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1. Executive Summary

A. Assurances

This is an internal proposal for South Region Middle School #2a (South MS #2a), a Local District 6 middle school built to relieve overcrowding at nearby Nimitz Middle School in Huntington Park. South MS #2a will educate 500 students on the traditional school calendar. Students from the following neighborhood feeder elementary schools will matriculate to South MS#2a, including Woodland ES, Ochoa Learning Center, Nueva Vista ES, Maywood ES, Loma Vista ES, Huntington Park ES, Hughes ES, Heliotrope ES, Fishburn ES, and Corona ES. *The focus of South MS #2a is a Math/Science/Technology/Gifted Magnet.* It is expected that this school will not only attract neighborhood students, but also a diverse range of students throughout Los Angeles who are interested in such a focus. This proposal, submitted by South Area Teacher Collaborative and UTLA, intends to provide for a free, appropriate, meaningful and successful education for all students in Bell and Los Angeles.

B. Student Population

South MS #2a will serve 500 students, for a maximum of 1,500 students on the campus. As South MS #2a is being built to relieve overcrowding at nearby Nimitz MS, the student population will be similar to that of Nimitz MS. The community from which Nimitz MS draws its students is 98% Hispanic, 1% White (not of Hispanic origin), and 1% Other. At Nimitz MS, 29% of the students are English Learners and 74% qualify for free/reduced lunch programs. All the students at Nimitz MS receive free lunch, therefore the school is recognized as a Title One school. As the South Area Teacher Collaborative is comprised of Nimitz MS teachers, we have many years of experience in serving this community and we are very familiar with this student population's needs and challenges. In recent years, Nimitz has been especially successful at addressing the needs of this student population, as evidenced in the yearly rise in API scores.

C. Mission, Vision and Educational Philosophy

Mission: "Students will be challenged academically everyday, empowered to make independent decisions, and inspired to seek a university education." In order for every student to learn every day, the school will set high expectations and provide a safe learning environment for student learning. Teachers will not only teach the California State Content Standards, but also nurture students to achieve academic and personal goals. Parents will assist the school by providing the best possible home environment for student success. Students will put forth their best effort in mastering the state standards and giving back to their community through volunteering.

Vision: Every student will develop habits that will lead to the successful completion of high school and post-secondary education. Every student will learn to become a responsible member of society and make significant contributions to their school, family, community, and country.

Educational Philosophy: In order for students to maximize their educational experience, students need to come to school on time everyday, prepared to learn. Schools need to provide students with a safe, high-quality learning environment to facilitate learning and highly-qualified teachers to provide instruction. Highly-qualified teachers are those who continually strive to improve their profession through collaboration, the inclusion of research-based strategies, and the pursuit of formal educational experiences beyond a teaching credential. Family involvement is critical for student success, therefore parents are strongly encouraged to become involved in their child's education by taking on leadership roles at the school or volunteering at school. At minimum, parents must support their child by providing a home

environment that supports academic success, such as advocating for good grades and higher education, engaging students by asking about their education experiences, reading with their child, or providing educational experiences such as museum visits. With the understanding that "it takes a village" to raise a child, integration of the community into the school experience will be critical in providing an identity to our students. Therefore, community members will be sought for leadership roles and input in school decision-making processes. Students will also be strongly encouraged to give back to their community through volunteering.

Monday at Jose's School (Seventh grade)

7:00 AM: I am dropped off way before school because my parents start work early. I can go to the cafeteria to eat breakfast now, but I'd rather go to the library to hang out and look at the new books and magazines. Sometimes I need to get my homework done, so I go to a teacher's class for Homework Help. There are several teachers that have tutoring in the morning, before school, but I go to Ms. Martinez because she is my favorite teacher and she'll help me with any class, not just her own.

