



JAMES MONROE HIGH SCHOOL

Public School Choice Plan 4.0

Developed with the support of the stakeholders of Monroe HS, a COMMUNITY of educators, students, and families dedicated to illuminating the lives of each member through a collected dedication to high quality education and a commitment to the betterment of Monroe High School. Submitted for review on October 31, 2012

9229 Haskell Avenue, North Hills, CA, 91343

TABLE OF CONTENTS

VISION & INSTRUCTIONAL PHILOSOPHY

Vision for Students who Matriculate to Monroe	3
Vision of Successful Future Graduates	4
Instructional Philosophy	5

SCHOOL DATA PROFILE & ANALYSIS

School Profile	11
Analysis of Academic Achievement Benchmarks & Data	12
Central & Urgent Challenges	20

SCHOOL TURNAROUND

Strategies, Practices, & Policies to Address Priority Areas	21
School Culture & Climate	27
Required Elements to Effectively Implement the Turnaround Plan	29

PLAN IMPLEMENTATION

Monitoring, Early Benchmarks, & Early Actions	30
Challenges & Solutions	32

ALTERNATE GOVERNANCE MODELS

Autonomies	33
-------------------	-----------

MONROE'S PLANNING TEAM

Design Team Members	34
Parent Engagement in the PSC 4 Process	35

APPENDIX

Attachment A: Design Team Members	36
Attachment B: Waivers & Autonomies	37
Bibliography	38

JAMES MONROE HIGH SCHOOL

Thousands of candles can be lit from a single candle; the life of the candle will not be diminished.

Buddha

Meet the many luminous faces of Monroe... WE are Jose- a recent Graduate, who lived in a car for part of his senior year, whose parents clean houses in Nevada, who is the first of seven siblings to go to college, and who earned the Nordstrom's, McDonalds', and Gates' Millennium Scholarships. WE are the Cafeteria Manager- who rallied staff and students to turn in lunch applications so that no student under our care would go hungry and all students could eat for free. WE are the Special Education Teacher- who overcame a learning disability and graduated with honors from UCLA, who dedicates her time on Saturdays to teach parents math so that they can feel empowered to help their students at home. WE are the Parent Volunteer- who walks two miles to our campus each day to help us clean up the Quad after lunch in the wake of a custodial shortage, who does not speak English, and who is a valued member of our School Site Council. WE are JROTC - City Champion for 12 out of the last 16 years. WE are the 11th grade student- who lost a brother in a gang shooting, doesn't carry a backpack, has failed Algebra twice, and who comes faithfully to campus everyday to feel safe and be surrounded by adults who believe in him. WE are the Robotics Team- who has won an unprecedented number of national and state final placements and mentors students weekly at Holmes MS. WE are Speech & Debate State Champions for 10 years in a row. WE are 76 Seniors- who despite diligent efforts and countless intervention hours and classes, struggle with writing and have not passed the CAHSEE exam. WE are numerous successes and a collection of challenges. **WE are a highly diverse group of personal histories, competency levels, and experiences brought together by the fundamental belief that all students are entitled to an equal opportunity to receive a high quality education and achieve academic and personal success. WE are Monroe- a COMMUNITY of passionate, motivated stakeholders dedicated to illuminating the lives of our students and our members through a collected dedication to high quality education and a commitment to the betterment and turnaround of our high school.**

There is no denying that the past five years have presented a myriad of challenges at Monroe HS that many underperforming schools across the nation face: decreasing student enrollment, high transiency rates, a pronounced lessening of fiscal resources, incoming freshman with far-below-the-LAUSD-average skill levels in the areas of math and English, low standardized achievement scores in the areas of Algebra I and English, higher-than-average drop-out rates among our English Learner and students with special needs populations, an increasing course fail rate, and below average qualifying scores on advanced placement exams. Yet in the face of adversity, Monroe HS remains resilient and committed to identifying and implementing research-proven effective strategies and pedagogy to address and decrease our areas of need to bring forth positive, quantifiable change. Monroe HS holds steadfast to our commitment to raise academic achievement, strengthen curricular structures and intervention supports, design valuable targeted professional development opportunities, increase parent involvement through meaningful activities and productive collaboration, and most importantly, to empower every student with the opportunity and skills needed to successfully transition to college and careers as conscientious, productive community members, advocates, and self directed life-long learners.

Today's global village requires students to acquire 21st century competencies that reflect the challenges of a constantly evolving, highly competitive, technological, multi-cultural economy and workplace. Monroe HS will educate all students with a relevant and innovative curriculum that fosters positive collaboration and contribution to the community, and constructs a foundation for critical thinking and adaptable lifelong learning.

What is your school's vision for the child or youth who will matriculate from your school?

Vision: Monroe HS is committed to developing and motivating every student to achieve academic and personal success. Through a rigorous academic program, personalized relationships, and relevant meaningful connections to the outside world, Monroe High School will prepare all students to excel and achieve. Monroe HS will prepare all students to function effectively in a technological, multilingual, and multicultural world; to develop communication and problem-solving skills; to work productively in collaboration with others; and to become responsible and valuable members of society.

Expected Outcomes for Student Learning:

Monroe HS develops HS GRADUATES who are *recognized for excellence*. Our students are recognized in their ability to:

- Demonstrate a commitment towards their own learning, advancement, and obtainment of academic, athletic, cultural and professional goals
- Apply their unique perspective and cultural diversities to develop innovative and effective solutions
- Continually seek to develop and improve in areas of strength and in areas of weakness

Monroe HS develops GRADUATES who are *actively dedicated to servicing the community*. Our students strengthen their ethical and moral framework as they explore concepts of equity and cultural inclusiveness through:

- Dedication and active participation in communities, institutions, and social networks
- Commitment to environmental, social, and civic initiatives that lead to the betterment of society
- Strengthening our education, health, and social justice system

Monroe HS develops GRADUATES who are *prepared to face the demands of 21st century colleges and the workforce*. Our students are able to construct and produce meaning using adaptable skills in new and different learning environments as recognized in their ability to:

- Utilize analytical, critical thinking, and problem-solving skills to develop imaginative and effective workplace and collegiate solutions
- Collaborate with multi-generational and multi-cultural stakeholders across networks
- Demonstrate effective oral, written communication, and technology skills
- Take pride and ownership in self-directed and self-initiated learning

Mission: Monroe HS will educate its diverse student population with a rigorous, relevant college-readiness curriculum, where students are continuously engaged in analysis; are empowered to express personal histories and to build meaningful connections to the outside world, and are encouraged to reflect on and access their levels of learning. Monroe's staff is committed to:

Establishing a **CULTURE** that promotes autonomy and a strong inclusive community built through relationships that value diversity and provide a safe environment where students, staff, and parents feel welcome, respected, and are afforded multiple opportunities to excel in academic, artistic, athletic, and professional areas

Promoting **LEADERSHIP** that is collaborative, shared, supportive, competent, effective, transparent, and focused on meeting the needs of the school and strengthening our vision

Ensuring **INSTRUCTION** that is rigorous, creative, and relevant to the needs of the students and the demands of tomorrow's work force and secondary institutions

Developing **GRADUATES** who are actively dedicated to servicing their community, are recognized for excellence, and are prepared to meet the demands of 21st century colleges and workforce

What is the vision of the school that will help achieve the vision of the successful future graduate?

Education is about the capacity to live in a multi-faceted world as an active and engaged citizen. These citizens influence what they want to learn and how they want to learn it, and it is this that shapes the role of educators. (Schleicher, 2011, p.2)

Shared Core Beliefs: We believe that students, faculty, administration, and staff optimize students' opportunities for learning in an environment that supports the expression of individual perspectives, facilitates personalized connections, affords multiple differentiated opportunities to obtain common core state standards (CCSS) mastery, fosters respect and autonomy with accountability, and where effective learning and instruction occur each moment of every school day. Collectively, we define effective learning:

Effective learning is a collaborative interchange of ideas leading to mastery of CCSS and ESLRs

Effective learning happens when students are afforded multiple opportunities to acquire, practice, experiment, and master rigorous concepts and skills in a safe, respectful, and welcoming learning environment defined by high expectations for all students

Effective learning is demonstrated through authentic problem-solving utilizing multiple modalities in a variety of flexible groupings and classroom settings

Effective learning is measured by an ongoing variety of formative and summative assessments, as well as the outcome of authentic learning opportunities

Effective learning is fostered through the partnership of parents, students, school staff, and community members

Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

Ensuring Effective Instructional Delivery: Every Teacher, Every Day:

Reaching all students depends on reaching each one (DiMartino, 2001, p.19)

Advancing student learning is the goal of Monroe's PSC 4.0 Plan. Learning is cultivated in the classroom and henceforth, it is the quality of instruction delivered in the classroom that impacts and determines our capacity to propagate and grow student achievement. Establishing, ensuring, and sustaining high quality, effective classroom instruction is fundamental to Monroe making measurable positive gains. Therefore, it is our instructional philosophy that ***Every Teacher Provide Students with Effective, Engaging Instruction in Each Classroom, Every Day.***

The LAUSD Teaching and Learning Framework (TLF) was developed to increase teacher efficacy and promote greater student cognitive engagement with instructional content. Derived from Danielson's Framework for Teaching, the TLF similarly establishes a 'consistent definition of good teaching', ensures a collective focus on the attributes of effective instruction, and sustains meaningful, directed dialogues (Danielson, 2010, p. 35-39). LAUSD's TLF identifies 5 standards of teaching: planning and preparation,

classroom environment, delivery of instruction, professional responsibilities, and professional growth. It requires unbiased evaluators, who are competent and respected for providing targeted, constructive feedback and instructional coaching, and a professional climate that supports ongoing reflection, communication, growth and development.

Monroe will utilize the TLF as a foundation for establishing and committing to a school-wide understanding of the theories and praxis of effective teaching. Through a commitment to the TLF, we will create a professional climate that supports the de-privatization of teaching in which instructional practice shifts from individual definitions to the adoption of a collective set of norms that hold each teacher accountable (*City, Elmore, Fiarman, Tietzel, 2009, p.191*). We commit to the utilization of instructional delivery models, including the Gradual Release of Responsibility Model and Tomlinson's differentiation strategies methods- that promote student ownership for learning through an instructional emphasis on critical thinking, cognitive engagement, and opportunities for application in the classroom (*Fisher, Frey, 2008, p.4-10*) and to the research-based use of ongoing, meaningful instructional supervision and support as a vital part of serving and advancing the instructional community (*DeWitt, 1977, p.589*).

Instructional supervision is a multi-faceted, collaborative process that connects and bridges the gaps between teacher practices and institutional goals for the purpose of actualizing a school's vision (Glickman, 1990). In order for instructional supervision to be effective, it requires accountability for learning that advances student achievement and professional growth & competent coaching that results in improvement (Sullivan & Glanz, 2000). Monroe's Instructional Supervision Plan (ISP) emphasizes developmental and 'action research' supervision models focused on the use of the TLF. Monroe's ISP creates a professional environment that supports: data gathering through strategic processes such as *Instructional Rounds*; self-reflection that supports personalized enrichment (Glanz, 2005); constructive feedback; effective problem-solving; and teacher coaching that encourages the alignment of teacher practices to the advancement of the school's vision. Data gathered through instructional supervision methods will not only be used to address individual growth plans and coaching needs, but will inform and personalize Monroe's professional development program.

Professional development is a key component in implementing curricular and reform initiatives when it is determined by instructional needs identified through instructional supervision (Drake & Roe, 2003). Linking professional development and instructional supervision "can create an environment of learning for all by giving teachers a voice in the process of professional growth, not only as recipients of wisdom from on high but as active participants who operate in a collegial environment" (Colantonio, 2005). Monroe will form professional learning communities (PLCs) based on departmental and common course groupings. Educator's performance is optimized in a professional climate that is characterized by autonomy with accountability, opportunities to achieve mastery, and is focused on purposefulness and competence. The goal of Monroe's PLC will be the systemic improvement in the quality of instruction and level of student cognitive engagement with instructional content through targeted, personalized professional growth opportunities and trainings. Monroe's PLCs will be developed around DuFour's core tenets for effectiveness of learning communities: 1) maintain a student-centered focus on content to be learned not on the material to be taught; 2) PLCs and teaching are collaborative processes and must be de-privatized; 3) PLCs are accountable for student learning and must partake in ongoing, reflective modification to maximize and drive instruction and mastery of the instructional content.

