants through data analysis protocols.

This implementation will begin with an in-class monitoring in every content area. Then, the PLC team will analyze the collected data on a weekly basis and provide immediate intervention when needed. Next, an in-house portfolio and credit monitoring system will be developed. Finally, all the stakeholders will perform a school-wide monitoring every five weeks to guarantee that every student is meeting the academic standards. This systemic assessment and data analysis practice will allow PLCs to determine modification to the curricular program and to provide the corresponding intervention.

Core teams and teachers will:

1. Use MyData to examine student achievement data, identify at-risk students, and analyze early warning data to inform instruction and monitor student learning. Teachers will have access to comprehensive history reports to examine students' longitudinal learning patterns. Teachers will use this data to make decisions on teaching strategies, project-based learning experiences, interventions, and enrichments.
2. Teachers will conduct ongoing Tier 1 progress monitoring. Through professional development, teachers will be trained to utilize the CoreK12 assessment site as a data and monitoring tool. Teachers will continue to administer the periodic assessments according to the LAUSD testing calendar. Teachers will also use the School Based Assessment tool found in CoreK12 to develop their own assessments for more frequent progress monitoring. The SBA application allows schools to enter their own assessments and view these assessments in the "My Students, Current Year Data" classroom dashboard, where the reports also include basic demographic data, CST scores and periodic assessment results, allowing teachers to compare student progress on a variety of assessments.

Instruction and Governance Council will:

1. Use EdData, DataQuest, School Accountability Report Card, and SIS to extract achievement, demographic, and subgroup data to inform curricula, programming, and instructional strategy decisions.
2. Use ISIS to document and closely monitor student attendance and to communicate with parents via Blackboard Connect and the Family Module classes.
3. Use MyData to identify at risk or early warning students in order to provide appropriate interventions.

Students will be active participants in data collection and monitoring. They will analyze their achievement data in I & E class. Students will complete Data Chat Folders that will include their most recent California Standards Test and California High School Exit Exam results. In collaboration with their I & E teachers, core teachers, and parents, students will set academic goals for the current school year, and they will develop an individual action plan to achieve those goals. The folders will be maintained throughout the year, and additional data, including progress reports, periodic assessments, and teacher tests will be recorded. Students, teachers, and parents will monitor students' progress toward achieving their academic goals and regularly revisit the action plan designed to achieve those goals.

An integral part of instructional planning is to review and analyze student data from our many feeder schools. Data analysis will begin during elementary and middle school articulations as the prospective sixth graders finish their elementary school education. Once they begin middle school, data from this group of students will be collected every five weeks for analysis. Teachers will analyze incoming student CST scores and other indicators to develop a clear picture of the students who are entering our school. Furthermore, middle school teachers will request students' portfolios of work from the elementary teachers in order to have a complete picture of the students.

All stakeholders will be actively engaged in the Data Collection and Monitoring plan. The Instruction and Governance Council will inform the Compensatory Education Advisory Committee (CEAC), and English Learner Advisory Committee (ELAC) about the academic progress in each Academy/SLC throughout the year in an effort for these two committees to make monthly recommendations to the School Site Council (SSC) to develop and improve the delivery of our instructional program.

Multiple sources of reliable performance data will be gathered frequently and used to measure progress. This data include:

Diagnostic Assessment	Formative Assessment	Summative Assessment
CST	ELD Portfolio for ELS students	CST, CMA, CAPA, STS
CAHSEE	MAZE	CAHSEE
CELDT, LAS Links Español	Teacher-created formative assessments	CELDT
DPI	Progress monitoring assessments	MAZE
EAP	District Periodic Assessments	Teacher-created benchmark tests/unit tests
PSAT	Explore Exam	SAT, ACT, AP

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture

Robert Fulton College Preparatory (RFCP) school is committed to providing all students a nurturing and academic program that is characterized by four critical elements: (1) high expectations for all students, both academic and behavior (2) a safe and personalized learning environment, (3) strong commitment to collaboration and continuous improvement (4) accountability for students, teachers and parents. All adults on campus will work together to meet the academic, social and emotional needs of all students.

In *The Moral Imperative of School Leadership*, Michael Fullan (2003) discusses the obligation of educators to afford all students a quality education. At RFCP we believe that the best way to do this is with personalized Academies and Small Learning Communities (SLCs) in which the needs of every student are addressed, and where every person on campus works daily in the pursuit of this academic excellence. Researchers found that low-income minority students benefit the most from small group settings (Howley, Strange, & Bickel, 2000).

RFCP will be divided into three Academies and two SLCs; the 6th grade Foundations Academy, 7th grade Leadership Academy, and the 8-9th grade Choices Academy. The 10-12th grade will be divided into two SLCs: Public Service and Health and Science. The goal of the 6th grade Foundations Academy is for students to become self-directed learners. The 7th grade Leadership Academy will focus on developing students academic leadership skills, and the Choices Academy for 8th and 9th grade students will prepare them for long-term academic success and college readiness by transitioning students into the 9th grade, familiarizing them with the UC/CSU A-G requirements, and introducing them to post-secondary options.

The Public Service SLC will explore two career pathways related to the Public Service—Family and Human Services and Protective Services. The two Health and Science SLC pathways will be Therapeutic Services including sports medicine and an introduction to hospital careers and Aerospace Engineering, including extra curricular classes in robotics and academic classes in computer-aided design. Before they graduate, students will have opportunities for job shadowing and mentoring opportunities in both of the RFCP SLCs. The practical and analytical experiences will provide students the foundation for a wide variety of careers. The end goal is for our graduates to be successful, productive members of the global community who have the skills and motivation to be competitive in the 21st century.

As our students promote from grade to grade, we will celebrate each passage as an accomplishment towards the ultimate goal of graduating senior year, college and career-ready. RFCP will recognize and celebrate students' culmination at the end of each year with celebrations and awards, as we acknowledge that education is a 'continuing' process. We want the 12th grade graduation, not 8th grade culmination, to mark the pinnacle of their secondary career.

