LUTHER BURBANK LEARNING COMPLEX

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A Community that Supports All Students
As They Prepare for High School, College, and Careers

Submitted on Behalf of the Luther Burbank Community

March 31, 2010

LUTHER BURBANK
LEARNING COMPLEX

Vision

Parents, teachers, and community members will work collaboratively to cultivate independent and thoughtful learners and to promote an understanding of what it means to be human–the struggles and aspiration, achievements and failures, values, and visions that help us make sense of our lives and our place in the world. We will support our students in their pursuit of a higher education and empower them to become active, responsible, and creative participants in their communities and the world.

Mission

Our mission is to create a personalized environment that supports each student's intellectual, ethical, social, and physical development through culturally relevant, rigorous curriculum, authentic evaluations, presentations, and celebrations. Every student will have equal access to a quality education that will enable him/her to successfully navigate all assessments, and to effectively complete all graduation requirements from high school. In addition to the core subjects, dance, theater, music, and visual arts will be incorporated as an essential element of the curriculum.
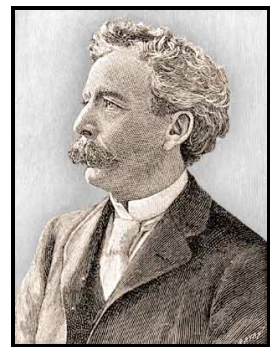
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A Day In the Life of a Student:

Dear Mom,

My principal wants me to describe my school day to you. He says it's a school-wide writing activity that will keep us close, something about building a strong school partnership. Usually you ask me "What did you do in school today?" and I usually say "nothing?" But the truth is I actually do a lot.

My day begins with Ms. Olivia, she is the PLE lead teacher who greets me at the front gate. She's the one that usually waves at you when you drop me off. I like to arrive an hour early to make it to Study Hall and have Jesse, the student from Occidental check my Algebra homework. I usually come early, unless it's Tuesday when students start school about an hour and a half later because the teachers are looking at our test score and class work. He uses sports to help me understand the work. It's also the place where I like to read my AR books (Accelerated Reader). Mom, I have passed all of my AR tests and am reading up to grade level. This morning I noticed a picture of me in the hallway with other top readers…pretty cool! Our school librarian, Ms. Blaze, encourages me to read the Best Sellers. She says I can reach the goal of reading a million words this year. She picks out really cool books and sits with us in grade level literature circles during lunch to discuss the readings. When the bell rings for first period she always says, "Hope to see you soon." You know, she smiles as much as Tia Betty. My day continues with all of our teachers greeting us at the door and making sure the hallways are safe. The classrooms all have our work of the day posted up by the date. So when we walk in, we immediately know the activities for the period. I like having this routine. There is always an agenda with a warm-up, and the Content State Standards are posted to encourage the highest achievement of all students…my teachers call it Proficient…Mr. Barraza, my PE teacher, calls it going Pro…it almost makes me feel famous…he says we can all be Pro students with per-se-ver-ance and has shown us our state scores to see how close we are to becoming Pro's. Just like my counselor, Mrs. Acosta, she also recommends I continue to attend after school tutoring for Algebra to strengthen my math skills...I need to be a Pro to get into UCLA.

My first period teacher, Mrs. Reyes has banners of colleges posted on her door. She wants us to think about our future… do you know where is UCLA? In this class we do writing and reading with speaking time. This is the class where my speaking partner talks more than me in our "pair-share" time. We are reading "The Diary of Anne Frank" and learning about human rights. This story makes me think about courage and how brave Tio Pancho acts when people make fun of his accent and how Mr. Cruz, my basketball coach constantly says, "treat others as you want them to treat you." I like this class…Mrs. Reyes gave us time to get into groups…we made Thinking Maps with different colored markers to show our understanding of the content objectives...I noticed the topics relate to my other classes. I can now better understand the phrase; "All men are created equal," taught in my history class. Mom, I play basketball everyday. That's why my school uniform shirt is usually smelly. On Friday's we have lunch basketball competition against the teachers from our PLE. It's cool because I get to play against two of my teachers. While we play ball, the leadership students play music on the outdoor stage. I really like this part of the day. Carlos, the maintenance guy who gives high-fives, reminded me to eat first before playing. He says that I need to develop into a healthy and strong adult. I

believe him because my Science teacher, Ms. Wong, is teaching us how Anne Frank was weak due to malnutrition.

This is a fun class because we do a lot of hands on activities and we get to wear gloves and masks and investigate different science stuff. My teacher calls it a scientific query. My Occidental tutor, John, says he has to do the same thing all the time in his science classes. I like setting up the equipment and then having to race with other groups to clean up because the bell is always close to ringing…it's like you say "time flies when you're having fun." My teachers have been teaching us how to conduct student-led conferences using our portfolios of our best work. My counselor visited our Advisory class today to let us know that our portfolios are valuable resources. She said to save our research papers with bibliographies and websites so we can use them as guides in the future. I also have a few rubrics in my portfolio, one of them we created as a class in English to see how well our essays were written and what would make them better. I have several typed papers that I worked on in my Technology class, I think I'm on the right track because of the rubric. My computer skills as keyboarding and Internet research are 21st skills that will come in handy for high school and beyond. I'm going to make sure I saved my projects, especially the one's with helpful comments from my "peer review" partners.

In art we are drawing a 3-dimensional picture of the attic where Anne Frank and her family stayed in hiding. By the way, will you please sign my permission slip to the Museum of Tolerance? Well, mom as you can see I have a pretty active schedule. Adults who care about me and keep me busy surround me from the moment you drop me off and until you pick me up. You see some of them at Coffee with the Principal. As for my friends, you will meet them at parent conference night when we perform a musical show to welcome all parents. Thanks for reading my letter…it was fun describing my eighth grade world to you.

Your loving son, John

I. Executive Summary

Rationale for Creation of the Luther Burbank Learning Complex

We have focused extensively on our Education Plan/Curriculum and Instruction, Professional Development, and Family and Community Engagement as these are the most crucial to the immediate organizing of our two new Personalized Learning Environment in the Luther Burbank Learning Complex.

As a rubric to guide us, we are using the California Department of Education's 12 Recommendations for Middle School Success (Taking Center Stage - Act II). These 12 recommendations have four focus areas: *Academic Excellence*, *Developmental Responsiveness*, *Social Equity*, and *Organizational Structures and Processes*. Each of the 12 has individual "Evidence Checklists" which we will use to ensure that we cover all the strategic bases within the scope of the Vision and Mission statements we have created for our schools.

Some of the highlights of this plan include: a new bell schedule, lesson planning in all content areas that will be guided by the Understanding by Design approach, a rigorous Professional Development program with built-in accountability and monitoring, and enhanced engagement plans for stakeholder involvement.

As a result of the Public School Choice resolution of the Los Angeles Unified School District Board of Education, dated August 29, 2009, a careful review of the Luther Burbank Learning Complex (LBLC) student achievement, non-academic data, and recent middle school best practices research was initiated by the school staff, parents, and community partners of LBLC. After many hours of group discussions, it was decided that bold educational changes were necessary in order to better prepare the LBLC students for high school, college, and the workplace.

- As a school community, we understood that our problems of practice are rooted in the essential areas of instructional delivery, analyzing data to inform instruction, and understanding "who's in front of us" in order to differentiate and collaboratively address the needs of all of our students, specifically our English Learners. In addition, we know that we must adopt a model of community engagement that allows families to take an active role in the education of their child.

- In the context of bold educational change, we formed study groups that investigated four concerns in relation to our problem of practice: instructional delivery, early adolescent education, English language development, and family engagement. We studied the following educational reformers: Balfanz and MacIver from J. Hopkins University, K. Cotton, J. Epstein, R. DuFour, and D. Reeves and Aida Walqui, with the intent to understand and address our obstacles. We also have taken into account early adolescent reform documents such as Center Stage Act II; the Schools to Watch criteria; Turning Points 2000 the Carnegie middle school reform model, and Caught in the Middle to better understand the instructional and developmental needs of our students.

- Through our investigation we have come to consensus about reforming the instructional delivery of our teachers, learning how to deconstruct content for our EL students, the importance of multiple reads, making meta-cognitive connections for our students, and using developmentally appropriate literacy strategies to create access to the core content for all of our students.

As a result of the research, our initial focus during Year 1 will be on the delivery of the instruction rather than changing the actual curricula. The current District Curriculum and instructional guides are aligned to the California State Standards and incorporate and embed effective research-based strategies specific to the needs of each core content area giving us time to become proficient at research based instructional delivery. We will use data from the Periodic Assessments as formative assessments, UbD teacher-created assessments, student portfolios and student work, to disaggregate the strengths and weaknesses of our strategies to further refine and improve the implementation that results in better student outcomes based on the identified differentiated needs of students.

We have seen these models implemented in the following middle schools: Freeport Intermediate School (Brazosport, Texas), a National Blue Ribbon and Schools to Watch school, Tefft Middle School (Illinois), a National Breakthrough School, and the California Schools to Watch schools such as Millikan and Holmes Middle Schools in LAUSD.

To better address the academic, psycho-social, developmental, and language needs of the students of the Highland Park community, LBLC staff, parents, and community have agreed to re-structure the present LBLC site by dividing it into two PLE, each housing both 7th and 8th grades. We see the move to pilots in multiple steps:

- Year 1: Establishment of Personalized Learning Environments, movement of staff into contiguous space, personalization and identity, building understanding and planning of Pilot Model, volunteers to create Pilot School Design Team, begin to implement planning towards Pilot School conversion
- Year 2: Full Pilot School implementation

Both PLE's will continue to share the site with the two currently existing magnet schools: Police Academy and Math-Science & Technology.

a. Assurances:
        i. The Luther Burbank Learning Complex will work on behalf of the students of our school for their immediate future and for many years to come. Our school plan, written by a design team made up of parents, teachers, administrators, and community representatives, is being developed without consideration for financial profit. The only expectation is that our school plan will better prepare the middle school students of Highland Park for high school graduation, college, and career choices.
        ii. We will enroll all students who live within the boundaries of the current LBLC and any LAUSD-identified feeder school. Since we will meet the Modified Consent Decree criteria within our school, we welcome students with disabilities to join us as an important member of our community.