Monroe will require the following supports to ensure the successful implementation of an instructional delivery model supported by meaningful professional growth and instructional supervision, for the purpose of transforming the school: 1) ongoing, high-quality *weekly* professional development and teacher preparedness trainings; 2) mutual planning time to foster collaboration, dialogue, constructive response to feedback, and curricular development among PLCs and same subject teachers; 3) instructional

support, modeling, coaching, and monitoring by a competent and respected administrative staff using collectively agreed upon sets of expectations and protocols; 4) a school climate and leadership that promotes and supports positive change, innovation & practice, honest & constructive feedback, and meaningful response & revision that is focused on increasing learning outcomes; 5) a collective commitment to maintaining a student-centered instructional delivery focus on cognitive engagement with the content to be learned in the classroom and to supporting linked-learning and the utilization of complex, nonfiction texts for reading and writing.

Transforming Instructional Content through Adoption of the Common Core State Standards:

The Design Team recognizes that the effective transition to the CCSS, affords us the greatest opportunity and potential for transforming and improving the quality of instructional content that defines the learning objectives and use of instructional delivery methods in Monroe's classrooms. Through adoption of the CCSS framework, students are ensured a higher likelihood of: consistent, shared expectations; relevant learning that is better aligned to exposure and mastery of the skills required to access and participate in college and careers such as the reading of complex texts; rigorous development of higher order thought processes such as synthesis, problem-solving, and similarities & differences; and instructional methods that rely on collaboration and relationship building between peers, teachers, and parents.

CCSS's forefronts 'what our students will need to know and be able to do at each grade level and course of study'. Based on research-proven best practices, Monroe's PSC 4 Design Team proposes the adoption of the CCSS in a manner that encourages teachers to shift to a student-centered learning objective model using: 'backward design' lesson planning; assessment *for* learning; effective instructional delivery that emphasizes student critical thinking development, understanding, and opportunities for applications in the classroom; and instructional supervision & support that promotes professional growth, meaningful dialogue, and effectiveness.

At the center of Monroe's instructional content development and delivery is our commitment and collective belief in Student-Centered Learning as defined by the Coalition of Essential Schools (CES) described in *Small Schools Big Ideas, The Essential Guide to Successful School Transformation*:

- Students take leadership in the classroom, present their work, and facilitate groups. Students take ownership of their reading, writing, and learning to develop, test and refine their thinking
- The content and delivery of instruction is culturally responsive and respects and builds on diverse resources and experiences of learners
- The school supports the inclusion of all students, including English-language learners and students with special needs, in regular academic classrooms through the use of best practices
- Students apply the habits of mind for reading, writing, and thinking in various genres and disciplines

Key strategies, techniques, and activities of Monroe's student-centered instructional program include:

- Conversion in 2012-13 to an 8-period A/B alternate block schedule allowing greater flexibility for acceleration, specialization, remediation through enhanced intervention, career path elective, and credit recovery course opportunities
- Adoption of the CCSS that focus on aligning instructional tasks to learning objective outcomes
- Adoption of the Gradual Release of Responsibility Model: Instructional delivery framework for shifting focus from "teacher knowledge to student understanding and application" (*Fisher, Frey, 2008, p.4-10*)
- Implementation of an effective instructional supervision and support model based on the TLF
- Adoption of a school-wide grading policy that is in alignment with CCSS mastery, uses assessments for learning by recognizing individual learning curves, and encourages and promotes student practice, redemption, and revision with learning tasks before he/she is expected to

- demonstrate mastery of the learning objectives within the perimeters of a semester
- Implementation of student portfolios in all ELA courses
- Establishment of a yearly student learning plan/contract focused on academic and school participation expectations in advisories
- Further development of a newly established blended learning lab program
- Enrollment of all entering 9th graders into a school preparedness/work habits semester long ‘AVID-like’ program
- Development of a peer to peer *Link* program
- Humanitas interdisciplinary methodology in selected programs, including Engineering & Design, the Law & Government Magnet, and the Police Academy
- Fully supported inclusion in all classes with full compliance in the delivery of accommodations and modifications identified to increase student access & mastery of the curriculum
- Expansion of community & business collaborations, summer bridge programs, mentorships, internships, and guest speaker assemblies

Throughout the PSC implementation process, Monroe will align and strengthen our instructional transition to the CCSS framework through adherence to the *Four Ideas Central to Instructional Improvement* (Corcoran, Mosher, Riggan, Oettinger, 2012):

Learning Progressions: education standards, curricula, and assessments have greater effect on increasing student knowledge when content is vertically aligned, in-depth, and constructs a coherent, ‘big idea’ trajectory over the course of the subject throughout years

Assessments: Formative and summative assessments effectively support learning when they are connected to monitoring and measuring ‘clear conceptions of learning progressions’ and utilized to adapt and revise instruction for learning

Adaptive Instruction: “Adaptive instruction refers to the idea that it is teachers’ and the schools’ responsibility to modify instruction as necessary to address students’ particular needs and difficulties rather than simply delivering the content and letting the chips fall where they may” (*Consortium for Policy Research in Education, The Center on Continuous Instructional Improvement, 2012*). Adaptive instruction recognizes the importance of differentiation, individual learning curves, instruction & learning tasks that encompass multiple learning modalities, and constructionist theories

Knowledge Management in Support of Continuous Improvement: Responses to learning, school & student achievement data, and reflections/observations should be addressed and managed through professional development, data systems, and dialogues centered around improving subsequent instruction to increase student learning

Personalization & Relevant Linked Learning in Small Learning Communities:

The students at James Monroe High School approach learning with enthusiasm, curiosity, and purposefulness in a Small Learning Community (SLC) structure designed around career paths in Engineering & Design*, Public Service & the Fire Academy, Arts & Media*, the 9th Grade Academy, a Law & Government Magnet, and the Police Academy* preparatory programs¹. Fundamental to our instructional philosophy is the commitment to providing each student with a personalized, relevant

¹ Monroe operates three California Partnership Academies under the California Department of Education (CDE). Each academy meets both the LAUSD and CDE compliance guidelines for instruction and organization. Each academy receives an additional \$80,000 - \$150,000 in annual CDE grant funds to provide supplemental services for the academy student cohorts.

college and career readiness educational program. Research shows that personalization improves student grades, reduces dropout rates, and promotes student engagement- particularly for socio-economic disadvantaged students (Darling-Hammond, 2007). Collectively, we define personalization as:

A learning process in which schools help students access their own talents and aspirations, plan a pathway towards their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate their learning against clear standards in a variety of media, all with the close support of adult mentors and guides. (Clarke, 2003, p.15)

The tenets of personalization include the beliefs that: Personalized learning begins with individual student's interests; teachers get to know each student's strengths, weaknesses, and interests; and students learn to set goals and measure success for themselves against common standards. (*Breaking Ranks II: Strategies for Leading High School Reform, 2004, p.68*).

Monroe became one of the first LAUSD schools to reform through SLC implementation aimed at increasing personalization in 2003. In 2006, Monroe HS was selected as one of four national schools, to earn the designation of a National SLC Design Studio Model School by the Education Northwest Laboratory. By 2007, Monroe's SLCs had completed development and implementation of SLC specific interdisciplinary curricular units that were focused around over-arching questions, project-based learning, and culminating writing tasks. By 2008, SLC classes were 85%+ pure cohorts of designated SLC students and SLC teachers. Additionally, SLC buildings were fully contiguous and over 50% of professional developments/common planning Tuesdays were designated to be in SLC groups.

Conversion to an SLC infrastructure had both a positive and negative impact on school climate and academic achievement at Monroe. Monroe's SLC conversion resulted in many positive effects: decreasing drop-out rates, increase in attendance at SLC sponsored family events, establishment of distinctive SLC programs and identities, greater emphasis on career paths, and an increased sense of community among students and stakeholders where each student can tell you the SLC they belong to. However, full SLC academic conversion also had disadvantages including: inequity of students' academic proficiency percentages as measured on the CSTs, distributed between various SLCs; the inability for students to take a course outside of the particular SLC; misalignment of unit curriculums emphasizing over-arching questions rather than course standards mastery; questionable efficacy of the school-developed culminating assessments as a valid quantifiable measure of academic content mastery; a greater need for fiscal resources than were allocated to the school to sustain each SLC with separate staffing and faculty; and a growing discontent among teachers who felt they needed increased time to collaborate within their departmental groupings rather than SLCs during PD Tuesdays in order to best analyze student data and develop instructional plans.

As a result of our experiences and reflection, Monroe continues to redesign and modify our SLC model to best meet the learning needs of the students. Henceforth, our SLC focus is on strengthening personalization by fostering meaningful adult & student relationships and cultivating relevance through student exposure and exploration with career paths through a structured sequence of elective classes, advisories, assemblies, internships, guest speakers, and SLC specific career focused events. All students are members of career path-focused SLCs based on a self-selected choices process during 9th grade.

Monroe HS will continue to increase and strengthen personalization through the implementation of the following strategies, techniques, and activities: establishment of student learning plans; SLC development and implementation of student motivational & incentive programs focused on earned credits, attendance, academic achievement, career awareness, family participation, and community partnership; increased cohorts of English and social studies classes in designated programs; establishment of daily advisories; implementation of student led conferences; establishment of a monthly family night for students, parents and faculty to meet and discuss student progress and intervention resources; and school-wide utilization

of instructional strategies that embody the tenets of student-centered learning and promote differentiation to address students' individualized learning needs.

Effective Instructional Techniques and Strategies to be Utilized In All Classrooms:

Methodology	Rationale	Specific Strategies
'Backward lesson' planning using <i>Understanding by Design (UbD)</i> by Wiggins & McTighe to develop curriculum and design lessons	Increases focus on curricular and instructional alignment to student learning outcomes and common core standards mastery	Curriculum and lessons will be developed using 'backward design' methods that start by establishing the learning goal based on student mastery of a content standard, then defines what the student will understand and be able to do, next identifies essential questions that will guide student learning, determines assessments and performance tasks needed to demonstrate student proof of understanding, and finally identifies the learning activities & instruction that will result in reaching the learning goal
English Language Development, Implementation of the E.L. Master Plan, and use of Specifically Designed Academic Instruction in English (SDAIE)	Increases students' English language development and content comprehension. Encourages vocabulary development while increasing opportunities for concept mastery through scaffolding and chunking of instruction	<p><i>'Every teacher is a language teacher.'</i> Students will receive instruction focused on language objectives in all core-content classes on a daily basis</p> <p>Non-linguistic Representations using Thinking Maps, Graphic Organizers, Discipline Specific Sentence Frames</p> <p>Cooperative Learning- small group and peer to peer work using strategies including: Think-Pair-Share, Reciprocal Teaching, and Literary Circles</p>
Construction of Knowledge and Inquiry-Based Learning Use of the Gradual Release of Responsibility Instructional Delivery Model Framework for shifting instructional focus from teacher knowledge to student understanding and application. Encourages students to assume responsibility for learning and emphasizes problem-solving, capable thinking, and self-monitoring.	Encourages creative inquiry and initiative, higher level thinking, and ongoing self-monitoring of levels of learning. Emphasizes that the construction of understanding is comprised of prior knowledge, new information, and the process of learning. Increases student engagement by encouraging dialogue, experimentation, and through positioning of the teacher as 'facilitator'	<p>The 4 components of the Gradual Release of Responsibility Instructional Delivery Model include: focus lessons, guided practice, collaborative small group learning, and independent work. Known as "I do it, We do it, You do it together, You do it alone". (Fisher, Frey, 2008, p.4-10)</p> <p>Accountable Talk (University of Pittsburgh) Socratic Seminars Similarities & Differences (Marzano) Thinking Maps Use of Culturally Relevant and Responsive Education (CRRE) pedagogy strategies</p>

Development of 21 st Century Skills through an integrated CCSS aligned curriculum	Students will apply the seven 21st Century skills and take ownership of their learning including: Critical Thinking & Problem-Solving; Collaboration Across Networks; Leading by Influence, Agility and Adaptability; Initiative & Entrepreneurship; Effective Oral & Written Communication; Accessing & Analyzing Information; and Curiosity & Imagination	<p>Critical reading of complex, non-fiction texts and writing across the curriculum in all core-content classes</p> <p>Full integration of technology into all classrooms and instruction including the use of ALEKs software, Khan Academy, Vantage, Springboard, and Internet Resources</p> <p>Selective use and piloting of blended learning models through the ACCESS program with CSUN and through Monroe's blended learning lab</p> <p>All 9th graders receive WICR instruction (writing, inquiry, collaboration and reading) and direct instruction in the Cornell Note Taking Method through an 'AVID-like' School Readiness Class</p>
--	---	---

Where is the school now? What does the data/information collected and analyzed tell you about the School?

