



# **Eagle Rock Jr./Sr. High School Local Initiative School (LIS) Autonomy Proposal**



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# **Eagle Rock Jr./Sr. High School Local Initiative School (LIS) Autonomy Proposal**

## **Section 1**

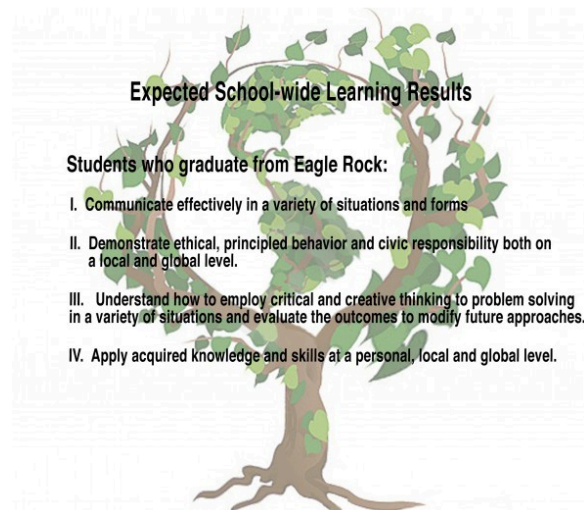
### Vision:

The ERHS educational community is accountable for rigorous standards-based curricula in a safe, well-maintained learning environment which provides a climate of respect for self and others. The school provides an environment which promotes intercultural awareness, holistic learning, and effective communication.

### Mission:

ERHS is a learning community whose mission is to develop inquiring, knowledgeable, and caring young people, who help to create a better and more peaceful world through intercultural respect and understanding. To this end, the school works with communities and organizations to develop a challenging program of international education and rigorous assessment. The school encourages students to become compassionate and lifelong learners who understand that other people with their differences provide valuable insights.

### Expected School-wide Learning Results (ESLRs):





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### **Section 2**

#### School Data Profile/Analysis:

##### **Domain:** Graduation

**Goal:** By the end of Spring 2015, ERHS will increase the CAHSEE passage rate for ALL student subgroups through full implementation of CAHSEE intervention courses within the school day as measured by a 2% percentage point increase in proficient/advanced CAHSEE scores and CAHSEE passage rates.

**Data Analysis:** Based on the 12/13 AYP Report: ERHS met and exceeded the annual target of 89.92- School Wide Graduation Rate: 93.05 % [a growth of 3.13 percentage points]. In addition, the school met student group graduation rates, which contributed to meeting overall graduation rate criteria.

- ERHS Students passing the CAHSEE in the 10th grade grew from 80% to 83% as demonstrated on the 2012-2013 School Report Card.
- ERHS students moving from 9th to 10th grade with 55 credits decreased from 78% to 74% while students moving from 10th to 11th grade with 110 credits remained at 87%; however, students on track to complete A-G requirements with a “C” or better increased from 40% to 44% based on the 2012 School Report Card.
- ERHS 10th grade students will continue to receive ELA and Math CAHSEE support through their Study Tech Classes with one-on-one support from our Occidental tutors, which proved effective as reflected in the positive growth in students moving to proficient or advanced scores on CAHSEE. (ELA results grew from 61% to 64% and MATH results remain stable at 65%.)
- Reclassified students were the subgroup with the highest passage rate on the CAHSEE - Math=95% and ELA= 96%.



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**Key Strategy(ies):** To increase the student graduation rate, ERHS will continue to implement block scheduling that allows for credit recovery (e.g. APEX and student intervention (e.g. CAHSEE support classes)) as stated in ERHS Performance Meter Targets for 2013-2014.

**Domain:** English Language Arts

**Goal:** By the end of Spring 2016, ERHS will increase the success in English through Study Tech classes/ Saturday School as measured by an increase of 4 percentage points from 64% in 2012-13 to 68% or better in 2015-16 as reflected in CAHSEE proficient /advanced scores

**Data Analysis:** Over the last three years, our Study Tech (English Support Class/Intervention) focused on students enrolled in grades 7 through 10. Data analysis supports the finding that English Learners increased proficiency in English meeting Annual Measureable Objectives by SAFE HARBOR (SH) criteria [a growth of 30.6 percentage points from 26.4% to 57.0%]. In addition, student proficiency as reflected in our 12/13 CST English data increased from 59% to 61% [a growth of 2 percentage points]. Moreover, the CAHSEE Pass Rate for 10<sup>th</sup> grade students in ENGLISH is 88% with 64% of the students scoring at proficient/advanced levels.