Period 1 (Social Studies): Even before the final bell rings, I am lined up at my social studies class. Mr. Smith greets me with a regular handshake and then I show him how it's really done. He's pretty bad, but one day he'll learn how to do it. I sit in my assigned seat--which does not have tagging like my old school--and copy the agenda and homework from the board while Mr. Smith takes attendance. We do some reading and review questions in the textbook in order to prepare us for a movie! We are watching a short movie about Aztec art and architecture. We have to take Cornell notes, but we can also draw pictures--which is good because I'm still learning English. Writing questions for the Cornell notes is the hardest part--but Mr. Smith says we have to do it in order to develop high-level thinking skills. After the movie we get into our cooperative groups to work on our Power Point project on Aztec achievements. Since I don't have a computer at home to do research, my homework is to get several library books on Aztec achievements and write down some of those achievements for the project. Andrew said I could go to his house after school to work on the project but I don't know if I can.

Period 3 (English): English is with Ms. Martinez. We go right in and open our books for SSR (Sustained Silent Reading). We read for about 20 minutes, then write a log of what we read. After reading, one student sits in the author's chair to read the log he wrote about what we did in class yesterday. I am paying attention because I need to write the log today so I can present tomorrow. I get to use Ms. Martinez's camera to take pictures of what we do in class. I know I can't goof around because this is a big responsibility, and Ms. Martinez will give detention if I am not behaving like a "young scholar." Anyway, the student in the author's chair is funny and it shows in how he wrote and explained what happened (Susanna freaked out because she thought she saw a roach, but it turned out to be a piece of paper.) He shared pictures he took of the "roach" and we all laughed, even Ms. Martinez. Then the student shared other pictures of "mistaken identities" to show that he understood about theme (which we have been studying about all month). After that, we started reading the "Story OF Roland," again! We already read it once in History class, but this was different because Ms. Martinez was talking about cognates and idioms found in the story. In small groups, we tried to explain what the idioms meant--which was hard for me but the other kids got it. I liked learning about the cognates better because some of them were similar to Spanish. Ms. Martinez always explains how English and Spanish are similar and that makes it easier for me to understand and remember English words.

Period 5 (Physical Education): Yes! It's time for P.E.! We line up in the yard, on our numbers. The team leaders go around to make sure everybody is here and is dressed appropriately. If not, you have to get Loaners from the P.E. office. The team leaders lead us in stretching, and I have to remember the

stretches because I'll be a team leader one day. While we are stretching, Ms. Kim is taking attendance and helping students to "correct their form." Since we have a Fitness Test at the end of the year, we have to practice doing sit ups and push ups. Right now we are focusing on doing the sit ups correctly, but the teacher tells us we should be able to do 20-30 in a minute by the end of the year! Before we start our activity, Ms. Kim gives us a sportsmanship question to debate in our group. Today, the question was, "Should everyone be allowed to play on a sports team or only the best students?" That's a hard answer, and when our groups report out to each other, some groups say only the best should play and others say everyone should have a chance. Anyway, today we are playing basketball. We warm up with dribbling and passing drills, then we are separated into teams to play a real game. While we're playing, Ms. Kim goes around to watch everyone and make suggestions. My team is ahead, 22-28, when she blows the whistle and we have to line up to change.

3:00 PM: Usually I participate in after school activities since my parents don't get off work until 5:00, but I have a "D" in English and need to get tutoring before I can join the after school activities. Since Ms. Martinez is here in the mornings for tutoring, I go to Mr. Rodriguez for homework help. Mr. Rodriguez teaches Spanish, but he helps me and other kids who are having a hard time. Mr. Rodriguez teaches us English, but he uses a lot of Spanish to help me. He says that I am lucky because I know two languages, but I have to work very hard in order to learn both of them well. He wants me to take his "Spanish for Spanish speakers" class next semester instead of my art elective. He says it'll help my "language development" and that I can't just get by with a "D" or "C." I think he talked to my parents too, because they have been talking about moving me to that class, but I like art too! But Mr. Rodriguez says that I can take art during the after school classes, and he can teach me some too. He has a cool drawing of an Aztec warrior by his desk that he said he drew himself. I guess it'd be okay. I work with Mr. Rodriguez for an hour, then join the after school activities. A high school student named Jorge is coaching soccer, and he puts me in a team as soon as I come over. Jorge said he's coaching me to play on the varsity team in high school, but he also cares about my grades. That's why I have to get tutoring before I can play soccer with everyone. At 5:15, my parents come by the school to get me. Even though after school activities finished at 5:00 Jorge and some other kids waited around for me to get picked up before they walk home as a group.