James Monroe High School serves the communities of Panorama City and North Hills in the northeast San Fernando Valley. Over half of Monroe's students live in Panorama City, a community of 66,241 residents crowded into an area of fewer than four square miles. In addition to high density, the median household income is nearly \$10,000 lower than the US average. Panorama City residents are overwhelmingly Hispanic or Latino (69.3%) and likely to speak a language other than English at home (80.2%). The area is plagued by violence stemming from the Blythe Street and Langdon Street gangs. As a result, Los Angeles has issued a city court-ordered gang injunction for our area.

The students at Monroe High School demonstrate a multitude of unique and multi-faceted needs. The percentage of students' families living below the federal poverty line is over twice the national average. On a 5 pt. scale, with '5' being graduate school and '1' being some high school, Monroe's parent educational level score, as reported by the CDE, is 1.8. Among high schools within our local area, Monroe HS has the highest percentage of high school students whose scores are considered for our academic performance index (API) in the following areas: Transiency Rate (2011 = 43.7%), Socio-Economically Disadvantaged (81% of students qualify for free/reduced meals), E.L. students (26% of our API scores come from English Learners), and Students with Special Needs (2012 = 13% counted for API). A four-year comparison of Monroe's student population subgroup trends indicates: English learner students have decreased by 4%; students qualifying for free or reduced lunch have increased by 9%; students with disabilities have increased 3%; and students identified gifted have decreased 4%.

In an effort to alleviate over-crowding, Panorama HS opened in 2006, thereby reducing Monroe's enrollment by 30%. Since then, enrollment at Monroe has declined over the past few years due to the opening of three additional high schools. As of August 2012, student enrollment is 2,550.

Enrollment By Grade					
	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Enrollment
2012-13	709 (28%)	839 (33%)	443 (17%)	559 (22%)	2,550
2011-12	852 (34%)	468 (19%)	561 (22%)	615 (25%)	2,496
2010-11	798 (30%)	752 (27%)	662 (24%)	533 (19%)	2,747
2009-10	769 (28%)	1,034 (37%)	516 (20%)	424 (15%)	2,749

Table 1: Monroe High School's Enrollment by Grade Level 4-year Comparative

In August of the 2012-13 school year, 709 eighth grade students matriculated to Monroe HS. Among the first-time entering 9th Graders at Monroe, 20.5% were eligible for HS Graduation Math Credit and did not need to take Algebra I during the 2012 fall semester in comparison to the LAUSD average of 25.4%. Of these eligible students, 86% are presently enrolled in either the Police Academy or the Law & Government Magnet. All LAUSD students are administered a math diagnostic to assist in high school course programming during the spring semester of 8th grade. Among the comprehensive high schools in the local ESC North area, Monroe's 9th graders entered with lowest incoming mastery score for the 2012-13 school year. In comparison with ICIS, 29.2% of Monroe's entering 9th graders correctly answered 50% or greater on the math diagnostic compared to 31.1% of students in ICIS.

Mathematics

In comparison to LAUSD high schools district-wide average, 1.4% more of Monroe students scored proficient or advanced on the 2012 math CSTs. Two percent fewer of Monroe students scored below basic (BB) or far below basic (FBB) on the math CSTs in comparison to the LAUSD average. The achievement differences are most pronounced on the Algebra II CST, with 29.3% of Monroe students scoring proficient/advanced on the CST in comparison to the LAUSD average of 17.2%. Additionally, 19.9% fewer of Monroe students score BB or FBB on the Algebra II CST than district wide.

The same is true for the 2012 Geometry CST results, with Monroe students outperforming the LAUSD average for proficient/advanced by 3.5% and 7.8% fewer Monroe students scoring below basic or far below basic. A five-year comparison indicates there has been a modest increase (5.4%) in the percentage of Monroe students scoring proficient or advanced on the Math CSTs. Likewise, the percent of students scoring FBB or BB on the math CSTs has decreased by 6.7%. However, measurable gains have not been consistent across math content areas.

5-Year Comparative Math Growth on CSTs					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Adv.	13.3%	18.7%	17.9%	18.8%	18.7%
Advanced	1.6%	3.8%	4.0%	2.8%	4.3%
Proficient	11.7%	14.8%	13.9%	16.0%	14.5%
Basic	21.7%	20.3%	21.4%	23.5%	23.0%
Below Basic	42.5%	38.8%	38.9%	34.6%	37.3%
Far Below Basic	22.5%	23.0%	21.8%	23.0%	21.0%
BB & FBB	65.0%	61.0%	60.7%	57.6%	58.3%

Table 2: Mathematics CSTs Growth 2007 - 2012

If there was a single causal factor contributing to Monroe's status as an underperforming school, it would be found in our lack of efficacy to design an effective Algebra I curriculum and deliver rigorous, high quality instruction resulting in students' mastery of concepts and standards. In comparison to the LAUSD average (65.7%), 6.5% more of Monroe students score FBB/BB (72.2%) on the Algebra I CST. In 2011-12, there was a 10%+ increase in the percent of Monroe students scoring FBB/BB on the Algebra I CST. Among SWD, the 28% increase of students scoring FBB/BB in Algebra I in 2011-12 was even more

staggering. Students scored lowest in the areas of Functions & Rational Expression (29.7% correct response) and Quadratics & Polynomials (35.4% correct response). Simply stated, there has been a negligible increase (1.4%) in the percentage of Monroe students scoring proficient or advanced on the Algebra I CST over the last five years.

Challenges to academic performance growth in the area of Algebra I include and indicate:

- Inconsistencies in teacher efficacy as demonstrated by broad variances in students' performance levels on annual CSTs and periodic assessments
- A pronounced need to identify, develop, and implement a departmental effective curriculum and lesson plans in the area of Algebra I, intervention skills classes, and in the area of test preparedness
- High number of teacher displacements in the math department
- Decrease in the skills level of incoming 9th graders as measured by 8th grade diagnostic testing
- The abolishment of summer bridge programs and intersession classes due to budget cuts
- A greater need to identify students' learning gaps and assess skills mastery utilizing frequent, ongoing assessment measures
- A greater need to articulate with feeder schools and develop high school readiness programs at the middle school level
- An increased need for teachers to observe and share best practices and be provided common planning time
- An increased need to develop a departmental grading policy that aligns a student's content mastery to the course grade using standardized assessments and authentic learning measures
- An increased need for teacher preparedness and professional development trainings, departmental meetings, and mutual planning time
- A need to re-align teacher course assignments so that the students are receiving Algebra I instruction from teachers who are most effective at teaching Algebra I
- An increased need for administrative monitoring and instructional support in Algebra I classes

English Language Arts

English Language Arts California Standards Test Summary Percentage of Students in each Performance Band in 2011 - 2012					
Test	Advanced	Proficient	Basic	Below Basic	Far Below Basic
English Language Arts 9 th	10%	24%	34%	19%	12%
English Language Arts 10 th	15%	26%	39%	14%	6%
English Language Arts 11 th	13%	24%	36%	18%	9%

Table 3: English Language Arts CST distribution by performance level 2011 - 2012

There has been a considerable increase in the percentage of Monroe students scoring proficient or advanced on the ELA CST during the last five years:

	2007-08	2008-09	2009-10	2010-11	2011-12
Prof. & Adv.	23.1%	28.6%	31.8%	36.2%	37.0%
Basic	27.2%	30.8%	34.2%	35.8%	36.0%
BB & FBB	49.8%	40.5%	34%	28%	26.9%

Table 4: English Language Arts CST distribution by performance level 2007 - 2012

All subgroups have increased the percent of students scoring proficient or above by 10% in 5 years except English learner students who have not demonstrated progress.

ELA Proficient & Advanced CST Subgroup 5 Year Comparison		
Subgroup	1 Year Change	5 Year Change
All Students	.8%	13.9%
African American	-4.3%	24.4%
Latino	2.4%	15%
E.L.	-.8%	1%
SPED	-11%	13%
Socio-Econ.	1.6%	16.1%
Table 5: English Language Arts CST subgroup growth		

An analysis of CST sub-scores by content strands indicates the following school-wide ELA areas of greatest need and strengths:

ELA Content Strands by Grade Level		
Grade	Area of Need	Area of Strength
9 th	Writing Strategies (49.6% Correct)	Reading Comprehension (57.6% Correct)
10 th	Writing Strategies (60.7% Correct)	Reading Comprehension (68.9% Correct)
11 th	Literary Response & Analysis (57.7% Correct)	Word Analysis & Vocabulary (69.7% Correct)
Table 6: English Language Arts Areas of Need and Strength as measure by 2011-12 CST content strand performance		

A multitude of challenges remain in the area of English Language Arts including:

- Lack of an effective, comprehensive teacher preparedness professional development program
- Lack of a school-wide interdisciplinary school-wide essay writing program
- Lack of emphasis on writing outside of the English department
- Little to no evidence of direct, explicit instruction in essay and research paper writing
- Lack of a school adopted 10th & 11th grade grammar instruction program
- Lack of emphasis on non-fiction and expository texts
- Great inconsistencies in the quality of instructional delivery among classrooms
- A need to re-teach and remediate areas of individual student need as determined by ongoing performance monitoring and assessment
- Greater utilization of periodic assessment data to drive curriculum development & modification
- Implementation and monitoring of a cohesive English intervention curriculum to be delivered in ELA school day intervention classes
- School-wide alignment of curriculum to CCSS
- Little evidence of the innovative use of technology and emphasis on 21st century skills
- Implementation of departmental sharing of best practices and instructional strategies through lesson studies, learning walks, and adoption of departmental grading policy and rubrics
- A greater need for administrative monitoring, direct instructional support and modeling of lessons & strategies, and analysis of appropriateness of supplemental instructional materials in ELA classrooms

Science

In 2011-12, Monroe outperformed the LAUSD average of students scoring proficient or advanced in science in all content strands on the CSTs with the exception of Biology. This may be attributed to the large number (+50%) of Monroe's science students, who were administered the Biology CST in 2011-12. To address this area of need in 2012-13, Monroe better aligned science course assignments based on teacher's area of expertise as demonstrated by factors including previous CST scores. The department

continues to focus on strengthening curriculum, providing after-school tutoring and intervention, and developing a test preparation program. Additionally, the department remains focused on increasing the percentage of students earning a qualifying score on Advance Placement (AP) tests. In 2011-12, only 1.7% of Monroe students tested earned a qualifying score in Chemistry compared to the LAUSD average of 30.8%. In 2011-12, only 15.5% of students tested earned a qualifying score in Environmental Science compared to the LAUSD average of 35.2%.

Comparative Science CST Scores by Course				
	Monroe 1-yr. Change	Monroe 5-yr. Change	Monroe % Prof./Adv. 2011-12	LAUSD % Prof./Adv. 2011-12
Science	7.8%	15%	32%	30.3%
Biology	3.9%	2.6%	25.9%	35%
Chemistry	-13.5%	4.3%	20.7%	19.5%
Life Science	19.8%	31.7%	51.4%	39.2 %

Table 7: Science CST Comparative Data by Test

An analysis of CST scores by Content Strands indicates the following areas of greatest need and strengths:

Science Content Cluster Strands by Grade Level		
Grade	Area of Need	Area of Strength
Biology	Genetics (48.9% Correct)	Physiology (57.5% Correct)
Chemistry	Conserv of Matter & Stoich (54.1% Correct)	Investigation & Experiment (70% Correct)
Life Science	Cell Biology (54.7% Correct)	Invest & Experiment (75.3% Correct)

Table 8: Science Areas of Need and Strength as measure by 2011-12 CST content strand performance

California High School Exit Exam (CAHSEE)

During the 2011-12 school year, Monroe developed and adopted a school-wide CAHSEE preparation plan. As a result, Monroe demonstrated the 4th highest increase in the LAUSD in the percent of 10th grade students passing both portions of the CAHSEE exam. Factors contributing to this progress included: aligning student placement in grade levels to credits earned, providing CAHSEE Revolution licenses & Measuring Up to all tenth graders, programming all tenth grade math & ELA classes in the Intervention Labs for a minimum of one period per week, and the strengthening of Monroe's CAHSEE awareness and incentive campaigns through certificate assemblies, school developed motivational videos, parent awareness meetings, and advisory activities.

CAHSEE Results 10 th Grade Census				
	ELA Passed %	ELA Proficient %	Math % Passed	Math % Proficient
2011-12	79%	44.4%	83.6%	59%
2010-11	64.5%	35.8%	67.6%	33.9%
2009-10	62.5%	30.5%	68.3%	37.7%

Table 9: 3-year Comparative CAHSEE pass rate

On the English portion of the CAHSEE, students continue to score lowest on Writing Applications (Essay) (55.2% Correct Response Rate) and Written Strategies (59.9% Correct Response Rate). Students scored highest in the area of Literary Analysis (73.2% Correct Response Rate). A five-year comparison indicates Monroe students have demonstrated less than a 1% increase in the area of Written Applications/Essay Writing on the CAHSEE with a negligible statistical difference in scores between the whole school and the ELL or SWD subgroups. A comparison between Monroe's SWD and ELL subgroups and the LAUSD's averages indicate that these students at Monroe are scoring above the LAUSD averages on the CAHSEE.