ERHS students with disabilities received academic support during the school day through their “Study Tech”/ Learning Center class with READ 180. Despite these efforts, students with disabilities showed a decrease from 28% to 27% for AYP ELA Proficient and Advanced scores. In addition, ERHS did not meet Adequate Yearly Progress (AYP) targets for the following subgroups: Students with Disabilities, Filipino, Hispanic/Latino, White, and Socioeconomically Disadvantaged and the percent of students scoring at proficient/advanced levels in Grade 11 decreased by 2.1 percentage points from one year to the next.



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As stated in the 2011-12 School Year WASC Report, pg. 128, Read 180 should be made available to any student assessed in need of the program. The continued monitoring through LAUSD Online Accountability System will ensure: Long Term English Learners Progress Monitoring Reports to Parents twice a year.

- The continued monitoring through LAUSD Online Accountability System will ensure: Long Term English Learners Progress Monitoring Reports to Parents twice year.

My Data ELA-content strand reports indicate that students in all grades need additional support with Writing Strategies.

**Key Strategy(ies):** The school will continue to implement block scheduling to allow for the implementation of an English Support Class/ Intervention program which will incorporate teacher designed units that actively engage students and emphasize higher order thinking skills to address the needs of students struggling with English Language Arts specifically, writing strategies as measured by fall / spring grades and CAHSEE results.

**Domain:** Mathematics

**Goal:** By the end of Spring 2016, ERHS will increase the success in Mathematics through Study Tech classes/ Saturday School as measured by an increase of 4 percentage points from 64% in 2012-13 to 68% or better in 2015-16 as reflected in CAHSEE proficient /advanced scores.

**Data Analysis:** Over the last three years, our Study Tech (Math Support Class/Intervention) focused on students enrolled in Algebra in grades 7 through 10. Data analysis supports the finding that English Learners and Students with Disabilities increased proficiency in mathematics meeting Annual Measureable Objectives by SAFE HARBOR (SH) criteria [a growth of 17.1 percentage points from



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30.5% to 47.6%]. In addition, full implementation of “Aleks” as a Tier 2 math intervention has improved student proficiency as reflected in our 12/13 CST data [a growth of 10.1 percentage points]. Moreover, the CAHSEE Pass Rate for 10<sup>th</sup> grade students in MATH is 89% with 65% of the students scoring at proficient/advanced levels. Despite these efforts, the percent of students scoring at proficient/advanced levels in Mathematics has only increased by 5.7 percentage points in 5 years.

- The continued monitoring of student performance using monthly “ALEKS” daily progress reports, individual data summary sheets, and Average Progress Summary reports has led to progress being made in targeted subgroups in Algebra.
- The percentage of students scoring proficient and advanced on the Geometry-CST has decreased 5.1 percentage points from one year to the next. Teachers agreed that the school needs to expand Tier 2 math -school intervention to include all students enrolled in Geometry. My Data content strand reports indicate that students in Math 7 through Algebra need additional instructional support in exponents, powers & roots.

**Key Strategy(ies):** The school will continue to implement block scheduling that allows for the implementation of a math intervention program which will incorporate teacher designed units with an equal balance between procedural (fluency knowledge, conceptual knowledge, and application of this knowledge in a real world context with a focus on exponents, powers & roots to address the needs of at-risk students struggling with Mathematics as measured by fall / spring grades and CAHSEE results.

The overarching strategic plan and approach to continuing to improve the teaching and learning environment at ERHS is the implementation of the International Baccalaureate program, which necessitates the proposed autonomies that are outlined below.



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### **International Baccalaureate (IB) Program:**

ERHS is a fully authorized IB Middle Years Programme (MYP). Students participating in the Programme develop a broad and balanced base of knowledge through the study of eight subjects, completing a minimum of 50 hours of instruction each year in each of the following subjects: Arts (Performing and Visual), Individuals and Societies (Social Studies), Language and Literature (English), Language Acquisition (Spanish, German or French), Mathematics, Physical Education/Health, Sciences, and Technology.

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. Though its roots trace back to 1948, the programme was developed in the early to mid-1960s in Geneva by a group of international educators. Following a six-year pilot programme ending in 1975, a bilingual diploma was established. Since then the programme has spread world-wide and is now present in more than 75 countries and is recognized by thousands of universities as a rigorous, academic preparation for college.

IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. In addition to the coursework, IB Diploma students must complete the Diploma Programme Core.