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iii. We accept that our school will be representative of the student composition of the current LBLC. Our demographic makeup will match that which currently exists. No student will be excluded from attending our school nor rejected due to race/ethnicity, gender, socio-economic status, English Learner classification, Standard English Learner classification, disability, or foster care. Through a constant review of the demographics of our student body, we will work to maintain and reflect the overall composition of the Highland Park community.

iv. We agree to adhere to the terms, conditions, and requirements of the Modified Consent Decree and to other court orders imposed by the District pertaining to special education. As a public school approved by the District, we will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System, and Welligent, the District-wide web-based software system for online IEPs and tracking of related services provided to students during the course of their education.

b. Student Population

Luther Burbank Learning Complex (LBLC) is located in Highland Park, which is in the Northeast area of Los Angeles. The community is primarily Latino with small populations of Asian, Filipino, African-American, and White. Based on information from the Federal Meal Program and District data, low to middle income families form the base of the community. At least 35% of the parents are non-high school graduates. Over 85% of our students are on free/reduced meals. The students' primary language includes Spanish, Tagalog, Cantonese, Mandarin, and Vietnamese. The racial and ethnic make-up of the student body is: 1.7% African American, 2.2% Asian, 2.7% Filipino, 91.5% Hispanic or Latino, and 1.3% White. (Attached, *Single School Plan for Student Achievement*)

Luther Burbank Learning Complex currently houses grades 6th through 8th. During the next school year 2010-2011 we will no longer have 6th grade in our school. Student enrollment is approximately 1,313 for the 2009-2010 school year; however, the enrollment has gradually declined over the last eight years. The feeder elementary schools are: Aldama, Annandale, Buchanan, Bushnell Way, Garvanza, Monte Vista, San Pascual, and Yorkdale. Special education students are 15% of the student population at LBLC.

c. Vision

Parents, teachers, and community members will work collaboratively to cultivate independent and thoughtful learners and to promote an understanding of what it means to be human–the struggles and aspiration, achievements and failures, values, and visions that help us make sense of our lives and our place in the world. We will support our students in their pursuit of a higher education and empower them to become active, responsible, and creative participants in their communities and the world.

d. Mission

Our mission is to create a personalized environment that supports each student's intellectual, ethical, social, and physical development through culturally relevant, rigorous curriculum, authentic evaluations, presentations, and celebrations. Every student will have equal access to a quality education that will enable him/her to successfully

navigate all assessments, and to effectively complete all graduation requirements from high school. In addition to the core subjects, dance, theater, music, and visual arts will be incorporated as an essential element of the curriculum.

e. Belief

Teachers, staff, administrators and parents believe in the equal worth and dignity of all stakeholders and in the right of every child to learn in a personalized, nurturing, safe, and orderly environment where they use their use their skills and imagination to create and manage their future.

f. Philosophy

Our philosophy is appropriately built upon the legacy of the late Mr. Luther Burbank who confirmed that inspiration through experimentation creates a relentless passion to seek mastery. Center Stage II will be our organizational framework, and Carnegie Mellon's Seven Learning Principles will guide our rigorous instruction. (Attached, *Seven Learning Principles*) These principles will be applied to the needs of our 7th and 8th grade students as identified in the school data, input from our parents, and the expertise and experiences of our teachers who have worked with the middle grade students of this community for many years. Each student will be exposed to the best teaching practices and learning experiences possible and will be given the opportunities to explore the possibilities available beyond middle and high school graduation through a college bound culture. It is our philosophy that every child can and will learn. We will build understanding through engagement, intellectual curiosity, challenging and an exploratory curriculum. Asking the questions that attributed to the great success of Mr. Burbank as "What can they become?" and "How can I improve them?" will serve to inspire meaningful lessons. We believe that in a culture of excellence, achievements and rewards are endless. Thus, through the relentless passion modeled by Luther Burbank, we, too, can imagine brilliant outcomes.

II. Educational Plan

In examining many "turnaround middle schools" (Midkin, 2005, et al.) we know that success can be achieved only through a well defined, concentrated and sustained effort that is supported. We understand the need to improve our instructional practice and will address that need through professional development (attached, PD Calendar) and regular follow-up. As stated earlier, our initial focus will be on our instructional delivery. To ensure teacher training, faithful implementation, and feedback, we have decided to implement the instructional strategies in phases over 3 years.

- During **Year 1** we have decided to implement **three instructional strategies**:
    - Thinking Maps
    - Specially Designed Academic Instruction in English (SDAIE).
    - On-Demand Task
- During **Year 1** we have decided to implement **five processes/structures**:
    - Understanding by Design (UbD)
    - Concept Lessons
    - Professional Learning Communities (PLC)
    - AVID
    - The RtI^2 Problem Solving Process

Each of these has been chosen with an understanding that we need to make our instruction standards-based, culturally relevant and interdisciplinary. We also understand that our decisions must be founded on data and the on-going disaggregation of that data.

- In Year 2 and 3, there will be on-going review, refinement, and follow-up of Year 1 strategies, as well as 1-2 new instructional strategies to further strengthen our faculty's teaching practice. See Professional Learning/Development Plans for years 1 and 2 in the Appendices.

Below we have elaborated on each section that we will address as a school. These will act as our principles of practice and guide, to which all teachers will achieve over the next 3 years:

Instructional Delivery

- We have agreed upon a comprehensive set of instructional strategies that will enhance learning for all students while paying particular attention to access for our EL population, which accounts for 25% of our student body.   - As a starting point we have agreed to use the district created institutional guides and the lesson. Many of the strategies listed below have been thoroughly integrated into the Instructional Guides; a ready-made district resources.
 	
          -Inquiry-based Learning   **-Writing to Learn**
          -Accountable Talk   **-SDAIE**
          -Thinking Maps   **-Concept Lessons**
          -Collaborative Groups   **-On-Demand Task**
          -Cornell Note-Taking   **-Differentiation Instruction**   - This, we believe, will help give our teachers a context and new perspective on instructional

strategies in each content area. It will also allow for a deeper understanding of their application. The instructional sequences and strategies embedded in the instructional guides will be practiced and refined through professional development.

- We will build on the understanding of instructional strategies and delivery, within these lessons, through a focus effort on improving our own instruction using *Understanding by Design*. We believe that to bump up our instructional rigor we must assure that our own lessons adhere to research-based strategies and are aligned to the state standards.

- Having the instructional guides as a model will allow us to reflect on our own lesson creation and delivery and develop a process, through professional development, that compels us to reflect on our practice.

Data Analysis

• Strategically place four Data Days throughout the school year where the staff will review multiple forms of data (CST, periodic assessment, student work, attendance and other non-achievement data). These days will occur at pre-determined times during the year. For example, in August, teachers will focus on CST and CELDT scores, previous years' periodic assessments, and students' portfolios, to understand the range of skill and standards proficiency of incoming students. Data will be used for instructional planning and differentiation. Other Data Days will be calendared after Periodic Assessment data is available.

• As part of the LD4 RtI^2 Cohort I our school has established a School Based Leadership Team (SBLT) that has learned and become skillful at employing the RtI^2 Problem Solving Process (PSP). Our SBLT will train the entire staff to use this same method next year. Using this formulaic process the staff will identify academic and non-academic problems, analyze data from multiple sources, implement an intervention, and evaluate the response. This structure will become part of our Data Days as well as embedded with in the school culture.

• Data analysis will also take place at multiple levels and within collaborative grade level and content specific teams, departments, and PLE's. For example, we will continue to use the PSP with the teachers' created pre and post assessments derived from our collaborative work UbD.

• In order to create personalization and a deeper understanding of the individual student, we have created a Dashboard Tool (attached, Dashboard) which will enable school staff to continuously collect and input relevant student data during the advisory period (ie: attendance, visits to the dean, disciplinary actions, reading material, reading level, AR information, grades etc).

• At the end of this current 2009-10 school year we will be testing 6th grade, and in following school years, we will be testing 7th grade students with the progressive diagnostic assessment, STAR (timed, 15 minute, computerized test) to gauge student reading level and comprehension. In fact, this will become a sustained effort at LBLC. Students will be universally screened at the beginning of the year in order to identify learners who need additional reading support.

Collaboration

• Collaboration is a key element in our restructuring effort and will constitute an ongoing configuration we will support through time allocation derived from our new block schedule. It will shift our culture from one of working in silos to one built on shared responsibility. For example, our new block schedule will allow for ~80 minutes of collaboration time each day during common conference periods.

• During this collaboration time teachers share the professional expertise of their content area through the backwards planning model described in *Understanding by Design, to* create interventions and enrichment opportunities, plan for there implementation, and evaluation of our instructional approach.

• We will build and expand our collaboration using the Learning Team Model.
Professional development prior to the start of the school year will include an overview of the concepts that will guide middle school appropriate instruction. Periodic review of developmentally appropriate strategies will be given during professional development throughout the school year to guide lesson design for all collaborative teams.

Differentiation

• We will address differentiation over the course of our multi-year plan using data and our previously mentioned strategies. Learning how to differentiate, and doing so with limited resources, will be a professional development objective. A model classroom design (respectively for 7th and 8th grade) will be created as a template for school wide observation of differentiation.