Because RFCP is a span school, we are able to monitor student's progress starting in the 6th grade and continue on for the next seven years until they graduate from high school. Consistency is a component of building relationships and our structure provides both teachers and staff members the opportunity to know students throughout their 6-12 academic years. Additionally, our school is located next to Valerio Primary Center as well as Valerio Elementary School, giving students and families the unique opportunity to attend school from grades Pre-K through high school graduation within their own community, in a four block square area. According to the Parent Survey (2010-2011), their children's safety is the number one concern of RFCP parents, and the majority (80%) believes their students are safe on RFCP school

grounds. Keeping their students close by alleviates most safety concerns for parents. Additionally, building a partnership with Valerio Elementary is essential in developing vertical articulation throughout all grades in order to support student learning. In 2012, a Head Start pre-school program will open on the campus of RFCP, extending our connections with families in the community. Within this unique learning complex, we are able to offer a safe and orderly learning environment for grades PreK-12.

We believe that all students can learn and expect them to achieve at high levels. Success is the only acceptable outcome. RFCP will create an environment and culture in which students and families are inspired to perform at the highest levels by building relationships and constantly communicating that students' can and will be successful. Each new student who enrolls at Fulton will meet with his/her counselor who will share our school expectations with them and their family. Academic and behavior expectations and goals will be determined at this meeting.

At RFCP, we believe that a cornerstone of school success is regular school attendance (Student Advocacy Sept. 2008). Attendance policies are based on the principle that regular school attendance maximizes the student's interaction with his or her teachers and peers and are a major component of academic success. Teachers, with the support of our 9th grade PSA counselor and guidance counselors will review daily attendance data to monitor student attendance and take action immediately. Currently, RFCP has met the LAUSD Attendance target of 62% for students in attendance 96% of the 2010-2011 school year. Our goal is to continue meeting the LAUSD Attendance target of 71% of students, and strive to meet 74% of staff in attendance 96% of the school year in 2012-2013. Successful implementation of any attendance policy requires cooperation among all members of the education community, including parents, students, teachers, administrators, and support staff. RFCP will offer attendance incentive awards for perfect attendance and for arriving to school on time. Our expectation is also to increase family involvement in school activities, in order to improve student attendance. We understand that students learn by example. Since the District dictates teacher attendance guidelines, the administrative staff will monitor tardies and absences and will take corrective action as needed.

RFCP will continue to provide a comprehensive sports program for both boys and girls in grades 9-12 that includes football, soccer, tennis, cross-country, volleyball, softball, basketball, and cheer. We currently offer an outstanding dance program, play production, and theatre arts. Students in grades 6-9 benefit from the Beyond the Bell YS Plus Enrichment Programs that offer athletic and academic extra-curricular activities.

b. Student Support and Success

RFCP faculty and staff believe that student support and student success is a result of high expectations for student learning within a collaborative environment that focuses on grade level and subject state standards. Our measure of success is for our students to demonstrate proficiency in the California Standards, meet the LAUSD Attendance target, pass all CSU/UC A-G requirements, and pass CAHSEE as well as complete the Service Learning component in order to graduate college and be career ready. Our English Learners will achieve proficient levels of ELD fluency on the CELDT, and Special Education students will meet all of their IEP goals. We will have a culture of success for all students because we believe that all can and will succeed.

We also believe that a standards-aligned curriculum delivered with fidelity using differentiated and effective instructional practices will meet the needs of approximately 80% of students. The additional learning and behavior needs will be addressed through the Response to Intervention and Instruction (RtI2) process. We will provide struggling learners multi-tier interventions to accelerate their rate of learning. These services will be provided by a variety of support personnel, including general education teachers,

special education resource teachers and specialists, counselors, PSA, and Deans. In some cases, students may require additional instructional time through a double-block English and/or math intervention class.

The students' progress will be closely monitored to assess both the learning rate and level of performance of individual students. Our goal is to create a well-integrated system of instruction and intervention guided by student data.

To further monitor students and provide personalized assistance, all students in grades 6-12 students will be assigned an Intervention and Enrichment (I&E) class. In cases when 20% or less of the class has not achieved the expected learning goals, the struggling students will receive intensive, targeted intervention within an I&E class that will meet for 25 minutes four times a week. The teachers will be able to use the progress monitoring or formative assessment data to design and deliver appropriate interventions, assess the student progress and move the student out of the class when he/she demonstrates mastery of the learning goal. As a result, the groupings or class assignments may change frequently in accordance with the RtI² model.

The I&E class would also offer enrichment activities for students. Students who do not need targeted intervention during the I&E classes would use the time to work on their presentations, portfolios or projects. RFCP teachers will draw on the data of students who have already met grade-level learning goals to support their deeper understanding and high-level application of academic concepts.

To support all students, every child will have an Individualized Graduation Plan that will guide him/her toward success. Counselors will meet with the students and parents to ensure that students have a clear understanding of the requirements for graduation and post-secondary education. Every adult will be accountable for student success and we will use data to guide our efforts.

Student support will be provided within a safe learning environment, which helps develop a positive concept of themselves, enhances individual potential and increases respect toward others. The school-wide positive behavior support is based on research that indicates that the most effective discipline systems uses proactive strategies designed to prevent discipline problems (Boynton & Boynton, 2005). To achieve this goal, RFCP has established a Code of Conduct for all students to follow. All staff members will ensure that:

- Expected behaviors are defined and explicitly taught across all settings and supported by all staff.
- A system of school-wide positive behavior support is in place.
- A system is in place to positively reinforce appropriate student behavior
- Expectations and consequences are consistent, known and understood by staff and students.
- Staff utilizes de-escalation techniques with inappropriate student behavior.

Lastly, we will establish a culture of 'no failure' with students, staff, and parents by establishing policies and procedures that protect instructional time. Teachers will be accountable for all student learning which is the number one priority. We will establish policies that emphasize to students and their families the importance of academic achievement and that learning is a life-long process. Each teacher will emphasize this mindset and will integrate the message of high expectations for both academic and behavioral achievement in their classroom culture. Within this environment, we will foster student expectations of seeking additional schooling after high school.

c. Social and Emotional Needs

In addition to creating a safe and nurturing learning environment, we will use the school-wide positive behavior support program to help students focus on their education by addressing their social and emotional needs. Small, personalized Academies and SLC environments will create an intimate setting where students can form strong relationships with adults at the school. Students will have a counselor who will monitor their academic progress as well as attend to their social and/or emotional needs. There will also be additional support staff such as a Bilingual Coordinator, Dean of Discipline, school psychologist, PSA counselor, a full-time nurse, and a College and Career Advisor. This support staff will collaborate as the Coordination of Services Team (COST) that will receive referrals from staff members and identify the additional services that individual students may need within a multi-tier pyramid of intervention that will be addressed through the RtI2 process.

