Public School Choice School Plan Guide for Robert Fulton College Preparatory

Guiding Questions	Explanation	Rationale	Glossary of Terms
Section 1: Vision of the Student • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school?	Students will gain the following skills/knowledge: • Communication skills • Problem-solving skills • Collaborative skills • Metacognitive skills • Learning skills Our graduates will feel confident in their ability to communicate, take responsibility, and problem solve in a variety of settings. They will know how they learn, and they will know they are college and career ready, equipped with the skills to influence their school, community, and world as "Agents of Change.	These are skills that are essential to a student's ability to function effectively at school, work, and in life. They allow students to tackle problems across multiple and varied contexts, and to utilize knowledge acquired.	Metacognitive skills: The ability to reflect upon, understand and control one's learning
Section 2: Vision of the School • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond?	The school will feel like a personalized learning environment where teachers hold high expectations for student learning while recognizing students' individual needs and learning styles. Students and parents will know that there is a collaborative partnership between the student, parent, and school to provide a learning experience for students according to their needs. Our teachers will differentiate instruction and accommodate various learning styles to provide access to a high quality education for English Learners and students with disabilities. They will also teach and model 21st century learning skills so that students graduate college and career ready.	Positive teacher-student relationships will create classroom environments that foster a feeling of competency for students. As a result, students will know that teachers believe in them and that they are capable of learning. Students will feel connected to the class and the school. Teachers will differentiate instruction to ensure that all students, including English Learners and students with disabilities are able to make connections between the curriculum and their diverse experiences and interests.	Differentiated Instruction: Differentiated instruction is the practice of modifying and adapting instruction, materials, content, student projects and products, and assessment to meet the learning needs of individual students 21st Century Skills: Information literacy, collaboration, communication, creativity & innovation, problem-solving, and responsible citizenship.
Section 3: Where is the School Now? Student Performance • What is the current reality of the school? • What areas of the school show strength?	Our API is 649 and we are in Program Improvement +5 year. We rank 1 statewide and 3 in comparisons to similar schools. Strength: • the graduation rate is 75%, which is higher than the district's average (60%) • ELA proficiency rate in grades 6-8 has increased and the far below basic percentage has decreased • The reclassification rate increased from 13.0% to 15.2% • Lowered suspension rate from 10.2% to 5.7%	Strength: • The graduation rate is partly attributed to the smaller high school setting and more individualized academic counseling. • Tier 2 Intervention classes have contributed to the decrease in the ELA far below basic rate. • Student CELDT preparation and awareness has contributed to the increase in the reclassification rate • Implementation of the school-wide positive	

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• What areas of the school are of concern and require growth?	**Areas of Concern:** • Algebra proficiency rate has remained constant at 11% and the far below basic rate is at 71% • CSU/UC A-G completion rate has remained constant at 29% • AMAO2 – Long-term ELs are not attaining English proficiency • The percentage of students with ≥ 96% attendance decreased from 65% to 59% The percentage of staff with ≥ 96% attendance decreased from 60% to 56%	behavior support policy has decreased the suspension rate **Areas of Concern:** • Algebra 1 far below basic needs to decrease by 15% • A-G completion rate needs to increase to 50% as shown on the performance meter • Long term ELs need to decrease by 7% • The percentage of student and staff with an attendance rate of 96% or higher needs to increase to 66% for students and 62% for staff.	
• What information was used to determine where the school is currently in terms of student's school performance?	**Information used:** Performance Meter - Graduation rate, A-G Completion rate, CAHSEE passing rate, CST proficiency rates in English Language Arts / mathematics / Algebra 1, and data such as Attendance (students and staff) & Suspension rates	**Information used:** The performance meter is meant to measure and guide us into meeting the district's goals.	Performance Meter: It is a district scorecard to measure and guide the performance of the district as a whole.
• How will you address the needs of each subgroup of students?	**Subgroups:** • English Learners – ELs will continue to receive appropriate instruction in English (Master Plan). Students will also be grouped during advisory to provide additional intervention during the school day. • Students with disabilities – We will continue to provide intervention support such as the Learning Center, Read 180 for English, and ALEKS for Algebra. Special-day class teachers will also differentiate instruction through the use of the research-based strategies and collaboratively design lessons with general education core teachers.	**Subgroups:** Core teachers will address the needs of both subgroup populations to ensure that they have access to the curriculum. Both subgroups will also receive Tier 2 intervention in ELA and math as needed so that ELs reclassify and students with disabilities are in the least restrictive environment.	
Section 4: School Plan Priorities To Turnaround Student Performance • What are the top three to five priorities must the school address to improve student achievement?	1. The three urgent issues are the lack of: 1. College and Career Readiness – Specifically Writing and Numeracy 2. Data-Driven Accountability 3. Collaboration	1. The achievement data shows that our students are not ready for the information age where the majority of jobs require students to master skills as communication, problem solving, critical thinking, and teamwork. a. Writing – The analysis shows that the *writing*	Authentic Literacy: The reading and writing of real-life texts for real-life purposes.