• The goal is to address diverse ranges of ability and interest in a regular class setting. For example, in small groups, students will have a choice of activities to select from with set parameters, to encourage students to think independently. Teachers will select content appropriate activities for students to choose from, incorporating a wide selection of materials, aligning students with work that appropriately challenges them to reach their highest potential. "The notion of students selecting something will give them a sense of autonomy which in turn results in motivation" (Blumerfeld et al, 2006)

Community Engagement

• The faculty and parents of this school community have come together over the past year. Together, as partners, we have studying the school data, listened to each others concerns, and drafted this plan to restructure our school. There is no educational entity in the Los Angeles area that feels closer and cares more about the families of Highland Park.

• The parents, school staff, and community partners have crafted the **Family and Community Engagement Plan** from information gathered from surveys, community leaders, small group and individual/parent conversations. In summary:

    o The school will become a transparent environment for parents. For example, parents will be welcome to visit their school and make arrangements to visit their child's classes, using agreed upon and mutually established protocols.

    o The school staff will work in partnership with the parents and will use this time to share

- o with parents how and what students are doing.
- o Continuing collaboration with Occidental College in providing university student mentors and tutors to our students.
- o Using the 12th Recommendation for Middle School (Center Stage II) to guide cultivation of community relationships with local businesses and organizations and to provide meaningful opportunities for students to interact with adults.
- o Parents will be made aware of the Seven Learning Principles and thus become authentic partners with the school staff in supporting student achievement at home. Parental input will be solicited in how to best incorporate the Seven Learning Principles into practice.
- o Strengthening pre-existing working relationships with community groups (inc. but not limited to, Northeast Churches of Los Angeles, Northeast Police Department, Art in the Park/Lalo Guerrero Art Center) to provide positive role models and opportunities for our students.
- o Expanding the role of the Parent Center to include existing workshops (inc. but not limited to Technology, Parents in Control, English classes with Franklin Adult School).

Universal Screen in support of our Educational Plan

As a result of our English Language Learners (25%) and Special Education students (15%) we know there is a strong need to identify our academically at risk students. At the end of this 2009-10 school year and the beginning and end of each school year, we will be testing 6th and 7th grade students with the progressive diagnostic assessment, STAR (from Reading Renaissance, a timed, 15-minute, computerized test) as a universal assessment to gauge student reading level and comprehension (up to first year college level). Students who score at 3rd grade or below on the STAR will be further tested with the Read 180/System 44 Diagnostic Assessment for more specific breakdown of student need in order to refer students into a specific tier of Intervention.

•*Tier 1*, Using the Multi-tiered framework of instruction and intervention, all students have access to *"core instruction"* in the classroom and are universally screened at the beginning of the year in order to identify learners who need additional intervention support provided, first, by their core content teacher.

•*Tier 2, or Strategic or Supplemental Intervention*, is provided for the 20 – 25% of students who need additional time and type of instruction to learn successfully. A referral to *COST (Coordination of Services Team)* will provide additional intervention after "universal" supports and interventions have been attempted, and it is determined that more intensive services are required (based on the data). Students who have attendance issues are referred to *SART (Student Attendance Review Team)*. For students who do not progress academically, an *SST (Student Success Team)* meeting is scheduled. This meeting includes the general education teacher, Special Education Coordinator, School Psychologist, Administrative designee, academic counselor, the child and the parent/guardian.

•*Tier 3, Intensive Intervention* is for an estimated 5-10% of students who need individualized and/or small-group instruction. Progress monitoring is more frequent. We understand that Tier 3 services are not synonymous with special education services. All students receiving Intervention will have access to core content.

In response to the 3 Tiered Model, the school will create a "**Pyramid of Intervention**" for students that are not meeting proficiency. Our goal is to provide good first instruction in the core content area and first address the achievement gap with that Tier I instruction. If less than 80% of students are not meeting proficiency within one or more of our classrooms we will begin the problem identification process and the PSP in general. The following "Red Folder" format will be used to determine whether a student is to be deemed "at-risk" and is documented:

- Teacher Observation--Check off list
- Teacher Assessments--informal/formal
- Statement of Concern--completed
- Adaptation for Success Checklist
- Communication Log- to be used whenever there is communication with parent/ guardian, student, support staff
- RTI Collaboration Sheet –
    1. Specific Content Area and Classroom Instructional Practices to be filled in by teacher then it needs to be implemented for 3 weeks before going to Professional Learning Community (PLC, this could be any teacher team configuration).
    2. Various intervention strategies will be used by the PLC for several weeks and evaluated for effectiveness.
    3. Reflection on strategy efficacy will be on-going.
    - Student Work Samples and Formative Assessments will be evaluated against a standardized rubric using protocols. Additional support is provided through the Learning Center for students that require support beyond the regular classroom intervention.

Education Plan Support Staff:

RSP Teacher: Provides guidance on differentiation instruction. Required understand the focus strategies and to be a part of lesson study team.	**RTI /READ 180 Coach**: Essential in PSP application and the organization of intervention/differentiation strategies for all teachers and all Tiers.
School Psychologist: Participated in COST/SST structure and community partnerships.	**Parent Liaison**: Connection from community to school on behalf of the child.
Psychiatric Social Worker (PSW): Intervention, At Risk, part of the SST and COST structure.	**Pupil Services Attendance (PSA) Counselor**: Provides attendance data with emphasis on the instructional program
Administration (Principal, Assistant Principal): Ensures implementation, infrastructure fidelity to the LBLC educational plan.	**PLE Counselor(s):** Provide Community/Family engagement through information regarding elementary-high school articulation, student progress/prep for HS and data analysis.

Other Educational Plan Terms Clarified:
- **COST** (Coordination of Services Team) – Multidisciplinary Team reviews and discusses student RTI Plan and generates more interventions as needed

- **Multidisciplinary Team** – Psychologist, PSW, PSA, Admin, ELD, Literacy, Math, full-time Nurse
- **SST** (Student Success Team) – Support staff, parent, and teacher meet for student whose learning, behavior or emotional needs are not being met under existing circumstances. SST explores possibilities and strategies that will best meet the educational needs of the student.
- **Development of Case Study** – Assessment plan prepared by Psychologist, Special Education Teacher, and Nurse (Vision, Hearing)
- Section 504 – Plan developed to assist those students with disabilities who do not need Special Education services but who may need accommodations that can be provided to them within the General Education program.

Using school-wide accepted strategies such as **SDAIE/SIOP (Sheltered Instruction Observation Protocol, Year 2)**, teachers will re-culture themselves and the students to incorporate communicative skills in daily activities across the curriculum for achieving content standards proficiency. Our instructional span will integrate the use of new approaches and methodologies that are explorative, collaborative, cooperative, reflective, and above all, connective. Students' progress using the four communicative modes (speaking, listening, writing, reading) will be evident in every classroom through **student portfolios, inquiry-based learning and student-directed projects, student journals incorporating Writing to Learn, cooperative learning, peer reviews, group discussions, whole-class discussions, think-pair share, presentations, and gallery walks**.

A powerful form of student assessment and parent involvement is the use of Student Led Conferences. For example, using the model set forth by Tefft MS (Illinois), school-wide implementation of Student-Led Conferences (SLC, Year 2) will be carried out. Teachers will develop consistent and uniform approaches that delve deeply into the students' academic progress and experiences. Students will learn how to prepare and lead their own conferences following specific protocols. SLC's will be driven by the students' own data and their journals. Our goal is to have 80% or more parent attendance during Student-Led Conferences.

2. Curriculum and Instruction
a. Curriculum Map and Summary:
The initial focus will be on instructional delivery, early adolescent education, English language development, and family engagement while providing ongoing professional development in the creation of rich and engaging curriculum through the backwards planning model described in *Understanding by Design* (Wiggins and McTighe) to be implemented in Year 1. The current District Curriculum and instructional guides are aligned to the California State Standards and incorporate and embed effective research-based strategies specific to the needs of our students. Using the content instructional guides, these instructional sequences and strategies will be practiced and refined during the first year so that those strategies will be incorporated in the UbD lessons/units. Keeping in mind of "who is in front of you", (e.g., Taking Center Stage and Turning Points 2000) research-based literacy and numeracy strategies as well as incorporating language objectives will be embedded in the UbD units.

Using the Periodic Assessments as formative assessments, we will use the data to disaggregate student's needs and refine instructional practices in relation to the content standards that are being assessed to inform our practice in the UbD units. This will be done by departments and interdisciplinary teams. (see Attached, 7th and 8th grade UbD unit samples, and 7th/8th grade Curriculum Maps)

During Year 1, the PLE's will continue current practices with respect to content, course scope, sequence, and instructional materials for each subject and grade level, which aligns to LAUSD Guidelines for Instruction (http://www.lausd/offices/instruction_guidelines/) with these exceptions:
• **For reading intervention,** we will replace "LANGUAGE!" with Read 180 and System 44.
We have a READ 180 program in place and look forward to expanding it to accommodate more students in need of intervention. Several LBLC teachers have already received *Read 180* training and more will be trained based on student need.
• **Due to the 8-period block schedule structure change, the 7th and 8th grade** students will enroll in 7th or 8th Grade Mathematics, English Language Arts (ELA), Life Science, Social Studies and History, Physical Education (PE)/Health, Elective (Music or Art), Intervention or Enrichment class. We collectively believe that this schedule will be more conducive to the collaboration we envision for the new PLE's.
• **The EL program** will be offered in a differentiated manner for students based on CELDT and CST results, diagnostic data and length of time in the program. Students will participate in a 2-period block that will emphasize all domains or 1-period block plus Intervention for students who need to be taught the ELD literacy standards for earlier grade levels. To address the needs of the PRP student in the core classes scaffolding strategies for instruction for English Learners and Standard English Learners will be provided. Scaffolding instruction is providing temporary supports to students when they are first introduced to new knowledge. Scaffolding gives students context, motivation, and support as they learn new skills and master new content. As students learn, scaffolds should be removed from instruction so that students are able to use the skills and knowledge independently.