In cases where students may need individual therapy, students will be referred to external agencies for support. We currently have partnerships with *Stirling Behavioral Institute*, which provides free mental health services to eligible students through funding from the Department of Mental Health; *the Village family services*, which provides mental health services including individual and family therapy and counseling, to relieve trauma; the Van Nuys *Family source Center*, which provides assistance to families whose children have attendance and behavioral issues, or need help with guidance, mentoring, and anger management; and the *Khalili Center* which has provided valuable information to our students and their parents regarding obesity prevention and wellness. The goal is to improve the overall long-term health of our students and the community.

Within each Academy and SLC, RFCP teachers will embrace a hands-on thematic approach throughout each subject area. Classrooms will be student-centered providing good first instruction through the RtI2 model of good first teaching. Our Academy and SLC teachers will work within Professional Learning Communities (PLC) to hold each other accountable within their interdisciplinary teams in their vision of high student achievement. This is founded on the belief that an interdisciplinary team of teachers who share a few hundred students in common for instruction and assume responsibility for their educational progress can have a powerful effect on student achievement.

The goal of a culture of collaboration within the PLCs will be to provide solid, engaging, relevant, and effective first instruction while at the same time defining and implementing first and second tiers of intervention for students whose academic and social needs are still not being met. The support of out-of-classroom staff and advisors will be utilized to obtain optimal personalization for each student. Each PLC will have measurable goals and have activities to assure that all staff members are active contributors to the success of their PLC.

d. College and Career Readiness

As part of the vision and mission for RFCP, our goal is to prepare students for success after high school. This mission encompasses their preparation for college, the workplace and life. When students are nurtured in a culture where educators believe in their potential to do the extraordinary and work together to achieve this end, all children can be successful adults. To increase the number of students who are ready for post secondary education, RFCP will continue providing programs to meet the needs of all students.

All RFCP students will leave high school college-prepared and career-ready. The college going culture of RFCP will be validated all year through their enrollment in coursework that satisfies the A-G requirements for the UC/CSU system and Advanced Placement courses while also pursuing a career

pathway, which appeals to a field of interest. Each SLC will cultivate an atmosphere where thematic teaching is developed around the focus of career pathways through thematic lessons and by taking a sequence of Career Technical Education courses within each of the SLCs. Discussions are embedded into the daily student life both in academic classes and advisories. Students are provided with frequent opportunities to think and talk about their future plans and what they are doing now to prepare themselves to achieve their goals. Moreover, the AVID program will continue to focus on a college bound philosophy. Each SLC will also provide some job shadowing opportunities, and volunteer and internship opportunities to enable students to further their exploration in careers that interest them.

RFCP will provide instructional staff and a college/career advisor to promote awareness of college and career opportunities during and after graduating from RFCP. College and Career counseling will begin in the 7th grade. All students at Fulton will have access to the College and Career Center during and after the school day. Student assemblies and classroom presentations by the College/Career advisor and visiting guests will give students the opportunity to explore and encourage both college and career pathways giving students information necessary to be competitive candidates in the work force and entrance to college system.

The College/Career Advisor will work collaboratively with the grade level counselors, parents and advisory teachers to develop college and/or career goals for each student. The Counselor and College/Career Advisor will oversee each students Individualized Graduation Plan (IGP) and encourage students to meet the A-G requirements for entrance into four year institutions of learning. The College/Career Advisor will present college application and financial aid information workshops both for students and parents. Other workshops offered will include information on the PSAT, ACT, SAT, college entrance exam, NCAA eligibility requirements for athletes, concurrent enrollment at Community Colleges and Career Pathways and service learning opportunities. RFCP will encourage all 11th grade students to participate in the PSAT exams in the 10th and 11th grade and the EAP exams in the 11th grade.

We will hold an annual College/Career Fair in the spring of each year that will enable students to interface with business professionals in a variety of fields in order for students to gain knowledge about college and career opportunities and skills required to enter these fields. The College and Career Advisor will organize events such as College Awareness Month, field trips, College T-shirt Day, Career/College clubs, and College Awareness Nights.

As part of RFCP's commitment to vertical articulation with the elementary schools, assemblies and meetings will be held at our feeder elementary school campuses to start students and their families early on the importance of planning their future and know that college is possible for everyone.

e. School Calendar / Schedule

RFCP will adopt the Early Start Traditional calendar, and classes will begin on August 14, 2012 and end on June 4, 2013. We will follow all of the LAUSD holidays, and unassigned days, as well as Buy-Back days.

Our daily schedule will be a combination of a six-period day Monday through Wednesday and a block schedule day Thursday through Friday. As a school spanning grades six through twelve, we have developed a bell schedule that accommodates the varied requirements of middle school and high school coursework, activities, and student readiness. With the modified block schedules, all students' work with their teachers four times each week. The longer block periods support science labs, writing labs, projects, and computer-based learning. In addition, an optional seventh period will afford students further

opportunities to add academic enrichment, non-academic courses, and credit recovery classes in a timely manner. (See Appendix I) [[Scheduling Waiver](#)]

f. Policies

We plan to follow LAUSD policies regarding graduation requirements and student behavior. All students will be expected to meet all of LAUSD graduation requirements, and/or their IEP goals in the case of students with disabilities. (See Appendices J and K).

Students at RFCP will wear a school uniform. According to research, school uniforms:

- Help prevent gangs from forming on campus
- Encourage discipline
- Help identify intruders in the school
- Diminish economic and social barriers between students
- Increase a sense of belonging and school pride

Based on input from families and staff at RFCP, we plan to continue and strengthen our school uniform policy and make wearing the uniform an expectation for all students. We will connect the consistent wearing of the uniform with incentives for participation in culmination/graduation, prom, parking on campus, and student activities/programs. Students who repeatedly violate school uniform policy will be expected to participate in campus beautification activities in order to regain student activity privileges. [[Discipline and Codes of Conduct Waiver](#)] RFCP will implement a comprehensive Discipline Plan and Codes of Conduct in collaboration with input from parents, staff, and students.

