

Maya Lin School

*An AUSD Arts Integrated Inquiry
Learning Magnet School*



Students at Maya Lin School are creative, smart and critical thinkers who love art and know they can do anything.



MAYA LIN SCHOOL

The mission of Maya Lin School is to provide arts integration and inquiry based learning.

We embrace 21st century learning and the involvement of our community in building a dynamic school environment.

We acknowledge learning is a lifelong process and support ongoing professional development and collaboration for all members of the school community.



Highlights – Maya Lin School

- Enrollment – 341
- Arts Integrated Inquiry Learning Magnet Focus
- K-5, Transitional Kindergarten, Sp. Ed. Pre School
- Looping Program K/1; 2/3; 4/5
- 78 English Learners and 13 Languages are spoken
- Response to Intervention (RtI)
- Integrated Learning Training ACOE – Principal and all Maya Lin staff



Theory of Action

If:

- We eliminate barriers to student success and maximize learning time;
- Focus on measured growth for every student relative to their individual performance levels;
- Support parent/guardian development as knowledgeable partners and effective advocates for student success;
- And support all students in becoming college and work ready



Theory of Action

Then:

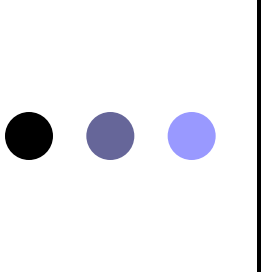
- We will close the access and achievement gaps for our English Learners, Socioeconomically Disadvantaged students, and other significant student groups where such gaps exist.

If:

- We continue to implement an arts integrated and inquiry learning based program

Then:

- We will engage all learners and close the access and achievement gaps for our English Learners, Socioeconomically Disadvantaged students, and other significant student groups where such gaps exist.



AUSD 10 Steps to Success Performance Targets

1st Grade Reading Ready Proficiency

Fall 2014 ELS	1 st	70.8%
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Fall 2014 Fountas Pinnell	1st	50 %
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Maya Lin School Foundational Goals

- Implement an Arts Integration and Inquiry Learning magnet school program.
- Establish a positive school culture.
- Identify high impact instructional practices through the use of student data.
- Create a strong professional learning community.



Implement an Arts Integrated and Inquiry Learning Program

AUSD LCAP Goals:

- Student Engagement
- Improved Academic Performance
- Post secondary Planning

- Development of student voice
- Studio Habits of Mind (SHOM): used as a tool of inquiry
- Alignment of SHOM with CCSS
- Teaching for Understanding Framework used as a tool for development of integrated learning
- Resident MOCHA artist providing weekly art instruction K-5
- Development of Instructional Practices Rubric for arts integration and inquiry learning



Establish a Positive School Culture

AUSD LCAP Goals:

- *Student Engagement*
- *Improved Academic Performance*
- *Family Engagement*

- Looping Program K/1, 2/3, 4/5
- Morning Opening
- Lifeskills and Lifelong Guidelines
- Student Leaders: Leadership, Peacemakers, Go Green, Ballcart Monitors
- Celebrations of Student Attendance
- Mindfulness Education (TK – 5th)
- ELAC and Title 1 meetings
- School Smarts Academy
- After School Programs: LEAPS, Alameda Arts, Alameda Music Project, Girl's Inc. and RAP
- PTA: Halloween Haunt, Science Fair, Multicultural Night, Jogathon, Garden Educator, VOLUNTEERS!
- Reading Volunteers



Identify High Impact Instructional Strategies Through the Use of Student Data

AUSD LCAP Goals:

- *Student Engagement*
- *Improved Academic Performance*
- *Post secondary Planning*

- Use of CCSS best instructional practices – Core 6
- Math Expressions
- Inquiry by Design 3rd – 5th grades
- Reading Writing Workshop model
- RTI Groups tiered intervention
- Studio Habits of Mind (SHOM): used as a tool of inquiry for learning and assessment
- Development of Instructional Practices Rubric for arts integration and inquiry learning
- Kindergarten Waiver



Create a Professional Learning Community

AUSD LCAP Goals:

- *Student Engagement*
- *Improved Academic Performance*
- *Post secondary Planning*

- Leadership Team meeting with Principal
- CCSS Team supporting professional development
- All staff trained in the Integrated Learning Certificate Program – ACOE
- Collaboration Waiver allowing for grade level, vertical articulation and whole school collaboration
- Cohort Student Study Team meeting (K, 2, 4)(1-3-5) with Literacy, ELD and Sp. Ed staff
- Use of classroom student work to evaluate and monitor student progress inform Cycle of Inquiry

5th Graders and Staff:
A conversation with the Artist Maya Lin

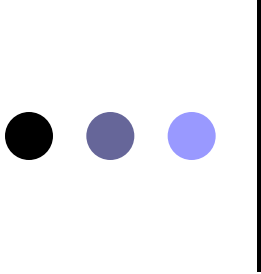
Arts integration and inquiry learning in application





Steps in the process...

- Studying Maya Lin's "What's Missing?" online memorial project
- Making a Guatemalan Barrilete kite inspired by Maya Lin's work. The kites are on display at the Oakland Museum as part of the Days of the Dead exhibit
- Inquiry into Maya Lin and her work as an artist

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- Instruction and creation of open and closed deep questions
 - CCSS connection: collaborative synthesis of the questions
 - Reflection on the visit with Maya Lin
 - Application: Using the knowledge gained from Maya Lin to inform our own development as artists