D. Education Plan

South MS #2a will follow a standards-based curriculum and use research-based instructional strategies in order to meet the needs of all students. One core strategy that will be emphasized is Culturally Relevant and Responsive Education (CRRE), differentiated instruction that uses cultural capital, student experiences, and frames of reference to make learning encounters more relevant and effective for students. Research affirms that culture, teaching and learning are interconnected and that school achievement increases to the extent that instruction employs the cultural reference of the students to whom it is directed (Gay, 2000). Some instructional strategies that will be implemented include differentiated instruction, cooperative learning, and project-based learning.

The performance goals include reading and math goals in which students will score passing marks on all teacher and district assessments, which will then lead to proficient or advanced scores on the CST. In addition, it is expected that 80% of 6th graders and 90% of 7th and 8th graders will score proficient or advanced on the math and English portions of the CST. The student assessments will be in the form of CFA (Common Formative Assessment), Periodic Assessments as mandated by LAUSD, CELDT (California English Language Development Test), CST (California Standards Test), STAR (Standards Testing and Reporting), project-based portfolios and on-going oral assessments.

The professional development system will follow a "Professional Learning Community (PLC)" structure. The PLCs will use the cyclical processes of 3 key application strategies. These strategies will focus on student learning, a culture of collaboration, and results-oriented goals in cooperation with the following questions:

1. What do we want each student to learn?

2. How will we know when each student has learned it?

3. How will we respond when a student experiences difficulty in learning?

E. Community Impact and Involvement

The South Area Teacher Collaborative is committed to providing a high-quality education to the students of Bell. As the South Area Teacher Collaborative is comprised of Nimitz MS teachers who would have initially moved to South MS #2a prior to the implementation of the School Choice Plan, we have many years of experience in serving this particular community. Like in years past, we have and will continue to advocate for the students of Bell because we believe that as the first line of educators, we know what is best for our students. Similar to years past, we have always viewed our parents as partners in the education of our students, and will continue to do so as we transition to a new school site. Our parents were critical in helping to retain our principal, Frank Vasquez, when the local District 6 wanted to move him to Gage MS.

F. Leadership/Governance

South MS #2a will apply for a waiver to convert to an Extended School-Based Management Model. Emphasis will be place on "changing power relationships in schools" to include parental and community involvement. Schools will institute participatory democratic structures (Gordon & Louis, 2009) to increase parental involvement in core curriculum choices. In addition, the Extended School-Based Management Model (ESBMM) is focused on bottom up decision-making. The School Leadership-Team consists of school site leaders including administrators, PLC facilitators, chapter chairs, and department chairs that represent academic expertise, teachers, and the best interest of students. In addition, the school leadership-team informs the school site council members. The school will need to apply for appropriate waivers consistent with LAUSD deadlines. South MS #2a governance structure will reflect a school leadership council that observes non-hierarchical decision-making to promote effectiveness and productivity of teachers educating all students.

G. Fiscal Plan

As South MS #2a will use an Extended School-Based Management Model, emphasis will be placed on increasing funding to the local school site based on the State ADA and categorical funding framework, and possessing absolute control over its financial resources. School Site Council will have absolute control over financial resources which will allow leadership to decide where the money will have the greatest impact on student achievement.