B-5 Parent and Community Engagement

a. Background

Robert Fulton College Preparatory (RFCP) is a comprehensive span school located in Van Nuys, California, a relatively low-income community in the East San Fernando Valley area. The community is home to approximately 100,000 people of which 60% live in renter occupancy homes. It also houses many county offices such as the Government Center containing a branch of the Los Angeles County Superior Court, Van Nuys police station, the Van Nuys offices for Los Angeles City Hall, Van Nuys State Office Building and a branch of the Los Angeles Public Library. The city of Van Nuys is also home to Van Nuys Airport, one of the world's busiest general aviation airports. The airport plays a critical role in the economy, contributing \$1.3 billion annually, and supporting over 12,300 jobs.

The Van Nuys community's median household income is under \$30,000 and approximately 24% of the population lives below the poverty line. The ethnic composition of the community is predominately Hispanic, which makes up approximately 60% of the population followed by White, and Pacific Islanders at 13%. The school population mirrors the ethnic make-up of the community it serves, with the majority of students being of Hispanic and Other Asian backgrounds. Also, approximately 75% of the community speaks a language other than English at home. As a result, RFCP has been designated as a Predominately Hispanic, Black, Asian, and Other (PHBAO) school and about 30% of our students are English Learners. Moreover, due to the low household incomes, 100% of RFCP students receive a free lunch through the federal Title 1 program.

Poverty and safety are two of the greatest concerns in the Van Nuys community. Many households rely on one income and are unable to afford basic needs such as nutrition, health care, clothing, and, in some cases, shelter. Because there is a high risk of educational underachievement for children who are from low-income homes, RFCP makes every effort to ensure that students benefit from the programs that are available to them such as free-lunch, free tutorial and extra-curricular programs after-school, as well as counselor referrals to outside programs and agencies. Our students in the upper grades also face demands outside of school that make it difficult to fully focus on schoolwork and studying. Many students need to help supplement family income and provide care for younger siblings.

As for safety concerns, the community relies on the Los Angeles Police Department stationed in Van Nuys to patrol and guard their streets. The school community also relies on the Los Angeles Unified School Police who not only have an officer on campus, but also patrol the neighborhood adjacent to the schools. There is a gang presence that still exists in the community despite the recent drop in crime. For that reason, RFCP follows the requests and recommendation of parents to require that every student wear the school uniform and follow school policies, which are meant to keep them safe on campus.

b. Strategies

The Design Team is committed to serving the RFCP community. It has been home for many individuals and we believe that under the supported conditions our students will succeed at high levels. RFCP staff, teachers and administrators strongly believe that parents must be involved in the educational lives of their children. RFCP is committed to creating a means for parents to be empowered decision makers and effective supporters of the school and their children's education. Teachers and staff will reach out to all families and involve them as supporters, advocates and decision makers. Our goal is for parents to move from involvement at school to complete engagement in their child's education.

RFCP will invest in parental engagement through the following activities:

Parent Education - At RFCP we know that there is a direct relationship between parent expectations and student achievement. Parents of high-achieving students set higher standards for their children's educational activities than parents of low-achieving students Clark, R.M. (1990). Therefore, one of our goals is to educate our parents on parent involvement and the impact it has on student learning. RFCP has invested Title I funds on a parent center on campus and two parent center directors who keep the center open throughout the school day. The purpose of the Parent Center is to educate parents creating a partnership and support system for students where the result is improved student achievement. A secondary goal is to build parent leadership through participation in school decision-making committees. The overall goal is to enable parents to work more effectively with their children at home so that student achieve at higher rates.

The parent center currently provides parents with education and community resources and information, as well as space for adult classes, workshops, and presentations. Classes are offered to parents four to five days a week and we have more classes offered on campus than any other Local District 2 school. We offer computer classes to parents and members of the community as well as ESL language classes, and math classes. The parent center also provides workshops on topics such as motivating children, curriculum awareness, reading school data and understanding how it relates to their child, CSU/UC A-G-requirements, technology, and employment development classes (resume writing/interviewing skills), and domestic violence. Presently, classes are held in the mornings; however, we plan to expand the program to the evenings so that we can reach more parents/families and accommodate various schedules since the school is in a working class community.

One of our major community partners is the Parent Institute for Quality Education (PIQE). It creates partnerships between parents, students and educators to further students' academic success. The program educates parents on how to foster a positive educational environment for their children both at home and at school. It is a nine-week program and is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using many academic success tools such as dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; and discussing children's college expectations. The program is one of the tools RFCP offers to create a bridge between home and school.

In our community where adults need better literacy and language skills, RFCP will start family literacy programs where adult education classes take place after hours--with child care provided so that students can study alongside their parents. RFCP will also provide family college trips and information for families that have not had college and/or high school graduates. Families will be encouraged to visit college campuses beginning in the seventh grade. As part of ongoing efforts to increase literacy within our community, the parent center will create a library of books in English and Spanish available to parents.

Family Nights, Events, and Activities - Parents are invited and encouraged to participate in Back-to-School Night, Open House and the additional Parent Conference night since we are a PHBAO campus. During these events, parents have the opportunity to meet with their child's teachers and ask questions about the curriculum, grades and school policies. Our Academies and SLCs will also have the opportunity to showcase many of the class projects.

RFCP will hold the Jaguar Pride Awards twice a year to recognize students' academic excellence and perfect attendance. Parents are invited and encouraged to attend the ceremony. In addition, an English Learner's Award Ceremony will be held twice a year to recognize English Learners who have reclassified as proficient in English and other ELs who are making outstanding progress on their way for redesignation. Parents are actively involved in this ceremony as well.

Once a year, RFCP holds a Multicultural Event to celebrate students' ethnic roots. Students, parents, and teachers work together to create an interesting, educational, and artistic event reflecting a variety of cultures during an all-day affair for everyone in the community to experience.