Senior CAHSEE passage rate remains a significant challenge. During the 2011-12 school year, all seniors who had not passed the CAHSEE were given CAHSEE Revolution licenses and programmed into school day push in prep classes and/or extended learning preparation classes. Despite these efforts, only 7% (ELA) - 15% (Math) of these students passed the CAHSEE during their senior year. In 2012-13 the problem has increased, with 26% of Monroe's entering seniors having not passed the CAHSEE. Additionally, due to Monroe's high transiency rate of 40+%, many of our seniors are new to the school and have not received extensive prior CAHSEE preparation.

A-G Requirements, Graduation Rate, and Pass/Fail Rates

According to CDE data, a four-year comparison indicates that Monroe's cohort graduation rate (77.9% in 2010-11) is steadily increasing and remains 17% above the LAUSD average of 61.1%. Monroe's cohort dropout rate (18.4% in 2010-11) is 14% lower than the LAUSD rate of 32.4%. All Monroe subgroups dropout rates are lower than the District average except SWD, who demonstrate a 3.7% higher cohort dropout rate. English Learner students and SWD are nearly twice as likely to dropout of Monroe than social-economically disadvantaged students.

Monroe Subgroup	Cohort Graduation Rate	Cohort Dropout Rate
All Students	77.9%	11.1%
English Learners	60%	18.4%
Special Education	57.8%	23.4%
Socioeco. Disadvantaged	78.1%	10.4%

As Monroe's students matriculate into the higher-grade levels, the percentage of students not on track to graduate by earned A-G requirement credits increases substantially. Additionally, over a three-year period, Monroe's course fail rate has increased despite the increase of students' proficiency levels on the CSTs and Periodic Assessments (PAs). Analysis of substantial differences of pass/fail rates among teachers of the same course indicates a greater need to establish and implement school-wide grading policies and rubrics based on a student mastery of the content standards.

English Learner Students

There are currently 606 English Learners at Monroe HS today. 73% of these students have been identified LEP for more than 6 years and are enrolled in the Preparing to Redesignate Program (PRP). Monroe HS met its API target for the English Learner subgroup by doubling its growth target and reaching 609 with a 22-point gain. Monroe HS also made Adequate Yearly Progress in Mathematics for the English Learner subgroup through Safe Harbor as well as reaching the graduation rate criteria for this population. Despite these positive areas of growth, increasing academic achievement for ELs is still a top priority for all stakeholders at James Monroe HS. The following academic areas still present a challenge for ELs: **Proficiency in ELA:** Monroe HS did not make AYP in English Language Arts for the English Learner subgroup. Only 12.6% of ELs are proficient in ELA. 77% of ELs are at the Below Basic and Far Below Basic proficiency bands.

The CAHSEE: During the 2011-2012 school year, 1.3% of the English Learners were Proficient in English Language Arts and 8.8% in Mathematics on the CAHSEE. The passing rate is also an area of concern: Only 34.5% of ELs passed the ELA portion of the CAHSEE compared to 92.9% of the RFEP population. In the mathematics portion of the CAHSEE only 50% of ELs passed compared to 93% of the RFEP population.

Reclassification and English Language Proficiency: There was a slight decrease in the percent of reclassified students from 2010-11 to the 2011-2012 school years. Analysis of data related to the criteria required for reclassification (a score of basic on the ELA portion of the CST, a grade of C or better in a

grade level English or ESL Advanced 3/4) shows that Monroe's students are not reaching the English Proficient benchmark necessary for reclassification. Analysis of AMAO 2 data (percentage of ELs Attaining the English Proficient Level on the CELDT) indicates that only 20% of the students in the Less than 5 year Cohort and 28.5% of the 5 Years or More Cohort are attaining the English Proficient level.

The following practices/strategies have already been instituted to address the above-mentioned challenges for our English Learners:

- CELDT awareness meetings for teachers who will be administering the CELDT on strategies to better prepare ELs for the CELDT throughout the year
- CELDT Chats by the EL Coordinator with English Learners during classroom visits prior to the administration of the CELDT
- Double block of English to address ELD in anticipation of the full implementation of LAUSD's Master Plan for English Learners
- Intervention programs including CAHSEE preparation classes, after-school tutoring labs, and Vantage writing labs
- Comprehensive professional development for faculty on the E.L. Master Plan, SDAIE strategies, ThinkPairShare, ThinkingMaps, and use of Academic Language

Students with Special Needs (SWD)

Presently, there are 322 students with IEPs (SWD) enrolled at Monroe. Of these students, 44.3% are enrolled in an A-G program as compared to 50.7% of all students school-wide. Fifty-three percent of Monroe's SWD receive services in the Special Day Program (SDP). Monroe's SWD demonstrate twice the cohort dropout rate (23.4%) compared to all Monroe students (11.1%).

Increasing student academic achievement and reducing the dropout rates of SWD at Monroe remains a top priority. In 2011-12, Monroe's SWD scored substantially below the LAUSD SWD average in all sub-content areas on the Algebra I, Geometry, and ELA CSTs. Forty-one percent of SWD scored FBB on the Algebra 1 CST, a 28% increase from 2010-11. Likewise, there was a 33% decrease in the percent of SWD scoring basic or above in Algebra 1. On the 2011-12 ELA CSTs, there was a 12% increase of the number of Monroe's SWD scoring FBB.

Challenges to the growth of SWD at Monroe include and indicate:

- Inconsistencies in teachers' efficacy levels as demonstrated by broad variances in students' performance levels on annual CSTs, periodic assessments, and the CMA
- School-wide inconsistencies in the utilization of IEP accommodations, co-teaching in the general education classroom, differentiation, and use of instructional strategies for SWD
- A need to identify, develop, and implement effective supplemental instructional programs and lesson plans in the area of Algebra I, ELA writing, reading comprehension, and intervention skills classes
- High number of teacher displacements and reprogramming of students after the start of the school year in 2011 and 2012
- Reduction in the opportunities for lesson studies, training workshops, and curriculum development due to a decrease in PD time allocated to the Special Education Program
- A greater need for classroom instructional support, administrative monitoring, and professional development
- A greater need to determine teacher assignments based on students' needs and areas of teacher's expertise and efficacy

- A need for departmental analysis of best practices & programs utilized by similar LAUSD comprehensive high schools to identify strategies and methods to better advance student achievement

Faculty & Stakeholder Perception & Participation

Opened in 1952, Monroe HS is an established pillar in the community it fosters and helps to define. As a cornerstone in the neighborhood, Monroe not only functions as an institution of higher learning, but as a support network that aspires to meet the multitude of challenges of the peoples it serves. From the newly organized Saturday Farmer's Market to free Child & Family Guidance counseling to a gang-prevention & teen pregnancy program or an active Gay Straight Alliance (GSA) and daily after-school parent ESL workshops - Monroe strives to promote and strengthen the wellbeing of its members. It is our belief that in order for students and families to thrive academically, they must have basic personal needs satisfied. The task of helping our at-risk stakeholders address these needs is not an easy one and admittedly seems insurmountable at times. Nonetheless, it requires enormous dedication and a collective effort. As a result, Monroe has built a network that strives for success, serves as a role model in the community, and whose members are exceptionally cohesive, loyal, and persistent.

Monroe's faculty demonstrates 96%+ attendance, has been employed at the school site for over 3 years, and meets highly qualified NCLB status at higher rates than the LAUSD average. The results of a 2012 school developed faculty survey indicate the following perceived three areas of greatest need: 1) fostering college readiness; 2) safety and cleanliness on campus; 3) shared high expectations for all students.

The 2011 School Experience Survey indicates that 90.3% of Monroe parents 'feel welcome at school'. However, only 37.3% of parents indicate that they 'talk with teachers about his/her child's schoolwork'. Monroe's parents attend family events, such as International Thanksgiving, help prepare food during Friday night football games, cheer on the robotics team at VEX competitions, and assist in hosting Magnet Night. Throughout campus, there are enclaves of active parents brought together through clubs, volunteer activities, council membership, or workshops. Fewer are the parents and teachers, who meaningfully partner to advocate, monitor, and accelerate student achievement in the classroom. It is the fundamental belief of Monroe's PSC 4 Design Team, that to significantly advance student achievement and bring forth positive, quantifiable change, we must form a parent involvement committee and develop a comprehensive strategic plan to involve parents as empowered partners in the classroom. Such a plan would require consensus building, extensive teacher partnership training, collaboration with family support networks, and parent workshops. Based on interviews and surveys, the following issues are of top concern to parents: 1) class sizes; 2) creating an environment where teachers care about students' progress; 3) fostering a welcoming school culture where teachers and counselors directly and frequently communicate and partner with parents.

Academic Performance Index (API)

Monroe continues to make steady progress in advancing student achievement performance. As a direct result of our commitment and concerted efforts, and despite the many challenges faced, Monroe has increased its API growth by 82 points over the last five years. In 2012-13, Monroe met 17 of 18 Annual Yearly Performance (AYP) benchmarks. Monroe did not meet the AYP benchmark in ELA proficiency.

Monroe Academic Performance Index (API) Score by Subgroup			
API by Subgroup	2011-12	1 Year Change	5 Year Change
Whole School	692	+ 35	+82
Hispanic	677	+37	+91
Socio-Economic	692	+37	+91
Students/Disability	491	+8	+77
Eng Learners	609	+22	+56

Causes Attributing to Positive Trends over Time:

- A fiercely loyal and cohesive community of parents, faculty, and students dedicated to providing the best possible educational opportunities to the students at Monroe
- Continued strengthening of well-established SLCs & Career Paths leading to greater personalization, an increasing graduation rate, and a decreased dropout rate. Established and historically successful clubs and teams with wide-spread participation from the student body
- Alignment of curriculum to core-content standards in some areas including 11th grade ELA, Algebra II, Social Sciences and Sciences
- Increased opportunities for targeted intervention through the inclusion of school day math and ELA courses for all basic and below 9th graders in 2011
- Greater test preparedness awareness through incentive campaigns
- Ongoing analysis and response to student performance data in departments. MyData use by 80% of teachers school-wide
- Development & implementation of a school-wide 2011-12 CAHSEE test preparation plan
- Active and compliant school governance committees including School Site Council (20 member configuration) and Local School Leadership Council. Historically successful School Based Management (SBM) governance model

Causes Contributing to Negative Trends over Time:

- Lack of emphasis on advancing achievement through community building and focus on the school's vision, mission, and ESLRs
- Greater number of incoming 9th grade students requiring intervention classes (80%+)
- Discontinuance of a district recognized School of Advance Studies program in 2010
- Increase in teacher matriculation due to displacements, reduction in force (RIFs), and the opening of several new schools. Administrative staff turnover due to displacements & RIFs
- Increase in class sizes and student to counselor ratio. Decrease in the number of out of the classroom Instructional Support Coordinators/Coaches
- Continued misalignment in math course student programming. Lack of an adopted math department curriculum and lesson plans
- Lack of direct explicit instruction in writing and adoption of an effective school-wide writing across the curriculum and writing rubrics
- Inconsistencies among teacher quality and academic rigor observed in classrooms. Lack of classroom instructional support and follow-through after PD trainings
- Inconsistency of distribution of students' grades among teachers, courses, and SLCs. Non-alignment of grades to student's concept mastery levels. Lack of a "revision and redemption" (Darling-Hammond, 2007) philosophy that encourages and provides students multiple semester long opportunities to revise and redeem his/her grades through ongoing encouragement to work at obtaining the learning objective rather than complete specific finite graded tasks
- Decrease in extended school year opportunities due to budget constraints. Discontinuance of summer bridge programs
- Discontinuance of developing an annual comprehensive Professional Development Plan, disbandment of a Professional Development Planning Committee that met weekly, and conversion from 42 weekly Professional Developments in 2011 to the minimum number of 14 mandated PDs in 2012
- Greater inconsistencies in the use of instructional strategies such as SDAIE, project-based learning, Thinking Maps etc... due to a decrease in classroom monitoring, professional trainings, and instructional support

- Decrease in funding due to the termination of the GEARUP and SLC grants, and a reduction in Categorical Funding
- Lack of a school-wide progress monitoring system and referral system for failing students
- Few opportunities and resources (ex. Family ISIS module) for parents to partner with teachers on a daily basis through open communication and transparency of attendance, grades, and completed assignments. Discontinuance of 9th Grade Academy Parent Workshops in 2011
- Lack of productive vertical articulation with the feeder schools to develop a high school readiness preparedness program since the termination of the GEARUP program in 2011

Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above?