2. Curriculum and Instruction

A. Curriculum Map and Summary

Collaboration between all subjects will be necessary for the success of our students. Every teacher will be familiar with methods of scaffolding and differentiation, the instructional strategies being taught and will work to infuse research-based strategies.

The teachers will use project based learning to teach how subjects can be applied to the real world. They would use the textbooks and relevant supplemental materials as a guide to create these projects for the students. Through Professional Learning Community, teachers will create these lessons collectively with goals and procedures to revise and analyze the effectiveness of the created curriculum.

English Language Arts

Students will receive 225 minutes in English Language Arts instruction per day over 3 days. Some students will receive additional support of English Language Arts instruction for 5 days each week with an extra 30 minutes where those minutes are known as "scholastic intervention." The textbooks, Prentice Hall Literature, will be used in the classrooms. English teachers will use research-based strategies such as the Specialized Designed Academic Instruction in English (SDAIE) to be effective in the classroom. We will also seek to partner up with the East L.A. Classic Theater to make novels and plays come alive for the students.

History/Social Science

Project-based instruction will focus on standards for history or through a combination of English and History in conjunction with the required analytical skills. Since reading and writing are necessary for students to effectively learn history, it is best integrated with the English department. Professional development as offered by the UCLA History project, Literature Project and Writing Project, will provide the best training for teachers.

Teaching history will be assisted by using technology such as computers, Elmo's presentations, AVID's history and social sciences book such as The Write Path. Teachers can take advantage free instructional materials such as WE THE PEOPLE to teach US History and Constitution. Field trips to local museums such as the Getty Museum or the Natural History Museum will provide a change of pace to the traditional classroom environment.

Teachers in the 6th grade will give early assessments to their students so that we can begin to analyze the needs of the students. Besides early assessment, the school will institute elective classes that will allow teams of teachers to create classes that will integrate the instruction of history skills with geography and culture.

History and science teachers will have class projects to incorporate topics in geography and earth science together. For instance, lessons will take into account man's history of responding to environmental changes such as earthquakes, volcanoes, ice ages, and meteorites.

The school will insure that their teachers are fully prepared to teach basic reading and writing skills in their history classes such as main idea, compare and contrast, chronology, cause and effect, and evaluation. The UCLA Literature project and its writing project are great sources for teachers to improve their instruction in these fields. Furthermore, teachers will use quality textbooks such as History of US and/or History Alive! in the classroom.

Seventh grade history will be taught as an introduction the modern world. Lessons will incorporate history of Africa, China, Native American as well as the Crusades, Renaissance, Scientific Revolution and the Enlightenment. The Internet also allows students to read the news from all over the world as well

as visit African cities that may be invisible on television. Online news sources also allow students to choose from a hundred different features that cannot be done from a normal newspaper.

Math

Students will receive 225 minutes in Math instruction. In alignment with the California State Standards, South MS #2a will utilize the textbooks of McGraw-Hill and CA Mathematic Concepts. Each math class will have problems of the week. Project based math instruction will include opportunities for students to learn concepts and practice skills, and focuses on real-life problem solving.

Science

South MS #2a will use the Full Option Science System (FOSS) to involve the students in hands-on experiments working as scientists. FOSS is a research-based science program for grades K-8 (See http://lhsfoss.org/scope/index.html for scope and sequence). It is a system that links key concepts with the understanding of how students learn and is used in school districts across the country. FOSS was created to engage students using the learning processes of inquiry, investigation and analysis as they explore the world around them.

In addition, the school will use the GlenCoe science textbooks as a guide for project based learning. Students will learn through real life laboratory experiments. For example, teachers can take advantage of the Taco Bell Science Discovery Center as well as taking field trips to demonstrate science concepts

Art

Art can be integrated into any subject with the training and cooperation of the teachers. For example, calligraphy is an important part of Japanese and Islamic history and culture. Cartography was also very important during the time of European Age of Discovery where maps were used by many explorers such Amerigo Vespucci. The school will also implement programs such as "Room 13," which seeks to place young artist in contact with professional artists so that they can see the ins and outs of the art as a profession (See Foshay Learning Center's Room 13 project).