RFCP will continue and expand its annual College Fair, which attracts students, parents, area businesses, Community Colleges, Universities, Public Service Departments, and community members. We also plan to expand on our Science Fair and Renaissance Fair as we develop our student projects and SLC programs. Throughout the school year families and students can come to our campus to meet with college and university reps for small group and individual information meetings, attend workshops on college applications and receive help completing financial aid applications.

Another popular event that will continue at RFCP is the Battle of the Books competition that we frequently host for local area schools. Students on our school team and students from other area schools, along with their teachers, parents and families spend the day on a weekend and enjoy a culminating awards ceremony at the end of the competition.

Coffee with the Principal - The highly successful Coffee with the Principal meeting is designed to offer parents and interested community members an opportunity to meet with the principal and discuss information regarding school policies, procedures, academics, and general happenings. Topics vary from month to month and typically include a brief presentation, discussion, and question / answer period. Parents also have an opportunity to network with other parents and build relationships around educational issues in a friendly and inviting environment where coffee, water/juice, and a light snack are provided.

Improved Communication – RFCP will design effective forms of school-to-home and home-to-school communications about school programs and children's progress. There will be a regular schedule of useful notices, memorandums, telephone calls, quarterly newsletters and other communications such as use of the marquee. Language translators will also be available during the parent conferences and activities, as well as parent workshops. All communication will be in English and Spanish. Fulton will update its website to make it a better form of communication between the school and family/community. Weekly updates and messages from the principal and updates from each academy/SLC or department, the student handbook and all pertinent bulletins, policies and procedures for the school will be included. The use of Connect-Ed enables messages to be sent home to parents in both English and Spanish on a weekly basis detailing events for the upcoming weeks. We plan to continue taking the necessary steps to improve communication with parents and the community in order to create a supportive environment.

Parent Volunteers – RFCP recognizes that it is important to encourage students' parents as volunteers following the LAUSD guidelines. We want to ensure that we provide parents multiple opportunities for them to be involved in their child's education. At the beginning of the year, we will invite parents to identify themselves as potential volunteers and to identify their talents.

Governance - As a School-wide Title I school, parents serve on the Compensatory Education Advisory Council (CEAC) and English Learner Advisory Council (ELAC), as well as School Site Council. Through the diligent work of the Parent Center these councils have excellent parent participation. Parents have an opportunity to take School Site Council training and enjoy learning about the process. (See Appendix O)

c. Key Community Partnerships

Education, business, and community groups will partner with RFCP to support our college and career-ready goal. Our partners will provide opportunities for internships, mentors, guest speakers, and field trips that will enrich our academic program. We will partner with our local colleges and universities, business such as the Van Nuys Airport, and health centers.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

a. School Type

Robert Fulton College Preparatory will adopt eight waivers from “Local Initiative School Model” (LIS) to govern and oversee the instructional and operational needs of our school community [Local Initiative School Waiver]. The faculty, parents and students participated in the Vote Petition process. As a result of the petition, a UTLA full-time membership vote was held on February 6, 2012 and 99% of the voting members approved the LIS model.

Our school mission, vision, and instructional plan drove our selection of the LIS model because it best meets the needs of our school by providing a structure that allows all stakeholders to implement the problem-solving cycle to improve student achievement. The local stakeholders have a deep understanding of our students’ needs, which puts them in the best position to assess and address the needs and challenges of the RFCP community.

We will establish an Instruction and Governance (IG) Council, a shared decision-making council that will replace School-Based Management (SBM). The IG Council will be inclusive of shareholder input from teachers, students, parents, community members, classified employees, the UTLA Chapter Chair, and Administration. We will also adhere to California Education Code in regards to School Site Council (SSC) to ensure the participation of all stakeholders in the school improvement program. RFCP will also maintain a Compensatory Education Advisory Committee (CEAC), and an English Learner Advisory Committee (ELAC), to engage more parents in the leadership and governance structures. These committees will be used to implement, maintain, and sustain constant communication between the school site and the community.

The creation of the IG Council will support our vision of having all students participate in a *rigorous, relevant, and coherent standards-based instructional program within a safe, personalized learning environment so that they become responsible citizens, effective communicators, and academic achievers who are college-prepared and career-ready* through IG ad hoc committees that would address the academic, physical, social and emotional needs of all students. The ad hoc committees will implement the problem-solving cycle to address needs, and make recommendations to the IG Council, which will make final decisions. The IG Council will be inclusive of the following ad hoc committees:

- Assessment and Accountability
- Fiscal
- Curriculum and Instruction
- Professional Development
- School Culture
- School Operations
- Personnel Team

We believe that the LIS model provides RFCP with the District guidance and support in curriculum and assessment, while providing flexibility to determine how we create systems to achieve our goals. It is our expectation that this change will lead to improved student achievement that will result in higher standardized test scores, higher passing and proficiency CAHSEE results, higher graduation rate, and

more students meeting A-G requirements for college acceptance. The IG Council will monitor progress to ensure that we meet the needs of all students, in particular the Long-Term English Learners as well as our students with disabilities, thus closing the achievement gap.

Increased Professional Development Time and Schedule – [Professional Development and Scheduling Waiver]

Our professional development is scheduled to take place weekly, on Tuesday mornings for 75 minutes, as the calendar permits. The additional professional development time and flexibility with the schedule will allow us to focus on learning, and develop a collaborative culture that is action oriented and inclusive of collective inquiry. Therefore, we will utilize a LIS waiver to combine professional development banked days with shortened day hours to hold professional development Tuesdays throughout the school year. This waiver will allow us to meet weekly, provide consistency and coherence to our PD plan, and evaluate our student and school data on an ongoing basis.

b. School Level Committees

The Instruction and Governance Council will be the main governance council and it will be inclusive of all stakeholders. The IGC will be inclusive of the following ad hoc committees:

- Curriculum and Instruction ad hoc committee will oversee the instructional program at RFCP and ensure that the WASC Self-Study accreditation process is aligned with the Single Plan for Student Achievement. The committee will also monitor the master schedule and assist teachers in developing new courses to better support our mission and vision. The committee will be inclusive of all stakeholders.
- The Professional Development Committee will support all PD activities for faculty, staff, and administration to provide a broad range of education approaches and support services necessary to ensure higher student academic achievement. The PD committee will support high quality teaching and learning, as well as support services for all students by reviewing the PD needs of our faculty and staff, monitoring ongoing PD offerings, and adjusting the professional development plan.
- The Assessment and Accountability Committee will review and make recommendations concerning the assessment of student learning, holding our school accountable for learning, and assisting us to improve student performance. The committee will advise the IG Council on issues related to the development and communication of the academic expectations and core content for assessment, the implementation of the statewide assessment, and the distribution of rewards for students who improve their performance.
- The Fiscal Committee will collaborate with all ad hoc committees and categorical advisory committees to review our school-wide data and determine resource allocation of general fund budgets and Instructional Materials Account (IMA) to improve student achievement.
- The School Culture Committee will monitor the educational program to ensure that all students, parents, and staff are welcomed in a safe and respectful environment. The committee will monitor the implementation of the school-wide positive behavior support plan, which will follow the RtI² pyramid of intervention for positive behavior.

- The School Operations Committee will ensure the appropriate day-to-day operations such as the bell schedule and calendar to support student learning.
- The Personnel Team will meet as needed to interview for any vacant position, including the principal position. Upon completing interviews and identifying potential candidates, the committee will make recommendations to the Instruction and Governance Council, which will make a final decision.

School Site Council (SSC)

Also, RFCP will comply with Education Code and the LAUSD/UTLA collective bargaining agreement as well as operate according to state and federal laws pertaining to School Site Council. The SSC will approve expenditures of categorical funds to improve student achievement, as stated in the Single Plan for Student Achievement (SPSA). The 20 member council made up of the Principal, teachers, out of the class certificated/classified employees, parents, and students will meet on a monthly basis to make data-driven decisions related to student achievement. The SSC duties are to:

- Review and analyze student data.
- Solicit input from school advisory committees (ELAC and CEAC)
- Assist the principal in developing the Single Plan for Student Achievement (SPSA)
- Monitor the implementation and effectiveness of the SPSA
- Approve the SPSA and school site budget prior to submitting it to the District for final review and approval.

The Compensatory Education Advisory Committee (CEAC) will provide parents of eligible students an opportunity to evaluate the effectiveness of the school's academic program. The CEAC will advise SSC and the Principal on changes or modifications to the Single Plan for Student Achievement that meet the educational needs and raise the academic achievement of students participating in the Title I program. CEAC will also ensure parent involvement in the education of students through appropriate training.

The English Learner Advisory Committee (ELAC) will advise the principal and SSC on programs and services for English Learners and the development of the Single School Plan for Student Achievement. The ELAC will also continue to participate in the school-wide assessment of the needs of students, parents, and teachers; review the school's language census, and monitor the Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets per LAUSD Bulletin 5430.0

B-7. School Leadership

a. Principal Selection

The principal at RFCP is one who must embody characteristics that align with the mission and vision to graduate our students, college prepared and career-ready. He/She is:

- an instructional leader that focuses on strengthening teaching and learning, professional development, data-driven decision making and accountability;
- a leader who advocates for school capacity building and resources;
- a visionary leader who demonstrates commitment, entrepreneurial spirit, values and conviction that all students will learn at high levels; and
- a community leader who demonstrates a big-picture awareness of the of the school's role in our community, society, and 21st century.

Raquel George is in her first year of principal at RFCP and was an assistant principal for seven years at two different secondary schools. As the current principal, she has led the school in the development of our PSC 3.0 plan and the revisit WASC self-study process, which will result in a review in March 2012.

Robert Fulton College Preparatory prepares to open in August of 2012 with Raquel George as the principal. She has a proven track record of fostering high student achievement with similar student populations. She has successfully:

- Created, established and supervised the instructional program of two small learning communities;
- Developed a master schedule to program students within SLCs and on block schedule;
- Led to the addition of A-G courses to provide equity and access for all students;
- Developed and monitored school-wide professional development
- Supervised and monitored the Special Education program, ensuring compliance with the Modified Consent Decree and Special Education law
- Collaborated with teachers and support staff on implementation of RtI²
- Led the school's Leadership Team through the WASC Focus on Learning Self-Study process
- Monitored school-wide budgets, including categorical and grant funds
- Collaborated with parents and the community through the Leadership Team and school councils

In general, the principal selection process will be collaborative and inclusive of shared decision-making. In the future, the selection of the instructional leader will involve all stakeholders in the school community through the Personnel Team. The Personnel Team will include a maximum of nine representatives from the Instruction and Governance Council, including teachers, a parent representative, a student representative, the UTLA Chapter Chair, an administrator, and Principal Leader. The committee will abide by the District rules for the selection process. All applicants will submit a letter of intent, a resume, and three letters of recommendation including a supervisor and a parent/community member.

The interview process will include a traditional interview with the selection committee and the Personnel Team will submit the names of the top two candidates to the local district superintendent who will make the final selection. (See Appendix L for Job Description of Principal)

b. Leadership Team

The Leadership Team comprised of department chairs, SLC/Academy Lead Teachers, support personnel, and administration will work to increase student achievement through a collaborative approach to problem solving and setting clear data-driven goals and benchmarks. The Leadership Team will provide recommendations and advice to the Instruction and Governance Council will also be responsible for designing and overseeing our non-categorical school budget to ensure it is consistently aligned with our school mission, vision, and goals.

Based on the school mission and vision, the IG council will make decisions to support rigorous standards-based instruction that is data-driven through the curriculum and instruction, assessment and accountability, professional development, fiscal allocations, school culture, school environment, and personnel ad hoc committees, to increase student achievement. To ensure that it is a collaborative effort, RFCP will include representatives of all stakeholders in the IG Council. It will include the Principal, UTLA Chapter Chair, five teachers, two other certificated members, one classified employee, two students, and three parents/community members.

The selection of leadership positions, including SLC/Academy lead teachers, department chairs, coordinators, deans, and any other out of the classroom teacher positions will follow Article IX from the District/UTLA contract. The Staff Appointment Waiver provides a uniform process for the selection of all members of the Leadership Team. [\[Staff Appointment Waiver\]](#)

Through the Assessment and Accountability ad hoc committee, the IG Council will establish SMART school-wide goals that will be monitored by all stakeholders. The goals will also be used to evaluate the instructional program on an ongoing basis by reviewing benchmark, formative and summative data. This information will be shared with the IG Council and School Site Council to ensure proper allocation of categorical resources.