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### **Family and Community Engagement**

Our design team has taken the time to discuss our autonomy plan with multiple stakeholders. We have discussed the LIS proposal at multiple faculty meetings and at UTLA meetings. We have also met with our Instructional Leadership Team (ILT), and our administrators and program coordinators. We have also met with our special education teacher assistants because they have a unique perspective on the needs of our large population of special education students. In addition to presenting our plan to our School Site Council, we will discuss it with our ELAC to insure that we also capture the voice of those who best understand the needs of our English Language Learners (ELL). Our PTSA, Booster Club, Alumni Association, Associated Student Body and the local Eagle Rock Neighborhood Council have all been included in the planning process. We have reached out to our classified employees including our clerical and custodial staff to discuss the proposal.

### **Design Team Capacity**

Our design team includes teachers from every content area. We also worked with our International Baccalaureate Middle Years Programme and Diploma Programme Coordinators. Our Magnet Coordinator and two grade level counselors were also part of our team. We felt that starting with a group that was able to address the needs of our diverse student population was crucial. Our team members have written and implemented multiple grants and initiatives and come to the design team with many years of experience.





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### **Local Initiative School Instructional Plan**

#### **Waiver 2: Pedagogy and Achievement:**

Pedagogy, curricular plans, as well as the resulting student work and achievement are indicative of our school mission, vision and expected school-wide learning results. Every aspect of Eagle Rock's approach to instruction and curriculum is influenced by our implementation of the International Baccalaureate program. All departments use the MYP unit planner to design common lesson and unit plans. These unit planners require teachers to integrate significant concepts, global contexts, and student-friendly unit questions. The significant concepts are the overarching themes of the units and are based on the "big ideas" that the teachers would like the students to retain in the future. Each concept is further broken down into a student-friendly question that specifically addresses the goals of the significant concept.

Integrating the MYP Unit Planner has helped our teachers to define and plan more rigorous instruction for all students, including differentiated instruction to meet diverse student need, including English Learners (ELs), Students with Disabilities (SWD) and other underrepresented subgroups. During our conversion to IBMYP we took a number of steps to achieve more continuity and congruence throughout the curriculum. Much of our professional development time (about an hour a week) over the past three years has been dedicated to designing thematic units of instruction using the IBMYP Unit Planner. These unit planners are used by every department and provide a context for aligning not only the State Content Standards, Expected School-Wide Learning Results (ESLRs), specific IB objectives, Approaches to Learning, the IB Learner Profile, but also the significant thematic concepts covered in the units themselves. Having a common and uniform approach to unit planning across all disciplines has improved the consistency of our curricular program as well as afforded us the opportunity to increase differentiation and rigor for all students through collaborative planning and analysis of student work.

Departments developed—and continue to develop and refine—common IBMYP course outlines and these are available to the public via the ERHS website. These course outlines have been helpful in our recent



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attempts to plan curriculum both vertically and horizontally, and, along with the completed IBMYP Unit Planners, will be useful when we develop interim IB objectives by grade level. In addition, all departments have had to be mindful to integrate the Common Core State Standards (CCSS) and our ESLRs in to each and every IBMYP Unit Planner. The challenge has been to design units that are thematic, international in scope, and that have cross-curricular potential, while at the same time adhering to the requirements of the Common Core State Standards, English Language Development standards and ESLRs.

Robust accountability measures and metrics will be used to evaluate the effectiveness of the pedagogical approach outlined above. A key component of this accountability approach is the use of a reflective protocol for examining student work that was accomplished as a result of specific IBMYP unit plans. This protocol is based on the work of the Collaborative Assessment Conference developed by Steve Seidel of Harvard University's Project Zero and is conducted on an on-going basis. The process not only promotes the sharing of best instructional practices but also provides meaningful feedback to be considered by teachers during lesson reflection and redesign. Such feedback is a critical part of the IBMYP approach to lesson and unit design.

In the 2014-15 school year, Eagle Rock is fortunate to have two IB coordinators who offer on-going monitoring, coaching, and support for teachers in completing unit plans and common lessons. Additionally, administrative staff engages in on-going observation of instruction, including actionable feedback and coaching.

We are requesting the autonomies associated with Waiver 2 in order to continue this pedagogical approach and to continue to increase student achievement via the IB framework and meaningful collaboration within and across departments in regards to instruction, curriculum, and reflection.



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### **Waiver 3: Curriculum:**

The International Baccalaureate curriculum has, as its foremost emphasis, providing students with college and career readiness which directly aligns with the District's mission. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world, while fostering the development of skills for communication, intercultural understanding and global engagement.