Arts will be incorporated into other subjects. For example, English and History teachers can use storyboarding to illustrate the story of Paul Revere or the Prophet Muhammed. Teachers can teach critical thinking skills using the AVID book, The Write Path to show students how to examine photographs. Students will also learn how to interpret paintings of U.S. History such as those found in Joy Hakim's A History of US. Teachers can also use films and field trips to make classes more exciting and expose the students to existing opportunities in the city. For example, the school will explore connections with Inner City Arts and P.S. Arts. In addition, we will fund a full-time arts teacher with the goal of cycling all students through expert instruction in the arts, with a priority on providing drama and visual arts in order to allow for maximum integration with our social studies and language arts programs.

Physical Education

Physical education teachers will be assigned into teams to plan activities around the following topics: diet, sports medicine, importance of exercise, having a health life style, etc. In collaboration with English or Science/Health teachers, students will be taught how to read food labels relating to sodium, calories preserving, sugars, food colorings, fiber, protein, etc.

The students will be taught a variety of 21st century sports; rock climbing, dancing, yoga, weightlifting, marathon, triathlons, bike riding, track and field, wrestling, swimming, surfing, snorkeling, snow

boarding, skateboarding, etc. Students will also learn the basic skills of many team activities such as baseball, basketball, football, volleyball, tennis, and soccer. Characters such as sportsmanship and leadership will be incorporated into the physical education program. All students will comply with the Governor's recommendation of 60 minutes of exercise at least three times a week.

Electives

Elective classes will be offered in addition to traditional subjects. All 6th grade are required to take a mandatory semester of study and organizational skills which includes a 3-year plan and goal planning. Programs that are technological based will also be offered such as a typing class.

B. Track Record of Proposed Curriculum

The curriculum described in Section 2A is the standards-based curriculum currently being implemented at Nimitz MS. The instructional strategies will be developed in PLCs using the Understanding by Design, Backward Planning model for curriculum development (Wiggins & McTighe, 2001), which is currently used at Nimitz MS. This curriculum has been successful in raising the API at Nimitz MS from the Base API of 564 during the 2004-2005 school year to the Base API of 642 during the 2008-2009 school year.

C. Addressing the Needs of All Students

A standards-based curriculum was implemented by the state of California in order to ensure that all students, including students with disabilities, ELL, SEL, students of poverty, and gifted students, were meeting the same requirements. Therefore, the implementation of a standards-based curriculum will be the best way to ensure educational equity for all students. In addition to a standards-based curriculum, scaffolding strategies will be used to meet the needs of students who require additional assistance in the classroom. Specially Designed Academic Instruction in English (SDAIE) will be implemented for English Learners.

An extended school day program will be adopted for students who are below grade level in English and math. Additional programs, such as HOSTS (reading program), may be implemented to meet student needs. The school will also make a commitment to provide students and families with access to computers.

D. Accelerated Learning

The Gifted and Talented (GATE) program will be implemented to meet the needs of accelerated students. In the instance in which there are not enough students to create GATE classes, the needs of accelerated students will be met through differentiated instruction and project-based learning. GATE students will be identified by teachers and counselors, and will be evaluated by the school psychologist for confirmation of their exceptional abilities. Teachers and counselors will be trained to identify GATE students, including GATE students that are learning-disabled or that are English Learners. As the student population is 98% Hispanic, the absence of a GATE program will be indicative of racial bias, therefore implementation of the program is strongly encouraged.

E. Instructional Strategies

The teaching profession is such that teachers should have the flexibility to implement research-based instructional strategies that best meets the needs of their students. This includes strategies such as scaffolding, SDAIE, learning styles, multiple intelligences, problem solving, critical thinking and differentiated instruction. CREE will be a core strategy used to meet the needs of students who come from

a culturally diverse background. Certain programs will be adopted to meet the needs of our students, including AVID (a program for students who are seeking opportunities for academic achievement) and GATE (a program for gifted student).