Monroe's Highest Priorities

As evidenced in the data and analysis above, Monroe's PSC 4 Design Team, WASC Focus Committees, Faculty and Parents have identified the following three areas that must be addressed and improved upon in order to advance student achievement, actualize the school's vision for its graduates, for purposes of self-preservation, and to ensure the efficacy and integrity of the educational programs for all stakeholders:

Priority Focus Area: ***Ensuring Effective Instructional Delivery in All Classrooms***

Priority Focus Area: ***Developing Rigorous CCSS based Curriculums and Lessons***

Priority Focus Area: ***Increasing Personalization, Relevant Linked-Learning, and Parent Engagement***

By focusing strategies on the above-mentioned areas of urgent issues and challenges, Monroe's Design Team believes that achievement targets will improve in the following areas:

Student achievement in the area of Algebra I

All students will be provided a rigorous, innovative, coherent and effective Algebra I curriculum and targeted intervention based on learning needs and achievement gaps. All Algebra I teachers must be provided with ample and appropriate training, resources & instructional support to develop and implement, by departmental consensus, an effective collectively agreed upon Algebra I program.

English: Advancing student achievement in the area of Written Strategies & Conventions:

All students must be provided an effective, tiered, innovative instructional writing program across the curriculum that provides multiple weekly opportunities for practice, feedback and mastery of written conventions and strategies. All teachers must be provided with training and instructional support to utilize and implement a school-wide writing program in their core content area. All faculty members must develop and adopt a collective writing rubric. All English teachers must collectively identify and adopt an effective grammar strategies program and student portfolios to be integrated into 9th & 10th grade ELA classes.

The school-wide Course Pass Rate and the alignment of grades to the mastery of CCSS learning objectives

All students will be provided a consistent, accurate, transparent grading system that promotes learning, recognizes individual student learning curves, is aligned to the mastery of a learning objective, and offers multiple opportunities for practice and assessment by the end of an instructional segment (Ken O'conner, 2012). All departments will develop and adopt a shared grading policy that encompasses the 7 *Assessment and Grading Practices for Effective Learning*: use of summative assessments to frame meaningful performance goals; show criteria and models in advance; assess before teaching; offer

appropriate choices; provide feedback early and often; encourage self-assessment and goal setting; and allow new evidence of achievement to replace old evidence (McTigue & O’Conner, 2005).

Advancing achievement of English Learners and Students with Special Needs

All students with special needs and English learners will be provided access to instruction through the utilization of effective research-based practices that enhance student learning including: implementation and adherence to the E.L. Master Plan, differentiation, use of accommodations, academic language reinforcement strategies, non-linguistic representations, cooperative learning, scaffolding, and SDAIE strategies. All teachers will be provided adequate training, modeling, opportunities for practice, and feedback regarding the use of these strategies in the classroom. Special programs will continue to meet all federal, state, and district compliance requirements.

Partnering with Parents to Advance Student Achievement in the Classroom

Teachers and staff will engage and strengthen parent partnerships that cultivate student’s success through a shared understanding of the school’s vision, ESLRs, course requirements & student learning plans, instructional supports & school resources, productive use of the parent involvement policy, targeted parent workshops and meetings, and opportunities for daily access & monitoring of his/her student’s progress in meeting attendance, assignments, and test expectations.

Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area?

Thomas Edison once wrote, “I have not failed, I’ve just discovered 10,000 ways that won’t work”. He believed that without discontentment, progress was not possible. Public School Choice 4 has required us to collectively acknowledge our discontent in not achieving specific institutional benchmarks and student outcomes. Essential to the process, we have announced and analyzed in-depth Monroe’s areas of failures, with the sole intention of developing and implementing viable, realistic solutions that make progress possible, attainable, and sustainable. Simply stated, through PSC 4 we have posed the fundamental question “What is not working and how are we going to collectively turnaround our school?” Unlike some PSC selected schools, Monroe does not demonstrate systemic failure but has pervasive and pronounced areas in need of improvement. In order to determine pedagogy and methodology to best address these targeted areas of focus and realize progressive change, we have operated under the following principles to develop this plan: 1) involve all stakeholders in the transparent selection and school-wide commitment to implementing realistic, research-based turnaround strategies and practices that will actualize Monroe’s vision; 2) analyze and learn from effective working models & best practices already in place at similar comprehensive high schools; 3) seek the instructional expertise and experience of district specialists; 4) create a professional culture that is committed to ongoing reflection, monitoring, and revision of its plan of action based on quantifiable evidence of what is effective and what is not meeting expectations; 5) center all decision-making processes around what is best for students.

As a result, Monroe’s faculty and PSC Design team commits to implementing the following strategies that we believe will address areas of need and promote student achievement. We have outlined these action steps into several categories- strategies that will be implemented school-wide by all faculty and specific strategies to address English learners, students with special needs, and increasing parent engagement in the classroom.

Strategy, Practice and Policy Changes to be Implemented School-wide:

Strategy, Practice, Program, or Policy to be Implemented	Expected Change	Underlying Theory & Research
Implement instructional delivery strategies to be utilized school-wide as discussed in the chart located at the end of Section A. Instructional strategies to be implemented in all classrooms include: use of English Language Development objectives and lessons, Implementation of the E.L. Master Plan, Specifically Designed Academic Instruction in English (SDAIE); Construction of Knowledge and Inquiry-Based Learning Strategies; use of the Gradual Release of Responsibility Instructional Delivery Model Framework; and integration of 21 st Century Skills & technology throughout the adoption of the CCSSs and in instructional delivery	<p>Students will demonstrate higher levels of engagement and mastery of learning objective due to increased rigor and effectiveness of instruction. Instruction will shift from teacher-directed lessons to learning tasks designed to help students meet a learning objective while promoting increased evidence of critical-thinking, problem-solving, collaboration, adaptability, and student ownership for learning</p> <p>There will be a shared set of effective instructional norms as defined in the TLF. The efficacy of instruction will increase as teachers adopt and are held accountable to the 5 domains</p>	<p>Danielson, 2010</p> <p>Wiggins & McTigue, 2005</p> <p>Marzano, 2003</p> <p>Brooks, 1993</p> <p>Wagner, 2010</p>
Ensure effective instruction by establishing a system of ongoing instructional supervision & support of all classrooms to determine rigor & effectiveness of instruction aligned to the TLF. Use of administrative and peer-to-peer classroom observations and methods including Instructional Rounds to drive, inform, and increase the quality of instruction	Teachers will observe other methodologies and incorporate more effective teaching practices into the classroom. There will be a de-privatization of teaching in which instructional practice shifts from individualistic definitions to the adoption of a collective set of norms that holds each instructor accountable	<p>Fisherman et al., 2003</p> <p>Marzano, 2005</p> <p>City, Elmore, Fiarman, Tietzel, 2009</p>
<p>Development of effective departmental curriculums with full adoption of the CCSS framework in algebra 1 and English. Use of Understanding by Design backward lesson planning method to focus learning tasks on the CCSS learning objective</p> <p>Departmental adoption & use of a grammar curriculum in all 9th & 10th ELA classes (the Magnets currently use the Daily Grammar Practice program)</p> <p>Adoption of a school-wide Writing Across the Curriculum program/lessons/curriculum writing program (Springboard, Vantage, They Say/I Say) to provide students with direct, explicit instruction in writing essays and research papers</p> <p>Adoption of WestEd Math Pathways lessons in algebra 1</p>	<p>Students are ensured a higher likelihood of: consistent, shared expectations; relevant learning that is better aligned to exposure and mastery of the skills required to access and participate in college and careers such as the reading of complex texts; rigorous development of higher order thought processes such as synthesis, problem-solving, and similarities & differences; and instructional methods that rely on collaboration and relationship building between peers, teachers, and parents</p> <p>Students will increase their mastery of written strategies & convention and mastery of learning objectives as a result of frequent writing that has been shown to improve literacy skills and promote learning connections</p>	<p>Pritchard, 2006</p>

Strategy, Practice, Program, or Policy to be Implemented	Expected Change	Underlying Theory & Research
Development of a college-readiness and awareness program for all students beginning in 9 th grade that includes a college-readiness 9 th grade class, expectations, lessons that foster awareness and 21 st century skills, assemblies & workshops, guest speakers, and progress monitoring using learning plans in advisories	The expectation that all students graduate Monroe with college readiness skills will be established early, communicated regularly, and re-enforced daily in all classrooms and offices	A-G Requirements ITPs Learning Plans Workshops
Use of data driven assessments in all core content classrooms on a weekly basis to determine instructional areas of need, identify intervention supports and re-teaching needs, monitor students' mastery of learning objectives, revise and develop curriculum, and to determine those students who require greater differentiation and time to master the learner objective	Instruction and lessons will be modified on an on-going basis as determined by students' mastery levels resulting in greater learner outcomes and higher pass rates. Through training, dialogue, and study of Ken O'Conner's assessment theories and practices, teachers will transition from the use of assessment at the culmination of learning to the utilization of ongoing assessment FOR learning	Nancy Love's Using Data, Getting Results: A Practical Guide for School Improvement in Mathematics and Science (2002) Stiggins, R. (2005) Assessment FOR Learning: Building a Culture of Confident Learners Marzano, 2003 O'Conner, 2007
Develop and implement Professional Learning Communities (PLC) based on departmental and common course groupings Implement Weekly Professional Development Trainings, Workshops, and/or PLC Common Planning Time. Re-instate the PD Committee to conduct weekly meetings and develop an annual comprehensive school-wide PD plan. PLCs will develop differentiated plans for 50% of banked time allocated to groupings based on the individual PLC areas of need Systemic improvement to the quality and efficacy of instruction and teacher preparedness will be promoted through in-depth trainings on the following topics: CCSS Modules; E.L. Master Plan; TLF; Universal Planning by Design; Use of Advisories to Promote Personalization; SDAIE; Gradual Release of Responsibility Instructional Delivery Model Framework; Integrating 21 Century Skills Curriculum; Instructional Rounds; Thinking Maps; Partnering with Parents in the Classroom; Writing Across the Curriculum; Utilization of Exit Tickets to Assess Learning Task; Grading for Learning; and Differentiating Instruction	Educators' performance is optimized in a professional climate that is characterized by autonomy with accountability, opportunities to achieve mastery, and is focused on purposefulness and competence. Monroe's PLCs will be developed around DuFour's three core tenets: 1) student-centered focus on what is learned not on what material is taught; 2) PLCs and teaching is collaborative and must be de-privatized; 3) PLCs are accountable for learning outcomes and must partake in ongoing reflective modification to maximize and drive the instructional and learning process	DuFour, Richard (2004). What is a Professional Learning Community? , Educational Leadership, May 2004 Association for Supervision and Curriculum Development & Learning by Doing: A Handbook for Professional Learning Communities at Work (2006)
Conversion to an A/B alternate eight period	Establishment of math and ELA push-	Block scheduling has

Strategy, Practice, Program, or Policy to be Implemented	Expected Change	Underlying Theory & Research
schedule to include CAHSEE prep electives, math & English intervention skills classes, 9 th grade AVID-like classes, CROP classes, and blended learning classes	in intervention classes for students in grades 9 & 10 scoring basic or below. Greater opportunity for all students to enroll in electives, intervention, credit recover, or extension classes	been proven to increase credit obtainment, improve attendance, and promote engagement. Jenkins, Queen, et al., 2002
9 th and 10 th Grade School Day ELA & Math Intervention Support Class for students scoring Basic or Below on the prior year's CSTs. Incorporate ALEKs software, Springboard, Vantage and WestEd <i>Math Pitfalls and Pathways</i> lessons into instructional program Development of an effective intervention curriculum to be used in support classes that identifies student's learning gaps and provides differentiated remediation based on the students' needs	Students will increase their mastery of math standards as a result of increased instructional time allocation Instruction will be differentiated to target the learning gaps of each student. Curriculum and instruction will provide intervention and re-teaching of skills not mastered in prior classes, resulting in increased student access to grade level curriculum	Interrelated intervention systems promote credit accrual, graduation rates, and content mastery. Belfield & Levin, 2007 Rti2: Olson, Daly et al., 2007
Provide Algebra I teachers with a common conference period to facilitate curriculum development, lesson studies, and data analysis	Teachers will have increased opportunities for collaboration, lesson studies, curricular development, monitoring of student achievement benchmarks, and peer-to-peer mentoring	Collaborative planning fosters higher accountability, increased job satisfaction, and improved student success (Marzano, 2005) & (Fisherman et al., 2003)
Establish bi-weekly math and ELA department meetings to analyze data, lesson plan, perform lesson studies, share best practice, and assess the effectiveness of programs	Increase in the effectiveness of each department, rigor of lessons, cohesion in curriculum, and assessment of student learning	Collaboration arising out of data analysis strengthens the correlation between teaching practice and student success. Kerr, Marsh, et al., 2006
Program all 9 th Graders in AVID-like Study Skills Class instead of Life Skills. AVID is a college-readiness program developed to raise expectations and provide academic support. The basis of AVID is centered on WICR — writing, inquiry, collaboration, and reading	Students will acquire greater school readiness skills, increase the ability to self-monitor through learning plans and portfolio management, learn time-management, receive instruction in Cornell note-taking, and be afforded greater levels of academic tutoring support	Research indicates that AVID encourages students to transition from passive learners into critical thinkers and active participants
Development of a school-wide and departmental grading policy & rubrics that are aligned to students' mastery of CCSS, support student learning, promote a climate of 'revision and redemption', are equitable and objective, and acknowledge and consider differences in the rate	Assessments would be utilized to support and promote learning. Grades will be reflective of a student's mastery of expected learning objectives as defined by CCSS, by the end of the semester, to permit for	O'Conner, 2012