Students are required to complete 8 subjects each year: Language and Literature (English), Language Acquisition (Foreign Language), Individuals and Societies (Humanities), Sciences, Arts, Physical Education and Health, and Design Technology. Teacher-developed grade level curricular maps and Unit Plans covering these eight subject areas facilitate both vertical and horizontal alignment, and interdisciplinary understanding, which support and encourage greater student achievement. Teacher collaboration in scoring common summative assessments that focus on specific IB criteria and Common Core State Standards provide ongoing student achievement data, which is, in turn, used to refine Unit Plans and course syllabi to support student growth.

As an IB school, we have an advantage when implementing the Common Core State Standards. The CCSS represent a shift in teaching from covering a wide breadth of content to a focus on depth of understanding and interdisciplinary approaches to teaching and learning, both of which are defining characteristics of an IB education. The IB curriculum has, as its centerpiece, sustained inquiry (based largely on the work of Lynn Erickson) both into established bodies of knowledge and into complex novel situations and problems. In IB, the student's prior knowledge and experience establish the basis for new learning that is engaging, relevant, and challenging.

Waiver 3 is necessary for us to continue to develop and refine the pedagogy associated with the IB curriculum via teacher collaboration that will support student achievement outcomes.



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### **Waiver 4: Assessment:**

As an International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP) school, ERHS is required to use uniquely different methods for assessing student achievement. These methods differ markedly from those prescribed by the District.

MYP teachers organize continuous assessment over the course of the programme according to assessment criteria that correspond to the specific IB objectives for each of eight distinct subject groups. The accompanying tasks and rubrics used to assess these criteria include open-ended, problem-solving activities, investigations, organized debates, hands-on experimentation, and analysis and reflection. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to these specific IB objectives. In addition, the IB is introducing a new MYP assessment model in 2016 that includes mandatory moderation of the 10<sup>th</sup> grade personal project.

For the DP, a variety of different methods are used to measure student achievement against the objectives for each course. External assessment examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include essays, structured problems, short-response questions, data-response questions, text-response questions, and case-study questions. There are also a number of other externally assessed pieces of work that include theory of knowledge essays, extended essays and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners. In addition to academic skills, both MYP and DP assessment encourage an international outlook and intercultural skills where appropriate.



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It is clear that the assessment methodologies needed at an IB school are quite different than those required at conventional schools. District assessments, while comprehensive and well-conceived, do not adequately measure specific IB objectives. For this reason we request Waiver 4.

### Waiver 5: Local Schedule and Strategies:

With the implementation of the IBMYP program our staff voted to adopt a 4X2, eight period block schedule, which allows for longer class periods and more in-depth lessons. The current configuration also affords faculty members increased time for instructional planning and collaboration, as teachers teach 6 out of 8 periods at this time. Please see our current bell schedules below:

#### Regular Bell Schedule

##### Green/Grey Days

| Period     | Start Time | End Time |
|------------|------------|----------|
| First Bell | 7:54       |          |
| Period 1/5 | 8:00       | 9:37     |
| Nutrition  | 9:37       | 9:57     |
| Passing    | 9:57       | 10:02    |
| Period 2/6 | 10:02      | 11:30    |
| Passing    | 11:30      | 11:37    |
| Period 3/7 | 11:37      | 1:04     |
| Lunch      | 1:04       | 1:34     |
| Passing    | 1:34       | 1:39     |
| Period 4/8 | 1:39       | 3:07     |

#### Professional Dev. Tuesdays Green/Grey Days

| Period     | Start Time | End Time |
|------------|------------|----------|
| First Bell | 7:54       |          |
| Period 1/5 | 8:00       | 9:21     |
| Nutrition  | 9:21       | 9:41     |
| Passing    | 9:41       | 9:46     |
| Period 2/6 | 9:46       | 10:57    |
| Passing    | 10:57      | 11:04    |
| Period 3/7 | 11:04      | 12:14    |
| Lunch      | 12:14      | 12:44    |
| Passing    | 12:44      | 12:49    |
| Period 4/8 | 12:49      | 2:00     |