3. School Culture and Climate

The school culture will reflect the ideas and values codified in the Educational Philosophy. In the Educational Philosophy, the relationship between students, teachers, parents and community members are described as a partnership. As the ultimate goal of teachers, parents and community members is to maximize the students' learning experience, these partners must focus on collaboration in order to meet student needs. Therefore, all adult interactions must occur by putting the student first and individual needs last.

South MS #2a will use *Character Counts!*, the largest character education program in the U.S. (http://charactercounts.org/) to develop student character. *Character Counts!* is based on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. These are inclusive ethical values that are not based on any particular political group, religion or culture. Character education materials and training programs will be purchased from *Character Counts!* and modeled by all adults at South MS #2a.

It will also be important to recognize the culture of the Bell community at South MS #2a. Incorporating family and community members in the school decision-making processes will ensure that their concerns are included and addressed at school. As close to half of Bell's population is foreign born and all of Bell's population speaks a language other than English at home, it will be important to hire school staff who represent these community demographics. These staff members would facilitate home-school communication and serve of models of academic success. It will also be important to include school staff who are representative of our nation's diverse population as the school and community are largely homogenous and need exposure to diversity in order to build tolerance and acceptance of others.

B. College and Career Readiness

Students will develop career awareness through community involvement consisting of "Career Day," volunteering in the community and other teacher-initiated activities. College awareness will be developed through "College T-shirt" day, college campus visits and other teacher-initiated activities. The AVID program also has college and career awareness activities embedded within its program.

C. School Calendar/Schedule

South MS #2a will follow the traditional calendar, also known as the single-track instructional school calendar, provided by LAUSD. Based upon the single track instructional school calendar 2010-2011, there will be 180 days of instruction. Using the bell schedule described below and the traditional calendar provided by LAUSD, there will be 107,460 instructional minutes per year.

Bell Schedule

South MS #2a will be on a block schedule 4 days a week to provide opportunities for sustained learning and implementation of project-based and cooperative learning activities. Periods 1, 3 and 5 will be held on Mondays and Thursdays, and periods 2, 4, and 6 will be held on Wednesdays and Fridays. On Tuesday, there will be a shortened school day in order to accommodate teacher professional development meetings. All periods will be held on Tuesday. These periods include the following classes: English, Mathematics, Science, History, P.E. and an elective. A Scholastic period will occur from 8:00 to 8:30 on

Monday, Wednesday, Thursday and Friday. Activities during this period will focus on preparing students for academic success, including study and organization skills, goal settings, study hall, tutoring, enrichment, leadership and academic intervention. The bell schedule is as follows:

Mondays & Thursdays- Periods 1, 3, 5 / Wednesdays & Fridays- Periods 2, 4, 6

Scholastic Period: 7:45 - 8:15 (30 min.)

Period 1/2:   8:20 - 10:15 (115 min.)

Nutrition: 10:15 - 10:30 (15 min.)

Period 3/4:   10:35 - 12:30 (115 min.)

Lunch: 12:30 - 1:05 (35 min.)

Period 5/6:   1:10 - 3:05 (115 min.)

Tuesdays (No Scholastic period)

Period 1:   7:45 - 8:35 (50 min.)

Period 2:   8:40 - 9:30 (50 min.)

Nutrition: 9:30 - 9:45 (15 min.)

Period 3:   9:50 - 10:40 (50 min.)

Period 4:   10:45 - 11:35 (50 min.)

Lunch: 11:35 - 12:10 (35 min.)

Period 5:   12:15 - 1:05 (50 min.)

Period 6:   1:10 - 2:00 (50 min.)

There will be four scheduled minimum days. These days will occur on the last day before the Thanksgiving Holiday, Winter Vacation and Spring Break, and on the last day of the school year. The minimum day schedule is as follows:

Minimum Day Schedule (No Scholastic period)

Period 1:   7:45 - 8:20 (35 min.)