• **The following scaffolding practices will be used to help students access the core curriculum:**
  o *Bridging and Building Background knowledge*- Teachers link concepts to students' backgrounds and experiences to build a foundation for new learning. Teachers use such techniques as think/pair/ share, storytelling, think-alouds, brainstorming, to develop connections between students' prior experiences and new content and concepts. Teachers use multi-media technology, surveys, authentic artifacts, hands-on activities, anticipation guides and primary source materials to assess prior knowledge and to help students build a base of background knowledge that can be used as a starting point for new instruction. (Echeverria, Short, & Vogt, 2004; Gibbons, 2002; Herrell & Jordan, 2004; Walqui, 2006.)
  o *Explicit instruction of cognitive strategies*- Students are taught explicit learning strategies. These strategies include reciprocal teaching, use of graphic

organizers, outlining, re-teaching, summarizing, note taking. (Chamot & O'Malley, 1994; Herrell & Jordan, 2004; Walqui, 2006).

o *Modeling*- Students are given clear examples of what is to be expected of them. Students will examine student work samples and develop criteria charts and rubrics based on these student work samples. (Walqui, 2006).

o ***Comprehensible input and the use of advance organizers***- Teachers provide brief presentations of abstract concepts before a lesson to help make connections to the lesson; teachers use visuals, realia, modified teachers speech, manipulatives, and contextual clues to clarify concepts. (Herrell & Jordan, 2004; Lessow-Hurley, 2005; Walqui, 2006; Echeverria, Short, & Vogt, 2004).

o ***Interaction***- In order to master academic language, students must have the opportunity to listen, speak, read, and write in English. Scaffolding activities must be interactive and collaborative.   Tasks must be modeled by the instructor, and students must then be challenged to replicate those tasks and use vocabulary in many ways.(Echeverria, Short, & Vogt, 2004; Gibbons, 2002: Herrell & Jordan, 2004; Walqui, 2006;)

o ***Academic Vocabulary***- Students will be taught academic vocabulary that must be mastered in order to access grade level standards. This vocabulary will include content-specific, as well as non-content specific vocabulary. (Echeverria, Short, & Vogt, 2004; Herrell & Jordan, 2004; Scarcella, 2003; Walqui, 2006).

o ***Developing Metacognition***- Student must learn how to manage their own think. They will learn to monitor their own levels of understanding. This reflection of learning, and decisions of which cognitive strategies to use to when attacking an academic task, is critical to the success of ELs. Strategies used include reciprocal teaching, self-editing. (Chamot & O'Malley, 1994; Walqui, 2006)

For School-Wide Instructional Monitoring (Using the 12 Recommendations for Middle School Success):

To monitor our instructional program, members from each department will organize as a workgroup to review the curriculum for each grade level and determine what changes or revisions will be recommended. Changes and revisions will focus on the following key elements:

1) Standardizing our definition of engaging, inter-disciplinary, theme-based, inquiry-based lessons;

2) Making curriculum more culturally relevant, specifically incorporating the achievements of Latinos, African Americans, Native Americans, Asian Americans, women, and other minority groups in science, politics, history, arts, mathematics, literature;

3) Weaving project-based, service learning into the curriculum to cultivate our next generation of conscientious stewards of the community, local and global;

4) Promoting and supporting in-school, regional, and national academic competitions to generate high levels of school spirit, academic interest and enthusiasm.

While training and implementation of school-wide, common instructional strategies will be immediate, the revisions and refinement of our curriculum will be phased over 2 years.

The goal is for curricular refinements to be ongoing, fluid, collaborative, and evolving as the faculty continues to use student data to inform practice.

To further service the students and maintain best educational practices, the school Dean's office will utilize "Guided Practices" to further develop reading, comprehension and writing skills based on the students skills level.

To better assist the students to meet their goals in education, all PLE's will continue to train, utilize, and follow-up on the following instructional strategies to be phased over the next 3 years:

- Accountable Talk/Dialogue (embedded in the designed lessons)
- Thinking Maps
- Collaborative Learning (embedded in the designed lessons)
- Cornell Note-taking
- Writing to Learn (embedded in the designed lessons)
- SDAIE Methodologies
- On-Demand Task
- Math Triumphs (already in place)
- Differentiation of Instruction

Instructional Materials:
The new LBLC will use the district mandated textbooks and supplementary materials that align to the core content for 7th and 8th grade ELA/ELD, Mathematics, Science, and Social Studies/History. Students will be supplied composition notebooks for using Writing to Learn strategies (meta-cognitive reflection and Cornell note-taking).

Curricular Strategies:
Students need to be engaged in order to be successful, however, designing rigorous standards-based units and assessments that engage the students takes strategic planning. In addition, incorporating brain-based, research-based strategies will require professional development and regular follow-up for effective implementation. Therefore, the focus of the professional development in Year 1 will be using Understanding by Design to incorporate backwards planning that is both standards aligned and goal-oriented. Inquiry based learning will guide the choice and creation of lessons that will be engaging and rigorous. This will move teachers away from traditional, lecture delivery instruction to more student-centered instruction. In this way, students are engaged in formulating their own investigative questions and are given multiple opportunities to explore and revise misconceptions to accommodate new understanding.

- **Understanding by Design**: Understanding by Design (UbD) is a framework for designing units/lessons that moves the teacher away from "covering the text" and "activity-oriented" lessons that have no clear purpose or priority. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret,

apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching. Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study. (http://www.grantwiggins.org/ubd/ubd.lasso)

- **Inquiry-Based Learning**: We will use this model of instruction as an over-arching philosophy that will be delivered using UbD. This philosophy is especially amenable to English-learners, as we move away from traditional teacher-directed instruction and move towards more student-directed instruction that is driven by engaging essential questions, hands-on discoveries and discrepant events that are designed to challenge common misconceptions and initiate curiosity and puzzlement. The Inquiry-Based Model utilizes the 5-E model: Engage, Explore, Explain, Elaborate, and Evaluate to make instruction flow from *concrete to abstract*. For example, in an 8th grade physical science class, instead of front-loading the formula of density =mass/volume (D=m/V) and expecting students to memorize it (abstract) and then providing hands-on lab activities to "prove" the formula (concrete), this teaching of the concepts of density will look different using the Inquiry Model. In the Inquiry Model, the essential question would be "What makes things float?" Students would be given surprising and discrepant demonstrations, such as placing 2 cans of soda (one regular and one sugar-free) in a container of water, where students would have to generate observations and questions about why the regular soda would sink and the diet one would float (concrete). From here, students will be guided to further explorations of the relationship between mass and volume of objects, and on their own, be able to arrive at their own formula for density that will be evaluated against reference materials (abstract). In Inquiry-Based Learning, students are empowered with their own new discoveries that they can evaluate against their own prior misconceptions. The teacher is a facilitator in guiding students to reference materials that will "explain" phenomena and providing experiences that enable students to"elaborate" on their new understandings and "evaluate" their comprehension against prior misconceptions as well as "extend" concepts further with students that are proficient.

Within this new structure, teachers will work collaboratively in departments to clarify goals and craft or refine units/lessons that best: 1) address and assess the standards adequately, 2) explore their essential questions most effectively, 3) use an appropriate variety of assessment types, and 4) align with best teaching practice. Interdisciplinary teams will also use UbD and Inquiry to create units that share parallel themes and reinforce relevant and related academic vocabulary and skills.

Assessment of student progress will be accomplished through a variety of assessment tools, including project rubrics, informal questioning and responses, multiple-choice aligned to what students will see on the CST, peer feedback, embedded writing

assignments, and presentations to other students, parents, and community partners. Self-evaluation of the levels of questions asked by the teacher and students will be based on Bloom's Taxonomy (http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)and the AVID Costa Level of Inquiry (Attached, AVID Costa Level of Inquiry model).

b. Track Record of Proposed Curriculum:
For our first year, we will use district-adopted curricula, because the curricula are standards-based and research-verified. We will deliver the curricula in a way that addresses the needs of each student through the use of differentiation, embedded intervention, scaffolding, and highly motivating classroom experiences. We will use ongoing assessment within a coordinated organizational structure of teacher teams to analyze data and make instructional decisions. The only change in our curricula is that we will move from the *Language!* curriculum to *READ 180* if approval from the Local District Superintendent is obtained.

As stated earlier, our initial focus will be on the delivery of the instruction rather than changing the actual curricula. Teachers will not be merely "covering" material, but will be collaboratively using Understanding by Design (UbD) to improve instruction. As a result, students will have access to an interdisciplinary curriculum that is rich in context, uses different modalities, cultivates curiosity, and enhances critical and reflective thinking.

The faculty will also begin the process of refining the curricula, and the goal is to refine the curricula to support an interdisciplinary model that is culturally relevant and conducive to the use of cooperative learning activities. Faculty members from the various departments will be appointed and assigned to research, document, and ensure that all changes to curricula are aligned to standards, research-based, and proven effective in working with populations similar to LBLC.

c. Addressing the Needs of All Students:
In order to more effectively address the needs of all our students, we are proposing an 8-period block schedule that will provide time for intervention and enrichment periods for students, and facilitate scheduling of shared conference periods that will allow teams of teachers continuing opportunities to collaboratively discuss the needs of individual students. Read 180 will be offered for students struggling in reading fluency and comprehension and Math Triumphs for students having difficulty with math Reference this in earlier part of document. All other students will be enrolled in enrichment courses designed to extend and enhance the core curriculum.

As one of the Local District 4's Cohort 1 Response to Instruction and Intervention (Rtl2) schools, selected LBLC administrators and faculty have already received training in a multi-tiered problem solving process designed to ensure that all students advance their progress through effective first teaching, and that those who are at-risk for not meeting their potential due to academic, behavioral or socio-emotional reasons receive timely interventions. This training will extend to all teachers in the coming year.