Professional Development is every Tuesday from 8/19/14 through 4/21/15

#### Advisory Schedule Fridays Green/Grey Days

| Period     | Start Time | End Time |
|------------|------------|----------|
| First Bell | 7:54       |          |
| Period 1/5 | 8:00       | 9:33     |
| Nutrition  | 9:33       | 9:53     |
| Passing    | 9:53       | 9:58     |
| Advisory   | 9:58       | 10:15    |
| Passing    | 10:15      | 10:20    |
| Period 2/6 | 10:20      | 11:42    |
| Passing    | 11:42      | 11:49    |
| Period 3/7 | 11:49      | 1:10     |
| Lunch      | 1:10       | 1:40     |
| Passing    | 1:40       | 1:45     |
| Period 4/8 | 1:45       | 3:07     |

Every Friday

However, the current bell schedules have some negative consequences and implications, including three key issues that have surfaced:

1. Without funding for additional class size reduction teaching positions to support the current percentage of periods taught and corresponding bell schedule, one consequence is high class



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sizes.

2. Another consequence is that we are unable to offer a robust array of electives for our juniors and seniors who have already accrued the needed credits to graduate given the number of classes taken with 8 periods.
3. Lastly, we are currently not meeting the required number of instructional minutes taught per teacher per week. Per Article IX of the UTLA contract, teachers need to teach a minimum of 1550 minutes per week; we are currently at approximately 1470 minutes per week.

As a faculty we have begun examining all options to address these issues in a comprehensive and sustainable manner. One option we are considering is teaching "6.5" periods out of 8 (instead of currently teaching 6 of 8), which might involve teaching 6 periods one semester and 7 the next, or co-teaching a 7th period all year. This increased instructional time would reduce class sizes, create additional electives for juniors and seniors, and address the required number of instructional minutes taught per teacher over the course of the school year. This option allows us to keep the current bell schedules (outlined above) that support the IB program while simultaneously addressing all current issues and inequities.

Innovative solutions to local schedule issues such as this require the autonomies associated with Waiver 6 in order to meet student needs and in order to support continued student achievement as a result of the IB program.



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### **Waiver 7: Professional Development:**

LAUSD provides schools with fourteen required days of professional learning. Over the past five years, ERHS has written and earned waivers for additional PD time. The annual process of seeking and earning a waiver for our modified calendar is a joint effort of LAUSD and UTLA; both have mutually agreed to the arrangement. The additional sixteen days has allowed ERHS to have a total of thirty days to focus on the learning and leading necessary for IB. During the past two years, the additional time has also created an infrastructure to explore and dialogue about the Common Core State Standards.

The professional development calendar and plan allows the staff to engage in quality learning and collaboration to meet the needs of our diverse learners. This year's focus has been on content, task, and process. The content has been focused on IB, CCSS, and Accreditation. The tasks have been unit plans, lessons, and reports/self-study documents. The collaborative process has been modeled on the concepts, strategies, and tools of Garmston and Wellman's *The Adaptive School*.

Innovative solutions to professional development issues such as this require the autonomies associated with Waiver 7 in order to meet the needs of learners and leaders and in order to support continued student achievement as a result of the IB program.



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### **Waiver 9: Mutual Consent:**

Eagle Rock Junior/Senior High School is an IB World School with two separate International Baccalaureate Programmes operating on campus. IB challenges a school staff to develop innovative classroom instruction and school leadership. IB-specific training as well as philosophic alignment are program requirements and are considered essential to ensure fidelity to the mission of both the school and the International Baccalaureate Organization. To ensure that new faculty and staff are the most highly qualified candidates who embrace the school's vision and practices, Eagle Rock Junior/Senior High School seeks to implement the "mutual consent" waiver with respect to hiring practices of filling UTLA- and AALA-represented site-based openings at the school. This waiver means ERHS will no longer accept district-mandated priority staff placements; however, the school must continue to comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. When certificated openings for teachers, counselors, coordinators, assistant principals, or the principal occur, Eagle Rock Junior/Senior High School will convene a Personnel Selection Team designated to participate in the selection. The Personnel Selection Team will review résumés and decide which qualified candidates will be interviewed. However, the Principal will have the right to independently choose additional qualified candidates to be interviewed. The Personnel Selection Team will consist of:

1. Four teachers (two elected for that purpose, plus the department Chair and an additional representative from the department for the opening being filled);
2. The principal or designated administrator;
3. A classified employee selected by the school's classified staff;
4. Two parents selected by the parents on the School Site Council; and
5. Two students chosen by the ASB Leadership cabinet.