Strategy, Practice, Program, or Policy to be Implemented	Expected Change	Underlying Theory & Research
of learning	variances in learning curves. Grading will be less subjective, with fewer instances of inequitable grading practices	
Implement school-wide use of learning plans in advisory and portfolios in ELA classes to encourage ownership and assessment of learning	Portfolios and learning plans have been proven effective in providing greater understanding of class expectations and learning goals, self-monitoring of progress, ownership for learning, and student engagement	Fiedler, 2006
Implement a school-wide intervention system for identifying, referring, and delivering academic support & tutoring to students at-risk of failing at the 8-week progress report marking period. Establishment of a formalized math and English department lunch & after-school tutoring / homework assistance lab and referral system for student intervention Host a monthly parent/counselor night to provide parents with additional opportunities to discuss his/her student's academic standing and progress and to learn more about intervention programs including ROE after-school tutoring, CROP classes, and Saturday attendance recovery	Students requiring re-teaching and/or homework assistance would receive instructional support through a formalized referral & response system Expanded time learning opportunities and RtI2 tiered intervention supports have been proven effective in all student populations when executed with competence, relevance and consistency throughout an entire school network Schools that involve and value parents as partners in education and the classroom exhibit lower truancy and dropout rates	Cohen, Peter A.; Kulik, James, A; and Kulik, Chen-Lin C., Educational Outcomes of Tutoring: A Meta Analysis of Findings Olson, Daly et. al., 2007 Balfanz, Herzog, and MacIver, 2007 Marzano, 2003
Establishment of a 'no activities list' for students with excessive absences and/or fails	Students will demonstrate an increased awareness and adherence to attendance, behavior, and academic expectations	The 'no activities list' has been effective at schools such as SOCES by reducing truancy and increasing cooperation & work habits

Advancing Achievement for Students with Special Needs

Strategy, Practice, Program/ Policy to be Implemented	Expected Change	Underlying Theory & Research
Observe and articulate with other comprehensive LAUSD HS SPED programs and specialists to identify, develop, and implement policies and programs that have been proven to work	Instructors will increase awareness of effective policies and strategies and implement proven methods to improve student opportunities and outcomes	Collaboration fosters higher accountability, increased job satisfaction, increased use of best practices and improved student success (Marzano, 2005) & (Fisherman et al., 2003)

Increase the efficacy of co-teaching in the general education classrooms through professional development trainings, modeling, and established norms for parity	Establish school-wide norms and practices related to co-teaching that affirms parity among adults. Implement a productive co-teaching model for the benefit of students	Murawski, 2003; 2004; 2006; 2009
Placement of RSP teachers in Algebra I & ELA classes utilizing a co-teaching model to increase the opportunities for scaffolding and small group instruction. Cohort students in the RSP in groups of 5 or more per math and/or ELA classes	Teacher to student ratio will be decreased in Algebra I classes due to co-teaching. Students will receive greater intervention support and individualized instruction	Murawski, 2003; 2004; 2006; 2009
Implement SPED specific contracts for students and parents outlining and monitoring expectations for academic achievement, attendance, behavior, dropout prevention, and school supports available. Hold a monthly parent/student afterschool meeting to review progress in relation to student learning plans.	Reduce truancy and dropout rates among SWD. Increase shared expectations for behavior and academic expectations. Increase parent partnerships in supporting SWDs' learning and monitoring	Marzano, 2003
Realign assignments of teachers to courses determined by instructional efficacy as measured by students' assessment scores and observations	Students will receive instruction from teachers who have demonstrated the greatest efficacy in increasing student learning in a specific subject area	
Provide ELD to SWD according to his/her English proficiency level as determined by the CELDT including the use of Highpoint in English for designated students. Provide access to the core curriculum through use of SDAIE methodology. Support teachers in use of these strategies/programs through training, ongoing classroom modeling, monitoring and feedback, and peer-to-peer collaboration	SWD will increase AMAO1 & AMAO2 for ELD and AMAO3 for access to core. Teachers will demonstrate greater instructional efficacy and ownership in supporting the needs of ELs in the classroom	E.L. Master Plan

Advancing Achievement for English Learner Students

Strategy, Practice, Program/ Policy to be Implemented	Expected Change	Underlying Theory & Research
Program all EL students into a yearlong ELD class	Students will increase their ELD through the provision of an additional class	E.L. Master Plan
Establish a school climate where 'Every teacher is a language teacher.' Students will receive instruction focused on language objectives in all core-content classes on a daily basis	Students receive ELD instruction in all classes everyday. All teachers take ownership for ELD for all students	E.L. Master Plan CDE, 2010
Establish a school climate where all teachers are accountable for meeting the instructional needs of E.L.s and where all teachers are familiar with the CELDT descriptors and assessment procedures per the Master Plan framework	Teachers actively participate and take ownership in promoting language development in all students including E.L.s	E.L. Master Plan
Model, support, and monitor all teachers in the use of the four critical elements of SDAIE with the focus on: content, connections, comprehensibility, and interactions	Consistently applied instructional strategies will increase students' access to curriculum and content mastery	E.L. Master Plan
Design a school-wide observation and support tool specific to the SDAIE four critical elements	A school-wide observation tool will re-enforce consistent expectation for instruction in all classrooms	E.L. Master Plan

Teachers will conduct review of assessment measures such as the CELDT, data chats, and portfolios with each student	All teachers will take accountability for the advancement of ELs and increasing ELD	E.L. Master Plan Dolson & Burnham-Massey, 2011
Develop an EL task force to monitor and encourage implementation of researched-based EL effective practices through modeling, lesson and strategies studies, and professional development	Modeling and lesson studies will advance the effectiveness of instruction and use of best practices	E.L. Master Plan
Establish a pilot program to explore the efficacy of Grammar Gallery and Kate Kinsella's English 3D	Possible increase in grammar and writing skills among the pilot cohort	E.L. Master Plan Dutro & Kinsella, 2010

Partnering with Parents to Advance Student Achievement in the Classroom

Strategy, Practice, Program/ Policy to be Implemented	Expected Change
Form a Parent Involvement Committee and draft a comprehensive parent engagement plan focused on active participation through engagement in the classroom, monitoring student achievement & attendance, workshops & trainings, college awareness, and family friendly events	Implement an effective parent engagement plan integrating Dr. Joyce Epstein's six component framework for engagement: Parenting for Learning, Effective Communication, Volunteering, Learning at Home, Shared Decision Making, Collaborating with all Stakeholders and the Community
Establish Parent Institute Workshops for all students and parents. Topics include: diploma requirements, utilizing technology to promote learning, intervention resources, time management, college readiness, creating a 4-year plan, teen health & safety, and special programs	Parents will demonstrate a greater understanding of home/school expectations & supports that promote student achievement, reduce at-risk behaviors, support college-readiness, and encourage positive work habits (Marzano, 2003)
Implement a school-wide, comprehensive system (ex. ISIS family module) to assist parents in monitoring student attendance, assignment completion, grades, and behavioral infractions. Expand teacher and counselor use of email communications with parents to monitor student progress	All parents will have access to monitoring student attendance, assignment completion, grades, and in communicating through email with teachers/counselors/staff on a daily basis
Establish a monthly parent newsletter available on the school's website focused on events, opportunities for involvement, parent achievements, and parenting tips	Parents will have a concise, centralized publication that fosters greater involvement and enhances communication
Restructure the Parent Volunteer Program to be centralized out of the Parent Center. Establish a formal training process, recognition ceremonies, and feedback system	Parent volunteers will be valued, productive members of the school culture. Monroe's parent volunteer program will establish norms, expectations, and recognition protocols that facilitate and enhance the volunteer experience at Monroe

Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

Culture is a process by which a person becomes all that they were created capable of being.

Thomas Carlyle

In their pivotal research on school reform, Terrence E. Deal and Kent D. Peterson claim that amending school structures, i.e. governance, time use, and groupings... will not effectively turnaround a school without significant improvement and revisions to school culture. "To succeed, both new structures and a

professional culture are needed. Schools that flourish have a primary focus on student learning, commitment to high expectations, social support for innovation, quest for new, effective ideas, dialogue with stakeholders, a culture of caring, sharing, mutual help among staff, and between staff and students, based on respect, trust, and shared power among staff. Culture works to strengthen structural changes and results in the increased strengthening of instructional practices and student learning.”

High achieving schools foster cultures that are as individualized and diverse as the multitude of peoples they support. However, these schools’ climates all exhibit key characteristics that form the foundation constructing their pillars of success. Common characteristics include: distributed leadership; de-privatization of teaching practices; a climate that fosters effectiveness and is focused on productivity; a belief that hard work, dedication and perseverance impact performance; and a culture that is dedicated to improvement through the continuous refinement of instructional practices (Purkey & Smith, 1983; Levine & Lezotte, 1990).

Monroe strives to emulate and realize the above-mentioned characteristics of a thriving school culture through an unwavering focus on actualizing our vision and on motivating every student to achieve academic & personal success in graduating with college and career readiness skills. Central to the school culture is our collective commitment to *Rigor, Relevance, and Relationships*.

Monroe’s school culture will be defined by our dedication to **RIGOR**- by motivating all stakeholders to persevere in fulfilling shared high expectations and graduating with college readiness skills. Teachers contribute to a culture that supports rigor by communicating and modeling high expectations in the classroom daily, through an ongoing dedication to lifelong professional growth, and by delivering top quality engaging good first instruction and intervention support. Students contribute to a culture of rigor by monitoring and taking ownership of their learning, committing to working towards mastery of learning tasks and meeting A-G requirements, and through their involvement in extended learning opportunities including enrichment classes, clubs, and peer-to-peer mentoring. Parents and guardians support a culture of rigor through shared expectations of having students graduate with college and career ready skills; by being active participants and advocates of learning in the classroom through the monitoring and support of their student’s attendance, assignment completion, and learning; and through their roles as models in the community. Leadership staff and committees support a culture of rigor through ensuring a safe and healthy school environment, providing adequate instructional resources & classroom supports, ensuring meaningful and frequent opportunities for professional development and training, and involving all stakeholders in consensus building and shared decision-making with the goals of improving student achievement and strengthening Monroe’s vision.

Monroe’s school culture will be defined by our dedication to **RELEVANCE**- by creating engaging, real world learning tasks that are relevant, innovative, construct a foundation for critical thinking, and embody the hallmarks of 21st century learning. Students will contribute to this culture that supports relevance through collaboration with their peers in project-based learning tasks, through linked learning and career pathways electives, through active participation in and out of the classroom, and by monitoring their progress on their learning plans. Parents will support Monroe’s culture of relevance through participation in Monroe’s family friendly events, college workshops, classroom activities, student led conferences, and parent classes. Teachers will design lessons using backward planning methods and identify learning tasks that demonstrate the CRRE quality indicators, emphasize linked learning, utilization of technology and foster mastery of the common core standards. Leadership will support a culture of relevance through facilitation of community partnerships, provision of appropriate and meaningful trainings for all stakeholders, and through the support and alignment of resources to expand and enhance clubs, assemblies, guest speakers, and curricular trips that support learning and enhance the schools’ culture.