B-8. Staff Recruitment and Evaluation

a. Staffing Model

Robert Fulton College Preparatory will ensure that our hiring and staffing is aligned to our mission and vision of graduating students who are college-prepared and career-ready, as well as the identified needs outlined in the SPSA and WASC action plan. The hiring and staffing of teachers will be dictated primarily by the need to provide all core and A-G courses and intervention courses that support English Learners and students with disabilities. There is an urgency to improve student achievement at our school; therefore, it is crucial that we hire teachers who are committed to our school reform plan. As a Local Initiative School, we will use our “mutual consent” waiver to ensure that Robert Fulton College Preparatory is not obligated to accept mandated priority placement of certificated staff, allowing us to select teachers who are committed to our vision and mission. [\[Mutual Consent Requirement for Employees Waiver\]](#).

Our curriculum and instructional plans require staff members who are able to collaborate, implement school-wide initiatives, and differentiate instruction to drive our school reform effort. The Personnel Team will interview candidates from the Priority Placement List to hire the most highly qualified candidate. Consequently, in cases where eight or fewer candidates from the priority placement list qualify for a vacancy, we reserve the right to seek candidates from the Reduction in Force (RIF) list to meet the needs of our students. In such cases, we will interview and select from the eight candidates on the RIF list with the earliest seniority dates. This process will increase the opportunity to have a highly qualified teacher in the classroom who meets the needs of the school community. [\[Other Waiver: Hiring out of Priority Placement List\]](#)

The number of teachers will also be based on student enrollment in each of the academies and SLCs along with the requirements to teach the District’s approved courses.

Position	Norm Allocation	Categorical Allocation
Administrators	5	
Athletic Director	.3	
Bridge Coordinator		1
College/Career Advisor	.5	
Deans	2	
Educational Aide		1
English Learner Coordinator		1
Guidance Counselors	3	1
Highly Qualified Teachers	65	
Intervention Coordinator		1
Librarian	1	
Librarian Aide	1	
Nurse		1
Office Technicians	5	1
Parent Representative		2
PSA Counselor		1
School Administrative Assistant	1	
Teacher Assistant		4
Title 1 Coordinator		1

We will adhere to the existing LAUSD/UTLA Collective Bargaining Agreements in regards to staffing and compensation, except when fewer than eight candidates are available on the priority placement list. In such case, we will interview and select from the first eight candidates on the Reduction in Force list, as needed [Other Waiver: Hiring out of Priority List] We will also follow the agreed terms between LAUSD and UTLA stated in Article IX (Hours, Duties and Work Year) Article XI (Transfers), Article XII (Leaves and Absence), and Article XIV (Salaries).

The staffing model shown below is based on a projected PHBAO initial enrollment of 2,220. These norm projections allow for a reduction in class size from 42.5 to 34.1 for grades 6 - 10 in the core academic subjects. Grades 11-12 will have class sizes of 42.5, the applicable District norm.

b. Recruitment and Selection of Teachers

Teacher staffing will be done in accordance with the LAUSD Bargaining Agreements and norms for student to teacher ratio. RFCP will select teachers using the ad hoc Personnel Team (to include the Principal, teachers, a classified representative, parents, and a student for high school). Teachers interested in joining the educational program at RFCP will need to submit a letter of intent explaining why they would like to teach here, a professional resume, and at least one letter of recommendation from a parent or community member with whom they have worked. [Mutual Consent Requirement for Employees Waiver].

After reviewing teaching applications, the Personnel Team will select potential candidates to participate in the interview process. Upon completion of the interviews, the committee will select the candidates for hire who will then be confirmed by the IG council.

RFCP will recruit teachers through the District and university teacher programs, and priority will be given to teachers who possess more than one teaching credential in order to offer a more diverse curriculum to our students. Potential candidates are expected to:

- Plan and deliver rigorous, engaging standards-based instruction
- Use formative assessment data to guide teaching and learning
- Implement project-based learning within academies or SLCs
- Integrate 21st century skills and technology into the instructional program
- Work collaboratively with colleagues within PLCs to analyze data (student work) and develop lessons that will continuously improve student achievement
- Address and meet the needs of English Learners, specifically Long-Term ELs, in language development needs
- Address and meet the needs of students with disabilities
- Create positive teacher-student-parent relationships
- Treat all stakeholders, particularly students, with dignity and respect

c. Performance Reviews

The Teacher Evaluation model will be based on the District's existing and future STULL evaluation per Article X (Evaluation and Discipline), while taking into consideration the recommendations of the LAUSD Teacher Effectiveness Task Force (observation of teacher practice; contributions to student outcomes, stakeholder feedback, contributions to school community), and the California Professional Teaching Standards. In addition to District STULL evaluations, teachers will be encouraged to develop

digital professional growth portfolios to share accomplishments and to continue their professional education by attending workshops/conferences.

The teacher evaluations will be used to inform decisions such as targeted professional development, individual teacher growth, and career opportunities for teachers. The ultimate goal is to inform teaching and learning. The evaluation process will provide the teacher and administrator the opportunity to discuss student learning with the inclusion of changes in student achievement data such as pre and post assessments and/or student performances. It will also be important to make the evaluation a positive learning experience that will help teachers grow and improve their teaching skills. If teachers need support, the administrator will provide assistance needed to bring the teacher's skills up to the expectation of the group through observations, individual coaching and feedback on instruction. Teachers who need support will also be recommended to observe master teachers.

Additionally, the teacher evaluation process will inform planning for professional development to compensate for the areas in which a teacher or group of teachers may need special training, guidance, and mentoring. The administrative team will implement the problem-solving cycle to gather data based on observations to identify areas of need. These observations will be the equivalent of formative assessments being used to guide instruction. In this case, the data will be used to guide teacher growth through the professional development committee to provide timely support, prior to the final evaluation. Teachers who exceed the teaching expectations will be encouraged to support the instructional program as department chairs, academy/SLC lead teachers, coordinators, mentor teachers, and ad hoc committee facilitators. These positions will provide structured opportunities for teachers who are interested in leadership roles. More importantly, the positions provide opportunities for the school to build capacity.