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Decisions of the Personnel Selection Team, to become final, are subject to the independent concurrence of the school Principal. The Personnel Selection Team (but with administration represented by an administrator other than the Principal) shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the Educational Service Center Superintendent or designee. The current staff of ERHS will not be affected by "mutual consent" except to the extent that they participate on the Personnel Selection Team. This waiver will ensure that the students, staff, and parents of ERHS will continue to benefit from instruction and leadership by highly-qualified, dedicated school personnel who are committed to the mission and vision of Eagle Rock Junior/Senior High School, LAUSD, and the International Baccalaureate Organization.



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**ERHS LIS IMPLEMENTATION PLAN**

| <b>YEAR ONE TIMELINE: 2015-2016</b>   |  |  |   |   |
|---|--|--|---|---|
|   | <b>PROPOSAL<br/>ELEMENT:<br/>Waiver 2<br/>Pedagogy and<br/>Achievement</b>   | <b>PROPOSAL<br/>ELEMENT:<br/>Waiver 3<br/>Curriculum</b>   | <b>PROPOSAL<br/>ELEMENT:<br/>Waiver 4<br/>Assessment</b>  | <b>PROPOSAL<br/>ELEMENT:<br/>Waiver 5 Local<br/>Schedule and<br/>Strategies</b>   |
| <b>RESPONSIBILITY</b><br><b>Who will lead the<br/>implementation of<br/>this element?</b>       | IB MYP<br>Coordinator<br>IB DP<br>Coordinator<br>Common Core<br>Lead Teachers<br>Administrative<br>Leadership Team<br>Department<br>Chairs<br>Instructional<br>Leadership Team<br>(ILT)  | IB MYP<br>Coordinator<br>IB DP<br>Coordinator<br>Common Core<br>Lead Teachers<br>Administrative<br>Leadership Team<br>Department<br>Chairs<br>College Counselor<br>Classroom<br>Teachers<br>Instructional<br>Leadership Team<br>(ILT)                | IB MYP<br>Coordinator<br>IB DP<br>Coordinator<br>Common Core<br>Lead Teachers<br>Administrative<br>Leadership Team<br>Department<br>Chairs<br>College<br>Counselor<br>Classroom<br>Teachers<br>Instructional<br>Leadership Team<br>(ILT)  | UTLA Chapter<br>Chair<br>UTLA Chapter<br>Members<br>School Site<br>Council<br>Instructional<br>Leadership Team<br>(ILT)<br>Administrative<br>Leadership Team  |
| <b>RESOURCES</b><br><b>What resources are<br/>needed for<br/>successful<br/>implementation?</b> | Additional time<br>and monies to<br>facilitate<br>collaboration and<br>common planning<br>On-going district<br>funding for IB<br>Coordinators<br>On-going district<br>funding for<br>additional IB and<br>Common Core<br>Professional<br>Development | Additional time<br>and monies to<br>facilitate<br>collaboration and<br>common planning<br>On-going district<br>funding for IB<br>Coordinators<br>On-going district<br>funding for<br>additional IB and<br>Common Core<br>Professional<br>Development | Additional time<br>and monies to<br>develop common<br>assessments<br>which align with<br>IB and Common<br>Core criteria, in<br>lieu of district<br>periodic<br>assessments<br>District financial<br>support for<br>school and<br>student costs<br>related to IB DP<br>assessments | Time for<br>research,<br>dialogue, and<br>discussion<br>regarding bell<br>schedule options<br>to fulfill state<br>required<br>instructional<br>minutes and<br>UTLA<br>contractual<br>teacher<br>obligations, and<br>reduce class size |
| <b>EVIDENCE OF<br/>SUCCESS</b><br><b>How will you know<br/>you are making</b>                   | Maintain or<br>improved high<br>school graduation<br>rates   | Increased use of<br>inquiry-based<br>instructional<br>strategies   | Creation of<br>common IB and<br>Common Core<br>aligned  | Adoption of a<br>bell schedule<br>which fulfills<br>state required  |



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|---|--|---|---|--|
| <b>progress post implementation?</b>  | Increased number of interdisciplinary MYP unit plans<br>Improved school-wide API score<br>More comprehensive implementation of MYP Unit Plans and instructional Methodologies<br>Feedback provided from external evaluators- International Baccalaureate Organization (IBO) and Western Association of Schools and Colleges (WASC)<br>Increased re-designation rates for EL students and improved academic performance by EL and LTEL students | Increased number of interdisciplinary MYP unit plans<br>More comprehensive implementation of MYP Unit Plans and instructional methodologies                               | assessments   | instructional minutes and UTLA contractual teacher obligations<br>Reduced class size |
| <b>EVALUATION PROCESS</b><br><b>What mechanisms will you use to measure progress?</b> | Evaluative data will be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), and Administrative Leadership Team   | Quarterly Professional Development will focus on analysis of summative assessments from MYP Unit Plans<br>Annual PD will focus on analysis of school-wide data and trends | Teachers in grade-level alike teams evaluate common departmental assessments<br>Teachers teams submit reflective analysis of unit assessments into ManageBac<br>Increased number and use of | Analysis of student and Master Schedules   |