Period 2:   8:25 - 9:00 (35 min.)

Nutrition: 9:00 - 9:15 (15 min.)

Period 3:   9:20 - 9:55 (35 min.)

Period 4:   10:00 - 10:35 (35 min.)

Brunch: 10:35 - 11:10 (35 min.)

Period 5:   11:15 - 11:50 (35 min.)

Period 6:   11:55 - 12:30 (35 min.)

The school community will evaluate the bell schedule on an annual basis to determine how well it meets student needs. Changes will be made with approval of school community.

D. Athletic programs and other extracurricular programs at your school

Athletic and extracurricular programs will be teacher-initiated and paid for through state funding and/or grants. Teachers will be strongly encouraged to create athletic and extracurricular activities as they will provide the expertise for the activity and as they will be paid for their work. Teachers must follow LAUSD guidelines for the establishment of extracurricular activities. Suggested athletic activities include basketball, football, baseball, softball, volleyball, soccer and track teams. These teams will be involved in inter-league between South MS #2a schools as well as nearby middle schools. Suggested clubs include leadership, student body, chess, Manga/reading, art, foreign language, music, dance, technology, robotics and military cadet. Students must qualify to participate in extra-curricular activities with a minimum 2.0 grade point average.

Outside agencies, such as Woodcraft Rangers, are welcome to apply for athletic or other extracurricular programs. Outside agencies must adhere to all LAUSD requirements and stipulations. Contractual agreements to provide services will be arranged between South MS #2a and the outside agency.

E. Student discipline and creating a safe, clean and respectful campus

Discipline will be based upon the principles outlined in <u>Teaching with Love and Logic: Taking Control of the Classroom</u> (Fay & Funk, 1995). Fay and Funk (1995) created a positive approach to student discipline that focused on handing consequences with empathy. This approach challenges students to take responsibility for their actions rather than having students view consequences as something that is "done to them by an authority figure." Consequences should not fit the crime but should fix the crime. The principles in Teaching with Love and Logic will be incorporated into a school wide-discipline plan.

South MS #2a will also focus on creating a "no-bullying" environment, a "no-gangs" zone and acceptance for diversity through instructional and school-wide activities. The Character Counts! character education program will be used to promote a safe, clean and respectful campus. Community groups will be invited to make presentations about these and other issues related to safety in the community. The local police will be invited on campus in official and unofficial (such as coaches, volunteers, etc.) capacity so students can develop trust and relationships with law enforcement.

The school environment will promote:

Respect for Yourself, Respect Others, and Respect Property
Be Safe, Be Responsible, Be Respectful
Respect Relationships and Respect Responsibilities

For example, students will respect property as follows:

	Bus	Cafeteria	Restroom	Playground
Respect Property	Keep feet and hands where	Place tray on kitchen window shelf after scraping	Flush toilet after use.	Report any graffitti or broken

they belong. Throw unwanted items in wastebasket. Keep food and drinks in backpack.	leftovers into wastebasket. Wipe table with sponge provided. Clean food spills off floor.	Use two squirts of soap to wash hands. Throw paper towels in wastebasket.	equipment to adult on duty. Return playground equipment to proper area. Use equipment as it was designed.

http://www.pbis.org/school/swpbs_for_beginners.aspx

Classrooms will emphasize the following strategies to avoid discipline problems and increase a positive environment. Having a structured class will maximize teaching and learning time.

- Increase ratio of positive to negative teacher to student interactions.
    - At least 4 to 1, verbal, notes, stickers, certificates, raffle tickets
    - Positive interaction every 5 minutes
    - Follow correction for rule violation with positive reinforce for rule following
- Actively supervise at all times
    - Supervise during passing periods in the hallways
    - move continuously throughout the classroom
    - scam and interact frequently positively with students
- Positively interact with most students during lesson
    - Physical, verbal, visual contact
    - Group v. individual
    - Instructional & social

Classroom Environment and Teaching Strategies will be used to ensure that time is used positively and constructively to avoid possible discipline problems.