B-9 Sharing a Campus

RFCP will operate as a span school with three academies in grades 6-9 and two SLCs in grades 10-12. Our intent is to use contiguous space to provide more personalization for our students. Although our goal is to group students as much as possible, we recognize that some classes may not be within an academy's or SLC's contiguous space due to the nature of the class.

C. INTERNAL MANAGEMENT

C-1. Waivers

RFCP is choosing eight of the automatic waivers available to us per the LIS governance model, and we are requesting an additional waiver under category “other.”

1. Methods of Improving Pedagogy Waiver

RFCP will establish local school-wide instructional strategies that will be implemented by all teachers, i.e., Marzano’s instructional strategies and SDAIE. Our school has determined that these strategies will improve pedagogy and student achievement. We will continue to refine our school-wide practices with these strategies.

2. Internal Organization Waiver

RFCP is establishing two high school SLCs and three middle school academies. Our academies and SLCs will establish an environment where students effectively and consistently build knowledge and skills, both independently and cooperatively, value diversity, and respect themselves and others. Teachers will work within their content area and each academy or SLC to develop and monitor a high-quality curriculum with real-world relevance to support the high expectations of our school-wide instructional program.

3. Curriculum Waiver

In an effort to better prepare our high school English Learners who qualify for ESL levels 3 and 4 instruction, we will change the curriculum from *High Point* to the Hampton-Brown *Edge* program. The *Edge* curriculum is more aligned to the ninth and tenth grade California English Language Arts instructional standards. *Edge* will lead to a higher reclassification rate among the high school LEP students, thus reducing the LTELs.

4. Increased Professional Development Time and Schedule Waiver

RFCP is requesting that our professional development is scheduled to take place weekly on Tuesday mornings for 75 minutes, as the calendar permits, to meet within content-alike and SLC professional learning communities. The weekly schedule will provide more consistency and coherence to our PD plan.

5. Mutual Consent Requirement for Employees Waiver

RFCP will implement a mutual consent waiver to ensure that Robert Fulton College Preparatory is not obligated to accept mandated priority placement of certificated staff, allowing us to select teachers who are committed to our vision and mission.

6. Discipline and Codes of Conduct

RFCP will continue and strengthen our school uniform policy and make wearing the uniform an expectation for all students. We will connect the consistent wearing of the uniform with incentives for participation in culmination/graduation, prom, parking on campus, and other student activities/programs.

7. Staff Appointments

RFCP's selection of staff for leadership positions, including SLC/Academy lead teachers, department chairs, coordinators, deans, and any other out of the classroom teacher positions will follow Article IX from the District/UTLA contract. The Staff Appointment Waiver provides a uniform process for the selection of all members of the Leadership Team.

8. Scheduling

Our daily schedule will be a combination of a six-period day Monday through Wednesday and a block schedule day Thursday through Friday with an optional period 7 to accommodate intervention and enrichment opportunities.

9. "Other Waiver: Hiring out of Priority Placement List"

Our curriculum and instructional plans require staff members who are able to collaborate, implement school-wide initiatives, and differentiate instruction to drive our school reform effort. The Personnel Team will interview candidates from the Priority Placement List to hire the most highly qualified candidate. Consequently, in cases where eight or fewer candidates from the priority placement list qualify for a vacancy, we reserve the right to seek candidates from the Reduction in Force (RIF) list to meet the needs of our students. In such cases, we will interview and select from the top eight candidates on the RIF list based on seniority. This process will increase the opportunity to have a highly qualified teacher in the classroom.

C-2. Budget Development

RFCP is requesting not to participate in the District's Budgeting for Student Achievement (BSA) initiative. Our goal is to stay with the norm-based model. Our goal is to improve instruction as the major focus of our school reform. The current norm-based budgetary model supports our instructional program priorities. In our plan, all stakeholders participate in the budget development process through the ad hoc Instruction and Governance Council committees. These committees will analyze student achievement data results such as CST scores, CAHSEE scores, CELDT scores, the attendance rate, and the graduation rate, in order to make recommendations to the governing council. The ad hoc committees will also review the Annual Evaluation of the SPSA and our WASC Focus on Learning self-study action plan. Specifically, the Fiscal Committee will collaborate with SSC to review our school-wide data and determine resource allocation of general fund/categorical budgets and Instructional Materials Account (IMA) to improve student achievement.

Budget development at RFCP will include a broad cross-section of stakeholder representation since it will include the categorical advisory councils, SSC, the ad hoc fiscal committee, and the Instruction and Governance Council. All councils and committees will include, teachers, parents/community members, classified staff members, students, and the principal.

Upon evaluating the effectiveness of categorical fund programs, SSC will share the findings with our ELAC and CEAC advisory committees. The committees will review student achievement data, the SPSA, and the school needs assessment. ELAC will review the Language Census Report and student attendance. Both advisory committees will make recommendations, which will be presented to the School Site Council for categorical budget approval.

Based on the analysis of data represented in the Summary Analysis and our mission and vision for RFCP students, we have identified the following priorities from start-up through year three:

1. Increase proficiency levels in all core content areas to meet the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) goals
2. Increase the 10th grade CAHSEE pass and proficiency rates
3. Increase the reclassification rate of English Learners, specifically Long-Term ELs
4. Increase the four-year graduation rate
5. Increase professional development time for teachers to regularly analyze data in content-alike and SLC professional learning activities by providing them time to meet
6. Provide teachers professional development activities focused on SDAIE, differentiation, and implementation of Marzano's research based strategies
7. Implement the School-wide Positive Behavior Plan to decrease the number of suspensions and increase student attendance
8. Allocate resources to support and address the physical, social, and emotional needs of all students

D. OPERATIONAL MANAGEMENT

D-1. Operational Management

- a. Portfolio Growth
Not Applicable
- b. Operations
Not Applicable
- c. Portfolio Evaluation
Not Applicable

D-2. Organizational Responsibilities and Goals

- a. Core Functions
Not Applicable
- b. Leadership
Not Applicable

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