Monroe's school culture will be defined by our dedication to building **RELATIONSHIPS** that value all stakeholders as partners in shared decision-making, learning, and academic and personal achievement. Students will strengthen these relationships through active involvement within SLCs and advisories, participation in non-curricular activities and sports, and in support of his/her peers' learning in the classroom and through involvement in peer tutoring and mentoring programs. Teachers will support the growth of relationships and personalization through the creation of meaningful advisories and SLC programs, utilization of small cooperative groups in the classroom, focus on student-centered learning strategies and CRRE, valuing of diversity, and through club & activity sponsorship. Parents will foster stronger relationships through membership on councils and through their ongoing communication and participation with school stakeholders and programs. Leadership will strengthen relationships through the establishment of procedures that support and facilitate club activities, building community & business partnerships, and coordinating SLC events and assemblies.

How will you engage your school community so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

Engagement begins with the simple truth that most members of Monroe's community want to achieve and succeed academically, socially, professionally, and personally for the betterment of themselves and the advancement of the school. Building on that basic unifying principle, the following elements must be in place in order to strengthen the collective effort of all stakeholders to effectively implement the turnaround plan:

1. A shared vision, mission, and student expected learning outcomes
2. A school culture that promotes and fosters ongoing dialogue, collaboration, shared-decision making, constructive feedback, diversity, and reflection & revision
3. A school culture that supports the growth of all stakeholders through meaningful training, instruction, planning, and parent workshops
4. A school culture that focuses decision-making on what is best for students

In order for faculty & staff to join in the transformation of Monroe, the following elements need to be in place:

- In-depth training and opportunities for practice of instructional strategies
- A professional culture that values: advancing student achievement, meeting the learning needs of all students, collaboration, shared leadership, and the adoption of best instructional practices
- An environment that supports data analysis to promote student learning, feedback, and revision
- The expertise of instructional specialists in guiding curriculum development that addresses Monroe's academic areas of need. A strong, competent leadership staff that is respected for their abilities, expertise, and commitment to active instructional and stakeholder support
- Establishing a system of incentives and peer recognition for meeting expectations
- The maintaining of a safe & healthy work environment where employees feel autonomous and are capable of meeting reasonable workload expectations
- Maintaining and strengthening college and career readiness supports and structures

In order for students to join in the transformation of Monroe, the following elements need to be in place:

- Engaging, relevant lessons that promote success and learning
- The creation of equitable, transparent practices related to grading policies. The establishing of a culture that supports ongoing opportunities to demonstrate mastery and redeem grades before the end of the semester and emphasizes the importance of mastering college & career readiness skills
- Continuation of a thriving club and sports community on campus

- Shared, collective expectations relating to academic achievement, credit accrual, attendance, and behavior

In order for parents to join in the transformation of Monroe, the following elements need to be in place:

- Shared expectations relating to academic achievement, credit accrual, attendance, and behavior
- Training and support to foster parent participation in advancing student achievement, development of advocacy skills, involvement in school committees, and increase in the awareness of school expectations
- The establishment of systems and supports that enhance communication, student monitoring, and awareness of opportunities for involvement
- Outside collaboration with experts and organizations, such as Families in Schools, in developing methods to increase parent engagement

Monroe will share, communicate, and generate interest and excitement about the turnaround plan through:

- Continuation of weekly ongoing PSC development meetings open to all stakeholders
- Educating all stakeholders on the plan's components and implementation benchmarks through frequent meetings and dialogues
- Establishing a monthly newsletter with a section devoted to measuring school improvement
- Establishing pilot programs and initiatives under the guidance of experts to roll out change
- Realizing quantifiable improvements that will further increase collective buy-in and participation
- Strong leadership advocacy to increase collective awareness of Monroe's plan and vision

How will you monitor the implementation of your proposed turnaround efforts?

Monroe's Design Team, Administration, and Faculty will be held accountable for the implementation of the proposed plan. Weekly team meetings will continue to assess and revise the turnaround efforts. Sub-committees will be formed to develop elements of the plan including parent engagement, curriculum, and professional development. The following early benchmarks and actions will be used to assess progress in addressing high priority areas:

School-wide Benchmarks and Early Actions

Early Benchmarks: By October 2013, students will demonstrate a 5% increase of content mastery as measured by CCSS assessments or periodic assessments. At the week 8-progress report, the number of students on-track to pass a course will increase 5% school-wide in comparison to the prior year. All teachers will demonstrate an understanding and will be working towards proficiency in the use of the CCSS framework, LAUSD's Teaching and Learning Framework, E.L. Master Plan and utilization of SDAIE strategies, and use of accommodations and co-teaching for SWD, as measured through surveys and classroom observations. All administrators and classroom instructional support staff will demonstrate proficiency in providing instructional supervision and/or coaching and in developing and delivering meaningful, targeted professional development as measured by teachers' surveys and instructional observation protocols. All students will demonstrate awareness of high school and college readiness expectations through 100% completion of Learning Plans in advisory class. A baseline for parent engagement will be measured by the number of enrollees in Parent School Workshops and number of Parent Volunteers.

PROFESSIONAL DEVELOPMENT : EARLY ACTION STEPS	
Action	Completion Date
Implement a new bell schedule that allows for the conversion to PD every Tuesday	January 2013
Form a PD Committee that meets weekly to oversee PD development and planning	January 2013
Draft a two-year PD plan that includes in-depth trainings on the topics committed to in the PSC 4 plan	March 2013

Train PD leaders on PLCs. Form PLCs. Orient all stakeholders on PLC roles and responsibilities	August 2013
Conduct and complete in-depth CCSS PD including lesson modeling, collaborative curricular development, and study of the modules	June 2013
Conduct and complete in-depth EL Master Plan PD including lesson modeling, collaborative curricular development, instructional support and follow-up and study of the modules	June 2013
Conduct and complete in-depth training on the TLF including lesson studies, mentoring, instructional support and follow-up in the classroom and study of the domains	December 2013
INSTRUCTION IN THE CLASSROOM: EARLY ACTION STEPS	
Establish an Instructional Guidance Committee	January 2013
Continued conversion to an alternating A/B schedule: Survey teachers to determine additional supports to facilitate this transition i.e. professional development, lesson studies	February 2013
Establish a pilot cohort of teachers to develop, model, and use Understanding by Design lesson planning	June 2013
Establish a pilot cohort of teachers and staff to train, develop, and model the Gradual Release of Responsibility Instructional Delivery model	June 2013
Train all out of classroom coaches, coordinators and administrators on the use of Instructional Rounds and on conducting meaningful classroom observations	June 2013
Establish Advisories with a recommended curriculum per grade level based on effective models in place at other schools. Include SSR, Learning Plans, College Readiness, and the 7 Habits of Effective Teenagers in the scope and sequence	July 2013
Collaborate with Northridge Academy to develop curriculum for the 9 th grade school readiness class	June 2013
Evidence of effective use of SDAIE strategies in classroom including: ThinkPairShare, Academic Language, and Graphic Organizers	June 2013
Establish a cohort of staff and teachers that represent all departments to analyze and develop a school-wide grading policy agreement based on research-proven effective practices, equity, and consensus	December 2013
COURSE PASS RATE: EARLY ACTION STEPS	
Establish a CAHSEE elective or after-school program for 11 th graders who have not passed the exam	January 2013
Host monthly counselor intervention nights	February 2013
Develop learning plans per grade level to be used in advisories	June 2013
Establish an additional blended learning lab class for students needing credit recovery	August 2013
Develop and establish a 'no activities' list for students at-risk of not meeting expectations	August 2013
ALGEBRA I: EARLY ACTION STEPS	
Conduct weekly meetings to analyze student achievement, develop curriculum, and lesson plan	January 2013
Establish an Algebra I curriculum development team. Adopt the CCSS. Develop lessons and curriculum with instructional specialists and practices adopted from high performing schools	July 2013
Provide all Algebra I teachers with a common planning period	July 2013
Adopt a shared, proven intervention curriculum for the math intervention support class incorporating WestEd Math Pathway lessons	July 2013
Assign teachers to courses based on their efficacy with instruction in that math strand	July 2013
Implement an after-school tutoring lab	July 2013
ENGLISH & ENGLISH LANGUAGE DEVELOPMENT: EARLY ACTION STEPS	
Establish an ELA curriculum development team. Adopt the CCSS. Develop lessons and curriculum in English with support & strategies from instructional specialists and practices adopted from high performing schools	July 2013
Develop a school-wide writing rubric	June 2013
Select and adopt a supplemental grammar and writing skills program to be utilized by the department	June 2013
Establish the use of student portfolios in all English classes	August 2013
Adopt a shared, proven intervention curriculum for the ELA intervention support class	August 2013
Implement an after-school tutoring lab	August 2013
All teachers will incorporate ELD objectives into instruction	August 2013
Adopt a writing-across-the-curriculum methodology & program. Train all ELA and 9 th Grade Academy teachers	December 2013
STUDENTS WITH SPECIAL NEEDS: EARLY ACTION STEPS	
Host articulations with students/parents at Sepulveda MS to present Monroe's special programs and high school readiness expectations	March & May 2013
Develop a policy outlining attendance, credit accrual, behavior, and diploma obtainment expectations & requirements to be reviewed with parents and students upon enrollment at Monroe	April 2013
Train a pilot cohort of two general education algebra & ELA teachers and two resource specialists in co-teaching. Establish a co-teaching model in two Algebra I and ELA classes	May 2013
Determine teacher course assignments for 2013-14 based on his/her efficacy in that instructional area as	May 2013

measured by 2011-12 and 2012-13 standardized formative and summative assessments	
Cohort no fewer than 5 students in RSP into math and ELA classes	June 2013
Work with program specialists to host articulations and analyze other SPED programs that demonstrate success and innovation	July 2013
Incorporate HighPoint into SWD ELA curriculum for students who meet the criteria of benefiting from the supplemental instructional curriculum	August 2013
ENGLISH LEARNERS: EARLY ACTION STEPS	
Develop an EL task force to monitor and encourage all teacher implementation of researched based EL effective practices through modeling, lesson and strategies studies, and professional development	February 2013
Design a school-wide observation and support tool specific to the SDAIE four critical elements	March 2013
Model, support, coach, and monitor all teachers in the use of the four critical elements of SDAIE with the focus on: content, connections, comprehensibility, and interactions	April 2013
Program all EL students into a yearlong ELD class	June 2013
ELD language objectives will be taught in all core-content classes on a daily basis	September 2013
Establish a pilot program to explore the efficacy of Grammar Gallery and Kate Kinsella's English 3D	September 2013
PARENT ENGAGEMENT: EARLY ACTION STEPS	
Develop a weekly newsletter for all stakeholders to be accessed on Monroe's website	February 2013
Establish Monroe's Parent Involvement Committee to develop a parent engagement plan that incorporates Dr. Epstein's six-component framework. Collaborate with the Parent Engagement Branch and with Families and Schools	February 2013
Host Parent Orientations Meetings at Sepulveda and Vista MS for incoming 9 th graders	March – June 2013
Design and implement the use of a Parent/School Support Policy, to be used at enrollment, that outlines school expectations, attendance policies, parent volunteering opportunities, and the importance of college readiness	August 2013
Establish a Fall 2013 Parent School Workshops Series	September 2013
Deliver professional development workshop for all faculty on promoting parent engagement in the classroom	December 2013
Research and select an online student monitoring program for parents to access daily attendance, assignment completion, grades	December 2013

What are the significant barriers you foresee to successfully implementing the strategies, practices, and programs identified for turning around your school?

The Design Team has carefully selected strategies to be implemented based on efficacy as substantiated in research and practicality related to our ability to actualize these changes. The following four challenges exist and will require collaborative problem solving, supports, and resources to find solutions:

Determination & development of rigorous curriculums that are aligned to CCSS and the delivery of effective instruction in the classroom

Possible solutions include: collaboration with LAUSD instructional specialists to identify instructional resources, increasing mutual planning time, conversion to a weekly professional development schedule, alignment of categorical funds to purchase supplemental instructional materials, articulations & lesson studies with other schools that are high performing to identify best practices, training all administrators and coaches on best practices related to instructional supervision and instructional support

Ensuring the efficacy and sustainment of the 8-period A/B alternating schedule

Possible solutions include: training teachers through lesson studies, peer-to-peer modeling, and articulations with mentor teachers from Monroe and other LAUSD schools on the effective use of block schedules. Continued alignment of categorical funds and school discretionary funds to purchase class-size reduction teachers needed to operate this schedule

Developing an effective parent engagement program that addresses Monroe's high family transiency rate of 42%+ and promotes a college readiness culture

Monroe demonstrates one of the highest transiency rates in the LAUSD that is reflective of the socio-economic demographics of the community we serve. In order to create an effective parent involvement plan, issues such as high school attendance expectations, the importance of a diploma, available school-

wide intervention supports, and the benefits of a college degree would need to be addressed. Possible solutions include: developing a parent/school policy that staff reviews with families upon enrollment, establishment of an ongoing parent workshop series, strengthening of parent communiqué methods and incentives for involvement, and increasing the awareness of Monroe's vision and ESLRs

Developing a comprehensive intervention program including after-school classes and a summer bridge program with Sepulveda MS

Possible solutions: alignment of categorical funds and school discretionary funds to support extended learning opportunities, establishment of a shared system for student referral and progress monitoring, continuation of the Intervention Coordinator position, and amending instructional support staff and administrators' work day schedule to staff after-school and before school classes

If applicable, what alternate governance model have you chosen?