Under the Rtl2 model, all students are provided with access to good first teaching in their core classes (Tier 1). The 10-15% of students identified as being in need of additional time and intensity of instruction to be successful will be provided with additional strategic support within the school day (Tier 2). For the 1-5% of students who do not show sufficient and timely progress in their Tier 2 interventions, more intensive Tier 3 services will be available. Tier 3 classes will also be scheduled within the instructional day, are in addition to core instruction, and involve more frequent progress monitoring. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to learn. Students who do not respond adequately to Tier 3 interventions may be referred for assessment for special education services.

Enrollment in intervention classes will be directed by student outcome data based on multiple measures. To identify students who require early intervention support for placement in Tier 2 interventions, school counselors will use the Early Intervention option in MyData. This option provides multiple data points for assessing at-risk students, including outcomes from universal screens. Counselors will also work closely with parents to provide the necessary supports for students struggling with academic, behavioral or social/emotional issues. While support for academic learning will be provided through intervention classes (Read 180 or Math Triumphs), behavioral and emotional/social support will be provided by teachers, counselors, parents, and outside agencies as needed. Depending on budget allowances, summer school may be offered.

Parent assessment of their child's progress will be used to in conjunction with teacher(s) assessments to develop a school/home intervention strategy. Parents will be partners in their child's progress by participating in SLC's, SST's, IEP's, COST, Parent Teacher Conferences, Parent Center Workshops dealing with student data and behavior.

Referrals for Tier 3 services will be made by a problem-solving team, such as the Coordination of Student Services Team (COST), using the Problem-Solving Process. Tier 3 is not special education. It is intensive intervention support. If students are not successful after documented intensive interventions have been attempted, the COST team might refer the student to the Student Success Team (SST) to determine if the student is eligible for special education services.

Additional supports for at-risk students include:
- **Hathaway-Sycamore Child and Family Services.** On-campus providers develop strong school/community relationships with students, parents, and classroom teachers to support early intervention efforts.
- **Occidental College's Women and Youth Supporting Each Other (WYSE).** After school tutoring and mentoring support for female at-risk students on the LBLC campus.
- **The Young People's Project undertaken by One LA Industrial Areas Foundation.** This partnership between LBLC and Franklin High School targets at-risk 8th grade students for inclusion in a special algebra project during their first year at Franklin High School. Students will be provided intensive classroom instruction

and after school tutoring and counseling to guarantee academic success for their high
school experience and preparation for college.
• **Summer Bridging Programs.** Academic, social and emotional support for the most
at risk students from the eight feeder elementary schools students will be available
prior to students' enrollment in LBLC. The program will be mutually supported by
the community partners and LAUSD.

Enrichment classes for students who are performing at grade-level. In Years 1 and 2,
topics will include:

• **Technology**, with an emphasis on Keyboarding, Applications, and
Library/Research Skills. According to the Partnership for 21st Century Skills
(http://www.21stcenturyskills.org/), competency in the 21st Century requires that
students achieve proficiency in basic technological skills that will help them grow
from being mere consumers of information to producers of engaging products in
digital media.
• **Advanced coursework** in various content areas.
• **High school level coursework**. Students who are working at above grade level
proficiency will be transported to Franklin High School to take high school level
coursework.

All students will produce a portfolio of their best work during their years at Burbank.
They will track their own data, and periodically set their own goals and objectives.
Continuous learning on how to build 21st century communication skills will be facilitated
by access to the tools of digital communication for all students and staff.

Key ways in which the educational program will support the needs of all students are
delineated below.

Student Population	Key Strategies and Services
Grade level/Core	• Block scheduling • Curriculum Maps developed using Understanding by Design (UbD) • Standards-based instruction • Use of District-developed Instructional Guides • Best practices • Differentiated instruction and services that provide access to core for all students • Inquiry-based learning • Thinking Maps • Collaborative Learning • Cornell Note Taking • Writing to Learn • Accountable talk/instructional conversations • Portfolios • Enrichment classes, AVID (for students at grade level)
	• Block scheduling • Daily direct instruction in English Language Development (ELD) specific to the student's ELD/ESL level based on the State ELD standards • Continuing specific ELD instruction for students who are reasonably fluent, including those in ESL 3 , ESL 4 and Preparing to Redesignate (PRP) classes • Sequential, rigorous instruction in ELD for students who are below reasonable fluency

English Learners	• Strategies to address learning gaps and language needs of PRP students who have been classified as English Learners since elementary school, but have not yet met the criteria for reclassification, and are at greatest risk of dropping out because of their low literacy skills • Use of Specially Designed Academic Instruction in English (SDAIE) strategies to help students access core curriculum and master grade level standards • Use of the Sheltered Instruction Observation Protocol (SIOP), which ensures that each lesson has a language objective as well as a learning objective • Continuing instructional supports for Reclassified English Learners in order to sustain and continue to develop skills in English
Students with Disabilities	• Inclusion in mainstream classroom where appropriate • Collaborative co-teaching between Special Education and General Education teachers • More teacher time and attention • Opportunities for individual assistance • Use of specific cognitive strategies to help student access the curriculum • Chunking instruction • Modified or shortened assignments • Use of study guides and/or supplemental reading materials • Use of adapted texts/worksheets • Use of vocabulary lists for academic courses
GATE Students	• Clustering in regular education classrooms with non-GATE students • Appropriate teacher training and instruction provided by the GATE Coordinator and the LAUSD GATE office • Tiered Assignments and Products. Teachers adjust tasks by complexity, resources, outcome, process, or product • Compacting the Curriculum. Teachers provide accelerated learning opportunities and increased challenges for GATE students • Independent Study. Students individually or in groups study a topic or content area in depth • Interest Center. Classrooms that are available will be converted to shared spaces for exploration and enrichment activities for students.
Standard English Learners (SELs) and Students of Poverty	• Use of specific instructional practices to improve English and literacy skills using culturally relevant and responsive education methodologies, scaffolding, and SDAIE as appropriate within the core classroom • Use of District selected materials and strategies that will support rigorous and culturally relevant instruction
Students Performing Below Grade Level	• Block scheduling to allow for additional instructional time in ELA and math • Differentiation • Use of LAUSD's key access Methodologies: Collaborative Learning, Accountable Talk, Academic Language Development, Thinking Maps • Use of auxiliary materials associated with the core programs (i.e., support guides, leveled books, etc.) • Use of supplemental materials designed to provide targeted strategic intervention • Use of instructional practices that ensure auxiliary and supplemental materials are integrated with core classroom instruction • Use of District approved replacement programs (i.e., Read 180, Math Triumphs)

d. Accelerated Learning:

As a faculty, we recognize the importance of meeting the needs of our students, and our GATE students are no exception. We have restructured the way our GATE population will be served. We will utilize the Clustering and Time Requirements outlined in LAUSD District Memorandum MEM 1886. Access to the appropriate teachers training and

support for differentiated instruction will be essential in meeting the instructional needs of these students. The identification of new GATE students will also be a priority, as well as, providing information and opportunities to parents in an effort to engage them in their child's education.

GATE students will receive differentiated instruction to meet their individual learning needs. Teachers will deliver instruction by differentiating content, process, and product. During the learning process activities and strategies will be used that enhance the academic depth for GATE students. Through differentiated instruction students will go deeper within a subject or content area topic and thus allow for appropriate opportunities to explore and manipulate the ideas embedded within the course. As teachers differentiate the work product, students will the opportunity to demonstrate competence in a variety of ways. Teachers may assign, and students may choose or design, the work product with which they will demonstrate their learning. As an articulation connection, highly gifted students who demonstrate beyond grade level proficiency may take high school level courses at Franklin High School, the neighboring high school where many of our students feed to.

The GATE coordinator will provide training to all staff on how to accelerate learning for all students and how to use differentiation strategies effectively. Teachers will differentiate instruction for students who are not identified as GATE students, but who need more of a challenge in the classroom. All students will be encouraged to develop areas of talent, skill, and individual interest. The school will promote opportunities for enrichment for all students. Teachers and staff will recognize and develop talents and higher level critical thinking skills, particularly among students with disabilities. As a staff, we will work to identify and refer more candidates for GATE. Our goal will be to identify gifted students from populations that have been historically underrepresented, including English learners, Standard English learners, and students with disabilities. We will be proactive in our search for GATE students more often than once a year by following district guideline and employing search methods such as student/parent questionnaires, teacher recommendations, using documentation that includes students work.

Additionally, we will focus on currently identified students maintaining their academic achievement and participation in GATE classes. We will recognize the connections between student engagement and achievement for gifted students. Gifted students who are falling behind as measured by standardized test scores and report card marks will be targeted for interventions. Intervention will include counseling, referrals to in-house intervention, strengthening of specific academic skills or study habits, or participation in enrichment activities.

The school will work with the LAUSD GATE Office to provide training for all staff members on how to recognize characteristics of GATE students. Workshops for parents will be held to give parents information on the GATE referral process. Teachers will be required to attend training that will certify them to teach GATE students, and all teachers will be encouraged to become certified for GATE each year.

e. Instructional Strategies

Throughout the instruction/learning day, teachers will use common practices and formats in all courses; consequently, students will experience consistency from one class to another.

Teachers will use anchoring activities designed to keep all students, including identified GATE, students with disabilities, English Learners, Standard English Learners, and students of poverty, engaged, challenged, and motivated within mixed ability classrooms. These anchoring activities will be delivered using the aforementioned and described school-wide instructional strategies adopted over 3 years in phases: Thinking Maps, SDAIE Methodologies, On-demand Tasks, Accountable Talk/Dialogue, Collaborative Learning, Cornell Note-Taking, Writing to Learn,). Also, in response to our EL, PRP, and RFEP students that will benefit from embedded language objectives, SIOP strategies will also be provided and adopted school-wide by Year 2. In Year 2, the faculty will implement further instructional strategies and Differentiation of Instruction (Refer to bulleted list on page 10).