## Eagle Rock Jr./Sr. High School Local Initiative School (LIS) Autonomy Proposal

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|  |  |  | common IB and Common Core aligned assessments |  |
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| YEAR TWO AND THREE TIMELINE: 2016-2018                                       |   |   |   |   |
|--|---|---|---|---|
|  | <b>PROPOSAL ELEMENT:<br/>Waiver 2<br/>Pedagogy and Achievement</b>  | <b>PROPOSAL ELEMENT:<br/>Waiver 3<br/>Curriculum</b>  | <b>PROPOSAL ELEMENT:<br/>Waiver 4<br/>Assessment</b>  | <b>PROPOSAL ELEMENT:<br/>Waiver 5 Local<br/>Schedule and Strategies</b>   |
| <b>RESPONSIBILITY</b><br>Who will lead the implementation of this element?   | IB MYP Coordinator<br>IB DP Coordinator<br>Common Core Lead Teachers<br>Administrative Leadership Team<br>Department Chairs<br>Instructional Leadership Team (ILT)  | IB MYP Coordinator<br>IB DP Coordinator<br>Common Core Lead Teachers<br>Administrative Leadership Team<br>Department Chairs<br>College Counselor<br>Classroom Teachers<br>Instructional Leadership Team (ILT)       | IB MYP Coordinator<br>IB DP Coordinator<br>Common Core Lead Teachers<br>Administrative Leadership Team<br>Department Chairs<br>College Counselor<br>Classroom Teachers<br>Instructional Leadership Team (ILT)                           | UTLA Chapter Chair<br>UTLA Chapter Members<br>School Site Council<br>Instructional Leadership Team (ILT)<br>Administrative Leadership Team  |
| <b>RESOURCES</b><br>What resources are needed for successful implementation? | Additional time and monies to facilitate collaboration and common planning<br>On-going district funding for IB Coordinators<br>On-going district funding for additional IB and Common Core Professional Development | Additional time and monies to facilitate collaboration and common planning<br>On-going district funding for IB Coordinators<br>On-going district funding for additional IB and Common Core Professional Development | Additional time and monies to develop common assessments which align with IB and Common Core criteria, in lieu of district periodic assessments<br>District financial support for school and student costs related to IB DP assessments | Time for research, dialogue, and discussion regarding bell schedule options to fulfill state required instructional minutes and UTLA contractual teacher obligations, and reduce class size |



## Eagle Rock Jr./Sr. High School Local Initiative School (LIS) Autonomy Proposal

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| <b>EVIDENCE OF SUCCESS</b><br><b>How will you know you are making progress post implementation?</b> | <p>Increased student participation in the IB Diploma Programme</p> <p>Increased numbers of students earning an IB Diploma</p> <p>Maintain or improved high school graduation rates</p> <p>Increased number of interdisciplinary MYP unit plans</p> <p>Improved school-wide API score</p> <p>More comprehensive implementation of MYP Unit Plans and instructional Methodologies</p> <p>Feedback provided from external evaluators-IBO and WASC</p> <p>Increased re-designation rates for EL students and improved academic performance by EL and LTEL students</p> | <p>Increased use of inquiry-based instructional strategies</p> <p>Increased number of interdisciplinary MYP unit plans</p> <p>More comprehensive implementation of MYP Unit Plans and instructional Methodologies</p> | <p>Improved student evaluations from common IB aligned assessments</p> <p>Increased numbers of students taking IB DP Internal Assessments</p> <p>Comparison of analytic trend data from ManageBac</p> | <p>Adoption of a bell schedule which fulfills state required instructional minutes and UTLA contractual teacher obligations</p> <p>Reduced class size</p> |
| <b>EVALUATION PROCESS</b><br><b>What mechanisms will you use to measure progress?</b>               | <p>Evaluative data will continue to be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site</p>  | <p>Professional Development will focus on integration of interdisciplinary MYP Unit Plans across content</p>  | <p>Calibration of student results from common IB aligned assessments</p> <p>Teachers in grade-level alike</p>   | <p>On-going analysis of student and Master Schedules</p>  |