Not applicable. Presently, Monroe operates a school-based management governance model (SBM). Both the School Site Council (20 members) and the Local School Leadership Committee (LSLC) are in compliance, fully operational, and supported by the vast majority of stakeholders. Monroe would like to defer the selection of an alternate governance model for up to a year to allow us to thoroughly understand and analyze the benefits and challenges of each model, and select the one that best serves our students and meets our institutional needs.

What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting the autonomy?

The following autonomies will support the successful implementation of Monroe's PSC 4 Plan:

Methods of improving pedagogy will allow Monroe to implement the following:

- After-school tutoring programs
- School-day intervention classes for students at-risk of failing or demonstrating BB skills
- Supplemental instructional support curriculums including: WestEd Math Pathways, Vantage, SpringBoard, and Revolution
- Summer bridge and holiday break intervention programs
- Departmental and feeder school articulations and lesson studies to promote vertical alignment
- School-wide use of instructional strategies including UbD, Gradual Release of Responsibility Instructional Method, Academic Language, Cooperative Groupings
- Student learning plans & portfolios
- Establish a 9th grade school readiness class in place of life skills

Scheduling will allow Monroe to:

- Modify and extend the school day to permit weekly professional development and common-planning time allocations
- Continue to operate an A/B alternate 8 period schedule
- Offer after-school and before-school credit recovery classes
- Offer an after-school and before-school technology lab

Internal Organization will allow Monroe to:

- Continue Monroe's Small Learning Academies Model, Magnets, and 9th Grade Academy
- Continue operation of Monroe's 4 California Partnership Academies (CPAs)
- Implement Professional Learning Communities

Professional Development will allow Monroe to:

- Develop an extensive weekly PD program that supports the trainings and workshops required to implement this plan and is aligned to the Single Plan of Student Achievement and in adherence with the legal/compliance mandated training
- Differentiate PD based on the needs of individual PLCs

Mutual consent requirement for employees will allow employees to:

- Affirm and take ownership for his/her commitment to implementing the strategies and practices outlined in Monroe's PSC 4 Plan
- No longer permit District-mandated priority placements

Teacher assignments will allow Monroe to:

- Establish team-teaching in classes including Algebra I
- Determine teacher assignments based on his/her instructional efficacy with the subject matter within NCLB compliance
- Continue to offer blended learning classes for credit recovery

Staff appointments will allow Monroe to:

- Select PLC leaders, Teacher Mentors, BTSA Coordinators, Deans, Department Chairs, Coordinators, and Coaches through local processes already established and utilized by Monroe's stakeholders, Local School Leadership Committee, and School Site Council

In accordance with District standards and rules governing student conduct, suspensions, expulsions, and transfers, the **Discipline & codes of conduct** will allow Monroe the additional flexibility to:

- Utilize a progressive discipline policy
- Implement an attendance policy
- Implement a 'no activities' policy for students not meeting academic or attendance benchmarks
- Utilize a Parent/Student school expectations policy at registration

Who are the members of your design team?

Monroe's PSC 4 plan was developed by a large representation of stakeholders through a comprehensive process that included: twice weekly after-school meetings open to all stakeholders, departmental meetings, parent meetings, faculty meetings, governance council meetings, and student meetings. As a result of this collective process, the plan is submitted with full support from Monroe's faculty and staff.

Members of the Design Team were determined based on their willingness to participate, areas of expertise, and stakeholder representation. No interested party was declined membership. The Design Team was comprised of the 21 members found on Attachment A, *Planning Team Personnel Information Form*. The following four members performed leadership roles in the development of Monroe's PSC 4 Plan:

Christopher Rosas, Principal, #538335

Mr. Rosas holds a teaching credential in English, an administrative credential, and a master's degree. He attended Pennsylvania State University and CSUN. He has extensive administrative experience and has served at Lawrence Middle School and San Fernando Valley HS. Mr. Rosas joined Monroe in 2010 and has worked diligently to increase school spirit, increase student achievement scores, and expand extra-curricular activities at Monroe. He is a member of A.A.L.A. and the P.S.U Alumni Association.

Susie Parker, Categorical Program Advisor, #780542

Ms. Parker holds a teaching credential in special education, an administrative credential, and a master's degree. She attended Pasadena's Art Center College of Design, UCLA, Otis/Parsons, and CSUN. She has held several positions at Monroe including: special ed. teacher & coordinator, testing coordinator, assistant principal, and title I coordinator. She has served in leadership positions related to WASC, SAIT, CPM, PSC 4, school governance committees, budgeting, parent programs, and has co-authored four grants that have secured \$500,000+ in additional funding for the school.

Lewis Chappellear, Robotics Teacher, #758767

Mr. Chappellear holds teaching credentials in math, physics, electronics, and CTE Engineering & Design, an administrative credential, and a master's degree. He is a national board certified teacher and was

California Teacher of the Year in 2008. Mr. Chappelle has also received the National T.O.Y Teacher of the Year award in 2009, International Engineering Teacher of the Year in 2009, and VEX Robotics Teacher of the Year in 2011. He attended Columbia University and Boston University. He has held various positions at Monroe including: CPA Coordinator, BTSA Coordinator, SSC Chairperson, Impact Coordinator, and has co-authored two grants that have secured \$500,000+ in additional funding for the school. Additionally, he mentors and sponsors Holmes' MS Robotics Team and is piloting a blended learning program with eighty 9th graders who have received iPads to enhance learning.

Monica Martinez, Parent and School Site Council Member

Ms. Martinez is an enormous asset to Monroe's school community. She is present at school on a daily basis and has served as the CEAC chairperson and SSC parliamentarian. She has attended all design team meetings on a weekly basis and has assisted in the coordination of the parent engagement workshops. Additionally, Ms. Martinez serves on numerous committees at the District level including the Master Plan Committee, the Parent Engagement Committee, the Discipline Committee, and the Administrative Staffing Committee.

In what ways did you engage parents in the development of your plan?

There are two ways of spreading light; to be the candle or the mirror that reflects it.

Edith Wharton

As Design Team members and mothers & fathers, we truly believe that parents spark and ignite the flame of success, whose brilliance we wish to spread and brighten within our students through education. The Design Team recognizes that there is substantial progress to make before parent engagement levels meet our high expectations- not only for the sake of PSC but for the betterment of the school and that of greater society. Embedded into each page of Monroe's plan is the hard work and dedication of parents who actively illuminated the process. Parents who faithfully attended twice weekly Design Team meetings. Parents who contributed at faculty professional development meetings in collaborative groups with teachers, staffed Open Houses to promote awareness of the PSC 4 plan, facilitated Community Engagement Workshops, and promoted Monroe's incentive initiatives to get involved i.e. a parent t-shirt campaign, parent workshop involvement cards, and several raffles. Flyers, weekly connect-ed messages, and school website notices encouraged all parents to attend meetings. Through phone banks, Monroe parents were personally called and invited to attend the Parent Engagement Meetings. Parents and Monroe's Community Representative assumed leadership roles at these workshops- guiding participants through activities and feedback sessions. For those parents, we are extremely grateful; and to all parents, we invite you to join us and pledge that we value your participation. Additionally, we would like to express our appreciation to the PSC Parent Engagement Advisor, the LAUSD Parent Representatives- who facilitated meetings and supported our efforts, the Translators at the workshops, and Monroe's Parent Volunteers- who helped us with everything from drafting this plan to surprising us with fruit salad and pastries at meetings. Thank you, may we continue to partner to collaboratively strengthen our school and collectively realize the educational success we want reflected in all students and children.

ATTACHMENT B

Public School Choice 4.0

Waiver/Autonomy Checklist

School Site: Monroe HS

Proposed School/Design Team Name: Monroe HS

Proposed Governance Model (mark all that apply):

- ☒ Traditional SBM
 ☐ Pilot
 ☐ ESBM
☐ Local Initiative School
 ☐ Affiliated Charter
 ☐ Technical Assistance Partner
☐ Limited Network Partner
 ☐ Full Network Partner

Waiver/Autonomy Requests

- ✓ **Methods of improving pedagogy.** Rationale on page(s): 33-34
School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support.
- ✓ **Scheduling.** Rationale on page(s): 33-34
Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).
- ✓ **Internal organization.** Rationale on page(s): 33-34
School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.
- ✓ **Professional development.** Rationale on page(s): 33-34
Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.
- ✓ **Mutual consent requirement for employees.** Rationale on page(s): 33-34
A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.
- ✓ **Teacher assignments.** Rationale on page(s): 33-34
Local process for determining assignment of teachers to grade levels, departments, subjects and classes.
- ✓ **Staff appointments (e.g., department chairs).** Rationale on page(s): 33-34
Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.
- ✓ **Discipline & codes of conduct.** Rationale on page(s): 33-34
School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

BIBLIOGRAPHY

- Balfanz, R., Herzog, L., & MacIver, D.J., (2007). "Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grade Schools: Early Identification and Effective Interventions." *Educational Psychologist*, 223-235.
- Benitez, M., Davidson., Flaxman, L., (2009), *Small Schools, Big Ideas: The Essential Guide to Successful School Transformation*. San Francisco, CA. Jossey-Bass.
- City, E., Elmore, R., Fiarman, S., Tietzel, L., (2009), *Instructional Rounds in Education: A Network Approach to Teaching and Learning*. Cambridge, MA. Harvard Education Press.
- Clarke, J.H. (2003). *Changing Systems to Personalize Learning: Introduction to the Personalized Workshops*. Providence, RI. Brown University Press.
- Darling-Hammond, L. "Building a System of Powerful Teaching and Learning."
[http://www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/Chapter6.LDH.pdf]. 2007.
- DiMartino, J., Clarke, J., & Wold, D. (2001). *Personalized Learning: Preparing High School Students to Create Their Futures*. Lanham, MD. Scarecrow Press.
- DuFour, R., Eaker, R., & Many, T., (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN. Solution Tree.
- Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jenson, N.R., & Van Voorhis, F.L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA. Corwin Press.
- Fiedler, D., (2006). *Achievement Now! Assure No Child is Left Behind*. Larchmont, NY. Eye on Education, Inc.
- Kerr, K.A., Marsh, J.S., Ikemoto, G.S., Darlick, H., & Barney, H. (2006). Strategies to Promote Data Use for Instructional Improvement: Action, Outcomes, and Lessons from Three Urban Districts. *American Journal of Education*, 496-520.
- Love, N., (2002) *Using Data, Getting Results: A Practical Guide for School Improvement in Mathematics and Science*. Norwood, MA. Christopher-Gordon Publishers.
- Marzano, R.J. (2003). *What Works in Schools: Translating Research Into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Murawski, W.W. (2005). *Co-teaching for Success: Effective Strategies for Working Together in Today's Inclusive Classrooms*. Bellevue, WA: Bureau of Education and Research.
- O'conner, K., (2009). *How to Grade for Learning*. Thousand Oaks, CA. Corwin Press.
- Olson, S.C., Daly, E.J., Anderson, M., Turner, A., & LeClair, C. (2007). Assessing Student Response to Intervention. In S.R. Jimerson, M.K. Burns, & A.M. VanDerHeyden, *The Handbook of Response to Intervention: The Science of Assessment and Intervention*.
- Sizer, T., (2004). *Breaking Ranks II: Strategies for Leading High School Reform*. Reston, VA. National Association of Secondary Principals.
- Stiggins, R. "From Formative Assessment to Assessment For Learning: A Path to Success in Standards-Based School." *Phi Delta Kappan*, 2005, 87(4), 324-328.
- Tomlinson, C.A. and Strickland, C.A. (2003). *Differentiation in Practice: A Resources Guide for Differentiating Curriculum, Grades 9-12*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Wagner, T. (2008). *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need- And What We Can Do About It*. New York, NY. Basic Books.

Wiggins, G. and McTighe, J. (2005). *Understanding by Design*. Alexandria, VA. Association for Supervision and Curriculum Development.