- **Accountable Talk/Dialogue**: The use of multiple language modalities including oral and listening reinforces learning of concepts. Through Think-Pair-Share protocols, students first "think" (may include quick write in their journals) about an essential, probing question, then turn to their partners to talk about their perspectives, and then share their discussion with the class. Students are able to practice using academic language, articulate critical thinking and questioning, and add to the pool of understanding and meaning in a class. The teacher will be adept at using Accountable Talk/Dialogue in all stages of a lesson, as an engagement activity to check for prior knowledge and misconceptions as well as an informal assessment of student understanding. In Accountable Talk/Dialogue, the teacher is trained to involve ***all*** students in academic conversation, to probe deeply and effectively to arrive at a better understanding of student thought processes. Students are taught to listen attentively to their peers, argue or defend various points of view, articulate, explain, and justify their thoughts on essential questions. These structures are already embedded in the District Instructional Guides for the core content areas.
- **Thinking Maps**: Thinking Maps are a set of visual patterns for eight fundamental thinking processes. The experts researching brain-based learning all agree on one key concept: the brain makes sense of the changing world by detecting and constructing patterns. By linking a visual pattern with a thought process, Thinking Maps enable students to develop neural networks for thinking that the brain recognizes and builds on continuously, enhancing the student's ability to independently transfer thinking skills to content learning across disciplines and to lifelong learning. There is research demonstrating that Thinking Maps are an effective strategy for closing the achievement gap. (Student Successes with Thinking Maps. David Hyerle, Ed.D., Editor. 2004.)
- **Collaborative Learning:** Students of different levels of ability collaborate in small teams to work on complex tasks, using a variety of learning activities to improve their understanding of the learning standards. Students are held accountable individually and as a group to collaboratively complete rigorous

academic tasks. Each member of a team is responsible not only for learning, but for helping teammates learn, thus creating an atmosphere of achievement that builds individual interpersonal skills and positive group interdependence. (Waxman and Tellez, Hertzog.) These structures are embedded in the District Instructional guides for the core content areas.

- **Cornell Note Taking:** Students take notes using an inquiry-based approach that stimulates critical thinking and increases information retention. Information is recorded into two columns sequentially as the teacher lectures during direct instruction. Students then summarize the information received while keeping in mind the five R's of note taking: Record, Reduce, Recite, Reflect, Review. Studies show that students who take good notes do better in school (Faber, Morris, & Lieberman, 2000). Cornell Note Taking is one of the core strategies employed as part of the AVID college readiness system.

- **Writing to Learn:** Students write to recall, clarify, and question in order to deepen their understanding of content as they are learning and to make connections with prior learning. These strategies are useful tools in engaging more students in their own learning, helping them to capture ideas and connect personally to the curriculum content, without being critiqued for grammar or graded for the ideas presented. Writing to Learn strategies allow teachers to continually assess student comprehension, logic, reasoning, and problem solving skills. (Improving Adolescent Literacy: Strategies at Work. Douglas Fisher and Nancy Frey, Editors. 2003.) This structure is seen in the English Language Arts Instructional Guide as a Readers/Writers notebooks, where students, on a regular basis use the following writing strategies as they deconstruct their readings: quickwrites, identifying significant events and moments with their rationale for their seletion, WriteAbout (write about the literature), WriteLikes (apprenticing the style of the author), StepBacks (their metacognitive activity of writing about what they learned that day).

- **Specially Designed Academic Instruction in English (SDAIE) Methodology**: Steven Krashen often discusses designing the core content with the needs of the English Learner in mind. That means that the academic instruction for the EL students has to be modified (but not lowered). Using SDAIE will support the English Language Learner in the core content classes. The four main components of SDAIE : hands-on activities, visual clues, cooperative learning, and guarded vocabulary (teacher is careful in selecting words students are learning), embody the best practices and aforementioned instructional strategies above. In order for students to learn English, and for that matter, academic language, students have to see it, hear it, and use it in context. The use of SDAIE enables the student to learn English and academic language by doing the activities relevant to the discipline, so that there is comprehensible input, and the student is gaining skills in both the subject material and English and academic language literacy.

- **Strategies for Differentiating Instruction for GATE and Accelerated Students**: Differentiating instruction is changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles, or interests (Heacox, 2002). Differentiation is based on learners' readiness levels, interests, and learning profiles. We differentiate by modifying the content (what we teach), the process (how we teach it), and the product (the demonstration of

mastery of learning). While the following research-based strategies will be used in order to create enrichment opportunities for gifted, or GATE students, they are aslo intended to provide universal access for all students, including students of poverty, students with disabilities, English Learners, and Standard English Learners.

- o **Tiered Assignments and Products**- Teachers adjust tasks by complexity, resources, outcome, process, or product. Different students will work on parallel tasks. The goal of tiered assignments is to match students to their individual instructional needs, and to ensure challenge rather than frustration (Heacox 2002; Matthews, 1996; Tomlinson, 1999).
- o **Compacting the Curriculum** - Teachers focus on accelerating students ahead so they will not have to sit through material they've already learned.. This enrichment strategy eliminates repetition of mastered content, and or skills, increases challenges, and provides time for study beyond the regular curriculum. Teachers must constantly pre-assess student learning and skills. (Heacox 2002; Matthews, 1996; Tomlinson, 1999)
- o **Independent Study**- Students are able to work independently or in groups to study a topic or content area in depth. Student projects may be proposed by student and guided by the teacher, but this project is most effective when based on studentinterest. The teacher provides guidance and support for the students. (Heacox, 2002: Matthews, 1996; Tomlinson, 1999)
- o **Interest Center or Group**- Student learning experiences are directed to student interest, study of topic can go beyond general curriculum, established criteria for success. The teacher prepares a classroom area that has exploration and enrichment activities for students. (Heacox, 2002; Tomlinson, 1999)
- o **Flexible Grouping**- Students are grouped by some criteria, either heterogeneously or homogeneously, to math specific instructional activities to students' learning needs. Students will develop collaborative skills, as well as be appropriately challenged in the content based on interest and readiness.(Heacox, 2002; Matthews, 1996; Tomlinson, 1999)
- o **Multiple Levels of Questioning**- Teachers adjust complexity, abstractness, type of response, connections between topics and readiness, as they use classroom questions to initiate student discussion and learning. (Heacox 2002; Tomlinson, 1999)
- o **Learning Contracts**- Students design a learning contract and have choice in way the material is selected, assessed, timelines and pacing. This strategy is based upon student readiness and interest. (Tomlinson, 1999)
- o **Choice Boards**- Students have their choice of a collection of activities. These activities are usually displayed on a board. The choice board can be used for learning contracts, study guides, independent study, or for project-based learning. (Tomlinson, 1999).

3. School Culture
a. Description of Culture:

The new LBLC PLE's developed from a review of current middle school research and an analysis of data of the entire school community. This resulted in a greater understanding of the connection of academic learning and a personalized environment. The creation of PLE's will promote a more positive and caring environment for students to learn, teachers to teach, and parents and community to be actively involved. A culture of collective learning and co-accountability will be established. It is imperative that we form close working relationships among parents, teachers, and community support agencies. The new school's Learning Principle #6 (Attached, 7 Learning Principles) states, "Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning." Therefore, it is the expectation that all classrooms will focus jointly on intellectual learning and the social and emotional development that provides context for each child's depth of understanding (See Executive Summary, A Day in the Life of an LBLC Student). As a part of community outreach, parents will also be encouraged to participate in these afterschool activities or projects.

The advisory program will be integral to developing this level of personalization, as advisory teachers will be responsible for monitoring their student's progress, communicating with parents and counselors, and providing students with encouragement and motivation. This personalized atmosphere will help students to become connected to their school in a positive way and allow LBLC to build a relationship with the surrounding community.

Professional development will be an essential component of the school day, with regular time for staff to meet and systematically evaluate student work, determine effectiveness of methods, and lesson/unit plan. Teachers will be willing to turn their classrooms into Model Classrooms", with their doors open for peer observation. Teachers will collaborate with and receive support from an interdisciplinary team, PLE, and an academic department. This professional development will take place during common planning time and common conference periods.

The culture of the new LBLC will embody an atmosphere of professionalism. Teachers will dress appropriately for a professional workplace and abide by a mutually agreed upon faculty dress (see Attached, Professional Dress). This dress code will be monitored by the administration.

In so doing, they will be a model for their students who will adhere to their school uniform policy. This student uniform policy (see Attached, Student Uniform Policy) will be enforced by all staff and Parent Center on a daily basis and will become an accepted part of the school culture.

b. College and Career Readiness:

It is our goal to ensure that all of our students have the option of attending post-secondary education after they graduate from high school. In order to make this a reality, students need to start thinking about post-secondary education and preparing by 7th grade. When it comes to post-secondary preparedness, there is no substitute for taking the right courses

and completing them successfully. For example, students that take algebra and geometry early (by the end of 8th and 9th grades) are much more likely to go on to college than students who do not. With the help of teachers and the counselor, students need to be aware of which high school courses are most important for post-secondary education acceptance and begin building the skills to be able to succeed in those classes. In order to facilitate this, counselors will collaborate with advisory teachers to ensure that students are receiving information in their advisory classes about the A – G requirements, the college admissions process, and the variety of options for post-secondary education available to them. Parents also need to be actively involved in ensuring that their child remains focused on passing his or her classes and preparing for college. Therefore, the Parent Center will provide parent workshops to help them understand what is necessary to prepare their children for post-secondary education. We will also make sure that this information is available at all school functions where parents are in attendance, including but not limited to CEAC, ELAC, Back to School Night, and Open House. This information will be reinforced when parents and students meet with the counselors to complete the Individual Graduation (aka Culmination) Plan. In order to further promote a college-going, post-secondary education culture, students will attend annual field trips to local colleges. We will also invite former Burbank students who are now enrolled in college to be mentors and presenters in order to help our students envision themselves as future college students. By the time a student leaves LBLC, he or she will be knowledgeable about post-secondary options and their respective requirements.