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		strategies and literary response and analysis strands are consistently the lowest area of performance for our students on multiple assessments. *Writing strategies* require students to make decisions about organization, syntax, and revision. b. Numeracy – The low proficiency results on the number sense and algebra and functions strands in grades 6 and 7 are a cause of the low percentage of proficiency on the Algebra 1 CST. Given that Algebra 1 is a gatekeeper for high school success and college readiness, it is important that students are well prepared in grades 6 and 7 so that they are successful in Algebra 1 and upper level math. Data Driven Accountability - Low student achievement data, low student and staff attendance rates, and the lack of collaboration reflected in the staff survey indicate a need for greater accountability. Collaboration – As a span school, we analyzed data across multiple grade levels. The achievement data, classroom observations, teacher surveys, and parent/student feedback reveal that we need vertical or horizontal articulation.	Numeracy: The use of mathematical literacy to achieve a purpose.
• What is required to achieve the growth needed to get to the school of the future where all students are high achievers?	2. First, teachers must understand how the instructional philosophy and turnaround plan are the guide towards reaching our goal of ensuring all students graduate college and career ready. Second, our students must understand the value of their education and realize its connection to the real world and their future. They will need to demonstrate effort-based success and have a sense of pride and a sense of belonging to the school. Parents must support their student's academic and social learning at home. Like the teachers and staff, parents need to build relationships with students and teachers through participation in various SLC	2. Research shows that in order to turnaround a school, all stakeholders must be committed and contribute to the effort. For example, teachers must understand their individual roles and receive the appropriate support to ensure their equal participation in the turnaround plan. Parents, teachers, students, and community members must be committed to our vision. In order for this to happen, we must have an open mind, be flexible, trust each other, respect diversity, and believe in our students.	

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	activities, such as field trips, clubs, athletics, and school-wide activities.		

• What type of academic strategies will be implemented?	3. In order to address our urgent needs, we will focus on the implementation of:
	
	--Authentic Literacy
	   • Writing to Learn
	   • Metacognition
	   • Numeracy
	--Marzano Strategies
	   • Cues, Questions, and Advance Organizers
	   • Identifying Similarities and Differences
	   • Cooperative Learning
	
	--Data-Driven Instruction
		3. The instructional strategies are research-based and meant to support all students. They will also support our transition into the implementation of the common core state standards.
		
		The use of authentic literacy will provide students with real-world connections and prepare them for college and career in the 21st century. The Marzano strategies will support students by 1) engaging them in higher-level thinking 2) allowing them to make connections to prior knowledge, and 3) developing effective communication skills.
		
		Teachers will use data to modify and inform instruction for the purpose of providing timely intervention. For example, they will frequently assess student learning through various class activities to check for understanding. Based on these results, teachers will re-teach as necessary.
			Marzano Strategies: Instructional strategies meant to improve student achievement across all content areas and across all grade levels.

• What type of support is needed for faculty and staff to turnaround the school?	4. The faculty and staff will need appropriate professional development on the implementation of the research-based strategies, as identified needs. Parents/Guardians will need to be actively involved in their student's education. Parents need to attend orientation, establish relationships with teachers/staff and communicate frequently.	4. We will need to build capacity among our staff and embed professional development for the administrative staff to support teachers and staff with implementation of instructional strategies. Para-professionals will also be included in the professional development plan.	