## Eagle Rock Jr./Sr. High School Local Initiative School (LIS) Autonomy Proposal

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|  | Council (SSC),<br>and<br>Administrative<br>Leadership Team | areas<br>Annual PD will<br>focus on analysis<br>of school-wide<br>data and multi-<br>year trends | teams will refine<br>common<br>departmental<br>assessments<br>Teachers teams<br>submit reflective<br>analysis of unit<br>assessments into<br>ManageBac |  |
|--|--|--|--|--|

### Waivers 7 & 9 Timeline

| <b>YEAR ONE TIMELINE: 2015-2016</b>   |   |  |  |  |
|---|---|--|--|--|
|   | <b>PROPOSAL<br/>ELEMENT:<br/>Waiver 7<br/>Professional<br/>Development</b>  | <b>PROPOSAL<br/>ELEMENT:<br/>Waiver 9 Mutual<br/>Consent</b>                     |  |  |
| <b>RESPONSIBILITY</b><br><b>Who will lead the<br/>implementation of<br/>this element?</b>       | IB MYP<br>Coordinator<br>IB DP Coordinator<br>Common Core<br>Lead Teachers<br>Administrative<br>Leadership Team<br>Department Chairs<br>Instructional<br>Leadership Team<br>(ILT)   | Personnel<br>Selection Team<br>ERHS Principal or<br>designee                     |  |  |
| <b>RESOURCES</b><br><b>What resources are<br/>needed for<br/>successful<br/>implementation?</b> | Additional time<br>and monies to<br>facilitate<br>collaboration and<br>common planning<br>On-going district<br>funding for IB<br>Coordinators<br>On-going district<br>funding for<br>additional IB and<br>Common Core<br>Professional<br>Development<br>On-site certified | Time to develop<br>common interview<br>protocols<br>IB training for new<br>staff |  |  |



**Eagle Rock Jr./Sr. High School**  
**Local Initiative School (LIS) Autonomy Proposal**

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|---|--|---|--|--|
|   | Adaptive Schools trainers to lead and model concepts, strategies, and tools  |   |  |  |
| <b>EVIDENCE OF SUCCESS</b><br><b>How will you know you are making progress post implementation?</b> | School Professional Development plan, agendas and related documentation  | Increase in selection and retention of staff committed to IB implementation |  |  |
| <b>EVALUATION PROCESS</b><br><b>What mechanisms will you use to measure progress?</b>               | Evaluative data will be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), and Administrative Leadership Team | Analysis of IB Self-Study Survey<br>Analysis of staff retention rates       |  |  |

| <b>YEAR TWO AND THREE TIMELINE: 2016-2018</b>                                     |  |  |  |  |
|---|--|--|--|--|
|   | <b>PROPOSAL ELEMENT:<br/>Waiver 7<br/>Professional Development</b>   | <b>PROPOSAL ELEMENT:<br/>Waiver 9 Mutual Consent</b>   |  |  |
| <b>RESPONSIBILITY</b><br><b>Who will lead the implementation of this element?</b> | IB MYP Coordinator<br>IB DP Coordinator<br>Common Core Lead Teachers<br>Administrative Leadership Team<br>Department Chairs<br>Instructional Leadership Team (ILT) | Personnel Selection Team<br>ERHS Principal or designee |  |  |
| <b>RESOURCES</b><br><b>What resources are</b>                                     | Additional time and monies to  | IB training for new staff                              |  |  |



# **Eagle Rock Jr./Sr. High School** **Local Initiative School (LIS) Autonomy Proposal**

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| <b>needed for successful implementation?</b>  | facilitate collaboration and common planning<br>On-going district funding for IB Coordinators<br>On-going district funding for additional IB and Common Core Professional Development<br>On-site certified Adaptive Schools trainers to lead and model concepts, strategies, and tools |  |  |  |
| <b>EVIDENCE OF SUCCESS</b><br><b>How will you know you are making progress post implementation?</b> | School Professional Development plan, agendas and related documentation<br>Implementation and transfer of key concepts from PD into classroom practice   | Increased retention of staff committed to IB implementation<br>Continued use of common interview protocols |  |  |
| <b>EVALUATION PROCESS</b><br><b>What mechanisms will you use to measure progress?</b>               | Evaluative data will be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), and Administrative Leadership Team   | Analysis of IB Self-Study Survey<br>Analysis of staff retention rates                                      |  |  |