However, providing students with the skills necessary for the 21st century will do more than prepare our students for post-secondary education. It will also help them to transition more smoothly into high school where all high schools are emphasizing Multiple Pathway (CDE) strategies that are also based on these skills. The Multiple Pathway effort approved by the LAUSD Board of Education in 2008 will provide all students with learning experiences that connect their educational experiences to the world of work. This exposure to the world of work will begin in the 7th grade as recommended by the California Department of Education in the *Career and Technical Education State Framework* published in 2007. There will be a school-wide effort on career awareness. This will include field trips and bringing outside community business people to the classrooms to discuss their field of expertise. Students will also take career interest inventories (eg. Explore Test) to help them identify potential careers to investigate with the guidance of their advisory teacher and counselor. Parents, students, teachers, and counselors will also have ongoing conversations about the career areas that the students are interested in and reflect these in the Individual Graduation Plans that will be carried with them from the middle school level into high school.

III.   School Organization

c. School Calendar/Schedule:

LBLC will maintain the currently accepted LAUSD traditional school calendar. During its first year of existence, stakeholders will review the benefits of this school calendar and challenge their own thinking as to how a change in the school calendar will benefit the students to the greatest extent possible. We leave open the possibility of finding a calendar that will more likely meet the educational needs of our student population, but would only consider such a change with community and family participation.

We plan to alter our current bell schedule in order to address the learning needs of our students and create the opportunity for all students to receive both enrichment and intervention within the school day. Our new schedule will place us on an alternating day schedule of four content classes each day in addition to a daily advisory period. This daily schedule will allow us to provide students with additional support in mathematics and English Language Arts as has been found necessary based on our analysis of school data for the past five years. As part of this process we will be able to address specific learning needs for students requiring intervention experiences. Students will also be able to take an elective without sacrificing the extra time needed for intervention or enrichment in the content areas. As a result, students should receive a program that is specifically designed to meet their needs. Furthermore, this bell schedule will provide time for interdisciplinary teams of teachers to meet together during their common conference period to plan interdisciplinary lessons, meet with parents, and address the other needs that are part of being a responsible member of a small school community. The anticipated bell schedule will have the same or more minutes as required by the District (Bell Schedule Below)

Regular Day	Begin	End	Minutes
Advisory	7:45	8:15	30
Period 1 or 5	8:20	9:42	82
Period 2 or 6*	9:47	11:09	82
Nutrition	11; 09	11:29	20
Period 3 or 7	11:34	12:56	82
Lunch	12:56	1:26	30
Period 4 or 8	1:31	2:53	82
*Consecutive periods meet on alternate days			

Shortened Tuesday (DRAFT)	Begin	End	Minutes
Professional Development	7:45	9:15	90
Period 1 or 5	9:15	10:26	71
Nutrition	10:26	10:41	15
Period 2 or 6	10:46	11:55	69
Lunch	11:55	12:25	30
Period 3 or 7	12:30	1:39	69
Period 4 or 8	1:44	2:53	69
*Periods will alternate every Tuesday			

d. Describe how you will offer athletic programs and other extracurricular programs at your school to meet the needs of all students.

There are a variety of co-curricular and extra-curricular activities that will be shared by all students who are in attendance at the LBLC. Our students participate in Kids Club

Italia Soccer League and Anahuak Youth Soccer Association use the LBLC playing fields at the end of the school day and weekends to run soccer leagues year round. Beyond the Bell programs will continued to be offered on this site. Youth Service competitive sports teams including but not limited to soccer, basketball, flag football, softball, and track and field will be available. Programs will be provided by our community partners such as the Hathaway House and the Highland Park Police Explorers.

Occidental students will provide tutoring and mentoring support for at risk students on the Luther Burbank campus after school. Summer bridging programs for at-risk students moving to Luther Burbank Learning Complex from the feeder elementary schools will be put into place. This program will be mutually supported by the community partners and LAUSD. It will provide academic, social and emotional support for these students prior to their entrance into the middle school.

The Library Media Center will be available for research, homework, or quiet working opportunities. The librarian (full-time) will be available to deepen students understanding of the research skills (e.g., key words in search engines, narrowing topic focus, how to make effective notes, organizing notes and transferring the notes to a research paper) needed to successfully produce student projects in their core courses. The technology lab will also be available for students to use the current available technology (e.g., scanning, internet research and creating effective PowerPoint presentations) to complete research for course presentations, or to further develop the student's technology skills.

e. Describe your approach to student discipline and creating a safe, clean and respectful campus which is in alignment with the Board approved District Discipline Foundation Policy.

LBLC will implement school wide positive behavior support which is aligned with the Board approved Discipline Foundation Policy. Our multi-tiered approach will include preventive strategies, such as bimonthly behavior assemblies to teach our school wide behavioral expectations. We will use the "Culture of Discipline: Student Expectations" (BUL-3638.0) as a model for our school wide behavioral expectations. The "Consequences/School Response Reference Guide" (BUL-3638.0) will be used to guide our use of intervention and progressive discipline consequences for all levels of misconduct. Lastly all stakeholders, including teachers, parents, support staff, and members of the community will be involved in the implementation of our discipline plan. Through informational meeting, sponsored by the Parent Center and professional development sessions for the teachers and support staff, all stakeholders will be informed so that student behavioral expectation are clear. Full implementation will lead to the creation of a safe, clean, and respectful campus for all.

f. Describe how you will meet the health mandates and the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.

Although Section 504 Plans and IEPs will continue to be used as required by District, State and Federal mandates, these plans will continue to be developed by the team

working with the child everyday, and will be implemented as a function of preparing the student to meet the goals established by the school community. These plans will be embraced as a useful and valuable tool that will benefit the student, teachers, and the family of each student.

g. Describe how you will meet the nutritional needs of all students.

The nutritional requirements established by LAUSD will continue to be invoked through the cafeteria, student store, and in all classrooms.

IV. Assessment and School Data

a. Educational Goals and Metrics:

School data, found in our School Single Plan, indicates that for the last five years, Burbank Middle School's growth in the number of students proficient in English Language Arts has been minimal. The growth in ELA proficiency has averaged approximately one percent per year. CELDT data indicates that 200 students have not progressed in language acquisition. Students may be moving from the lower bands (Far Below Basic to Below Basic) however, students are not successfully reaching grade level in ELA. Student data also indicates that the enrollment of ELL students has dropped by almost 50 percent and yet, reclassification or CELDT score improvement has been slight.

School data relating to mathematics showed even less academic growth when compared to ELA. Students, regardless of sub-group, are still struggling to attain the mathematic concepts that will allow them to reach a proficient level or higher. A bright spot in data reviewed was the academic growth in social studies and 8th grade science.
Data analysis by subgroups indicates that Latino, Socio-economically-disadvantaged, English Learners and Students with Disabilities have not moved towards proficiency. For instance, it would take 19 years for the Latino subgroup to meet last year's proficiency target defined by Adequate Yearly Progress in ELA within the current school environment. Student attendance has increased within the last two years and student discipline declined (approximately 30% less suspensions). Students are attending at higher rates and student discipline has declined, but achievement has not improved. We will work to raise our AYP each year by improving our instructional practices in order to move students up the proficiency levels that have been established, with long term goals of moving all students into the proficient and advanced levels based on the CST. We support the continuous growth report model of the API, where we expect that our API scores will continue to make growth each year over the next five. However, due to implementation of this small school structure, we believe that our metrics should extend beyond these two State and Federal accountability indicators, but we wish to look at areas that will benefit from the smallness. We expect to see a continuous increase in our student and staff attendance rates; increase in the number of students being redesignated out of ESL; increase in students moving successfully out of PRP into the regular education program; continued reduction in student discipline; and an increase in parent involvement.

LBLC will be using the goals established in *Luther Burbank Learning Complex's Single Plan for Achievement 2009-2010*. Alterations to the single plan for student achievement will be made during our first year in operation. Our agreed upon quantifiable educational goals and metrics for each of the first five years of the school include:
- Achieve a 10% increase in the percentage of students scoring Proficient or Advanced on the CST in the areas of ELA and Math.
- Achieve a 10% increase in the percentage of students scoring Proficient or Advanced on the CST in the areas of Science and Social Science.
- Decrease by 10%, the percentage of students who score at Far Below Basic and Below Basic on the CST in ELA and Math.
- Increase by 6% the number of students identified as Gifted in the school population.
- Increase by 10% the performance of students identified as Standard English Learners (SEL)

- Increase by 3% the percentage of English Learners making annual progress in learning English.
- Increase by 5% the percentage of English Learners scoring Early Advanced and Advanced on the CELDT.
- Meet or exceed the percentage of English Learners scoring Proficient or Advanced on the CST.
- Increase by 5% the EL reclassification rates at the middle school level.
- Increase to 35% the percentage of SWD performing at Basic and beyond on the CST in ELA and Math.
- Achieve a 95% monthly attendance rate for students and staff.
- Decrease by 25% the non-mandatory suspension rates.

Burbank's *Single Plan for Student Achievement Accountability Matrix* provides the details of the strategies/activities that will be used to make school-wide progress towards these goals. Throughout the school year, administrators, teachers, counselors, and coordinators will be using the District's Periodic Assessments, CST results, student work/portfolios, student progress reports, student interviews, and informal and formal teacher assessments to measure the effectiveness of those strategies/activities used. A change in curriculum or instruction may occur as a result of seeing the assessment results.

b. Student Assessment Plan:
We will initially use the State and LAUSD developed assessments to inform our instructional practices and to determine whether students are successfully moving toward standards-based proficiency. We will use the ongoing assessments as a way to early identify students in need of intervention.

Each school year will begin with a review of CST, CELDT, and Periodic Assessment scores in order to evaluate the specific needs of the students.

The following lists the national, state, district, and classroom assessments to be scheduled each year. The exact dates and testing windows will be determined by the guidelines of the national, state, and district testing program in June. Many of these data will be collected and analyzed by our staff for improved student achievement and instructional program:

Tests	Frequency	Rationale
Annual CELDT	Yearly in September-October	State test that identifies students who are English learners
Initial CELDT	As needed from September-June	State test that identifies a student's level of English proficiency
BEST	As needed from September-June	State test that identifies the students eligible for Title 1 funding
CST and CMA Writing Field Test	Yearly in September	State test for 8th grade students to demonstrate writing proficiency
EXPLORE	Yearly from October-November	State test for 8th grade students to determine college readiness and to identify career possibilities
NAEP	Yearly from January-March	National test to determine the yearly progress of 8th grade students

CA Physical Fitness Test	Yearly from February-April	State test for 7th grade students to measure health and fitness
CA Writing Assessment	Yearly in March	State test for 7th grade students to demonstrate writing proficiency
CST	Yearly in May	State test to measure mastery of state standards
STS	Yearly in May	State test for Spanish speakers
CMA	Yearly in May	State test for students needing modifications
CAPA	Yearly in May	State test for students needing modifications
Periodic Assessments for each of the core academics	Three times per school year	Tests demonstrate mastery of the state standards
Summative Tests	On-going throughout the school year	Tests demonstrate mastery of the curriculum
Formative Tests	On-going throughout the school year	Tests are used to check for understanding and to inform instruction
Renaissance Place Star Test	Yearly in June for current students and in September for newly enrolled students	Test establishes reading goals for students using the Accelerated Reader program
Visual Art or Performance Art	On-going throughout the school year	Original student work that demonstrates mastery and talent
Accelerated Reader Computer Assessments	On-going throughout the school year	Test measures student literacy and progress towards increasing reading skills

c. Data Team and Instructional Team:

Our educational model calls for the school staff (including administrator and counselor) to meet regularly around the work and needs of our students. The review of student data on an ongoing basis allows us, as a team, to reflect on our instructional practices and the progress that we are making for the good of our students. All assessment results will be shared among faculty, students, and their family. Adjustments to the instructional program will be made after a consensus of the faculty within the same subject matter. Through team data reflection, professional development needs will be determined based on needs assessment by the teachers in order to improve their teaching practices. Data analysis will assist in identifying student progress that requires celebration and recognition; and also will identify student needs that require increased staff and parent interaction.

d. Data Systems:

All teachers will attain professional mastery of My Data online system for tracking student CST, CELDT, Periodic Assessments, Attendance, GPA, referrals to better meet the students' needs. All teachers will be given professional development time to become competent users of the technology to access student data.

We will continue to use the LAUSD Modified Consent Decree indicators to measure the progress of our students with disabilities. Special day and resource teachers will help staff to understand addressing all of the Consent Decree indicators, provide staff with information about specific students, and help to implement IEP's more effectively.

The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System ("ISIS"), and Welligent (District-wide web-based software system for online IEPs and tracking services provided).

e. LAUSD School Report Card:
Initially we will continue to use the LAUSD mechanisms and information for tracking purposes found in the LAUSD School Report Card. Over time, we expect that with the assistance of our School Site Council (SSC) and other governance groups that we will create surveys and other assessment tools that best meet the needs of our education community.

f. Research and Evaluation:
We understand that our successes can become beneficial for the educators, students, and families from around the district. We have learned from others in developing this plan. We expect to continue to learn from others over time. We all have the same mission- , the best education possible for every child at the Luther Burbank Learning Compex... To this end, LBLC will be working with Dr. Ronald W. Solorzano, Professor and Chair of Department of Education at Occidental College. Dr. Solorzano and his graduate students will be involved at LBLC as mentors and tutors for the two PLE's..

g. Operational Goals and Metrics:
As stated previously, we will hold ourselves to the NCLB as a primary way of measuring progress. We further understand the need to use the LAUSD Modified Consent Decree Indicators in order to measure the progress of our Students With Disabilities. Our metrics for progress are clearly delineated in the appendix. (Appendix, "Operational Metrics")

V.   Professional Development Program

a. Professional Development:

Professional development will be strategic and ongoing in order to impact instruction and mindsets on student engagement and instructional delivery. The professional development calendar indicates this careful planning of the following professional developments over time:

- Review of the School Plan
- Early adolescent needs (Caught in the Middle, Turning Points 2000 and Taking Center Stage II)
- Instructional delivery (review of the instructional guides for all content areas)
- Data analysis
- Parent and community engagement (student led conferences, parent classes, service project design)
- Sheltered Instruction Observation Protocol (SIOP)
- Access strategies for all students

During the two-week PD, prior to the opening of school, teachers will meet to develop a baseline data of the currently enrolled students using the CST and the Periodic Assessment results. By doing this, teachers will be able to do a compare and contrast of their students' performance as a result of their instruction throughout the school year. In addition, this data will also guide the instructional delivery of the core content. Review of the core content instructional guides, where embedded are the following pedagogical structures: collaborative learning, accountable talk, thinking maps, and on-demand tasks will be done so that clear understanding of where those structures are placed is made for all core teachers. Because the content guides are serving as a model of instructional delivery, there is still time to develop thematic and integrated units. Therefore, using the UbD model provided in the appendix , same grade-level teachers will look at the first 10 weeks of the frameworks, create curriculum maps, and determine how to made the thematic or parallel units. Ongoing evaluation of lesson effectiveness, analysis of student work and revision of methodology and approaches will be part of the professional development to ensure student mastery of standards. This professional development will support the school vision and the Learning Principles adopted by the school/community.

Content literacy and comprehension will be a high priority of PD. Teachers will meet in their inter-disciplinary teams to reflect and discuss how to implement research-based strategies. Teachers will share student writing samples from all content areas and provide evidence (podcasts, video) of students actively using academic language and content vocabulary embedded in their class presentations/discussions/activities. Teachers will share strategies, evaluate for effectiveness, and implement what provides evidence of student success.

Using *Turning Points* guidelines, professional development will be an ongoing collaboration and reflection process on the realities of what is planned and happening in each classroom. It will not be business as usual. The first year is crucial to establishing the consistency and flexibility that is required in meeting the projected learning successes of our at-risk students. Using journals of daily teaching practice, samples of student work, and other appropriate data, all staff will participate in designing, revising, and refining the approaches, methodologies, and strategies that take place inside the

classroom. The goal will be "Whatever It Takes" for all of our students to succeed and the measure of our success will be tangible in test scores and overall enthusiasm.

We recognize that the lecture approach as the only means of instruction is not a rigorous approach to student learning. Creating rigor means that students need to learn how to respond to questions at the interpretive and analysis levels which are much higher on Bloom's Taxonomy. Our students need to be able to rehearse their responses, which is the importance of Accountable Talk. To raise the level of questions by teachers and students in the classroom so that at least 50% of the questions are at the higher levels of Bloom's Taxonomy professional development will be provided. The Instructional Guides in all core content have these questions in place as well as the pedagogical structure to create access for the students. These will serve as models of instructional delivery of higher levels of questioning. The goal is for at least 80% of questions to move from low to high levels on the Taxonomy.

Teacher feedback to students and peer-to-peer feedback should be ongoing, regular, constructive, and supportive. Common understanding of language and school culture will be developed. In order to have a commonly shared culture, it is necessary for the educators to have a common and agreed upon vocabulary that is aligned with practice (Appendix, Elmore, Rounds). A safe and caring classroom environment must exist where students feel that it is safe to ask questions. Inappropriate behavior that undermines safety will be routinely used as learning opportunities. Strong relationships will be developed between teachers and students in each class. These relationships will become a motivational tool for students, especially for at-risk students. During our August PD we will focus on PLE personalization, building positive classroom environments, and our Advisory training.

Professional development by content areas will bring content teachers from each of the small schools together. This will allow for teachers to deepen their own knowledge of their content and their content specific pedagogy. This cross-school professional development will also assist in the transition work between schools from elementary to the intermediate school and onto the feeder high school. Transition of students from one school to the next has been determined by research to be a major issue for under-performing students, so professional development between the schools, from elementary to high school will be important for seamless educational transitions to occur. We anticipate using a multilevel approach to articulation that is spelled out in the appendix (Appendix, Larry Tash, Transition Points). Through a blending of small school instructional opportunities, content specific training, and transitional work between teachers of different educational levels, we believe that the teaching and learning practices of our small school will increase the academic achievement for all students.

b. Teacher Orientation:
All staff who will open the school will be accepting of the school vision. Since training for the opening of this school will begin May and June, 2010, all teachers opening this new school will have time to prepare themselves for this new experience. The induction of new staff will become an important role shared by all members of the community. The school administrator, counselor, teachers, and parents will all be asked to take an active

role in bringing new staff into the school. Each new staff member will accept the culture, understand the culture and know what is necessary to support the culture of the school.

c. PD Calendar:
Professional development will occur regularly through out the school year. There will be 9 days of professional development in the summer, prior to the start of the new school year. Every Tuesday will be set aside for professional development. Tuesday PD will take place in the morning, from 7:15AM – 9:45AM. Two days per week teachers will use their conference periods to work closely with their teammates to collaborate and improved instruction for students.

These minutes will be made up on Monday, Wednesday, Thursday, and Friday each week in order to bank sufficient instructional minutes to allow for this time to be available within the constraints of the instructional minute's requirements of LAUSD and the California Department of Education.