There are high rates of engaged time:

- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
    - teach rules about transition
    - pre-corrects & advanced organizers
- Clear group rules
    - stated positively
    - stated succinctly
    - stated in observable terms
    - made public
    - enforced
    - small number
    - taught
- Positive climate
    - communicate expectations for achievement
    - safe, orderly, and focused environment for work
    - smooth group prevention management strategies

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- Rapid pacing
- Frequent questioning
- Appropriate feedback given to students
    - always provide immediate feedback in the acquisition phase
    - always provide precise feedback
    - combine feedback with instruction
- There are high expectations for student learning
- Incentives and rewards are used to promote excellence
- Personal interactions between teachers and students are positive

F. Meeting the health mandates and the health care needs of chronically ill students

School staff will collaborate with families to make accommodations for chronically ill students, including students with Imps and 504 plans. In particular, certain school staff members will be responsible for the implementation of the accommodation, including communication with the student's other teachers. The Pupil Service and Attendance counselor will oversee accommodations for students with 504 plans, the special education teacher will oversee accommodations for students with IEPs and the school nurse will oversee accommodations for all other students who do not fit in a particular category. These directives will be evaluated yearly by the school staff, families and students and modified to best carry out the health accommodations.

G.   Meeting the nutritional needs of all students

Every effort will be made to find a school breakfast/lunch provider who can provide meals that are nutritious but palatable to students and staff. Students will be strongly encouraged to eat all meals provided to them, and the lunch and nutrition schedule will be modified such that all students have enough time to consume their meals. Every effort will be made to provide fresh fruits and vegetables in all meals. All junk food will be banned from the school campus, including, but not limited to gum, candy and soda. During health and the Scholastic period, diet and nutrition will be taught. If space allows, a garden will be planted so that students can make the connection between what they grow and eat. If there is a student with unique nutritional needs due to a health issue, the student and family will coordinate with school staff to make accommodations, if possible.

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4. Assessments and School Data

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A. Educational Goals and Metrics

The following chart indicates a 5-year projection of the school's achievement goals.

Academic Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CST Scores	680	710	740	770	800
Attendance	97%	98%	98%	99%	99%
Transciency	19.5%	19.0%	18.5%	18.0%	17.5%
Number of Behavioral Incidents	10.7%	9.7%	8.7%	7.7%	6.7%

Murphy (2009) asserted, "collecting classroom data, talking about the data, and using the information to address school issues is the root of change" (as cited in Tools for Schools – NSDC, 2009, p. 2). In order to use data in productive and constructive ways, conversations about data amongst colleagues must be present at all levels of school professional learning. The National Staff Development Council's (NSDC) belief is that: "Student learning increases when educators reflect on professional practice and student progress" (NSDC, 2009, p. 2). We will achieve exemplary data results through a culturally responsive school plan that supports student learning through the engagement of cultural authenticity in project-based learning, as well as through teachers, students, parents, and administrative collaboration (Epstein, 2005).

Feeder School Baseline Data - Nimitz MS Academic Year:	CST Score	Student Attendance	Student Transciency	Student Discipline (Suspension)
2007-2008	644	95.0%	19.8%	19.0%
2008-2009	654	95.1%	20.1%	12.2%
Difference	Increase of 10 pts	Increase of 0.1%	Increase of 0.4%	Decrease of -6.8%

Academic Goals

Students' academic successes are dependent on students acquiring the skills to perform at proficient or advanced levels in curriculum and assessments. The following goals will be posted in all classrooms:

Math Goal Grade 6: Students will score passing marks on all teacher and district assessments. This will culminate into proficient or advanced levels on the CST. For the CST, 75% of students will perform at proficient or advanced levels.

Math Goal Grade 8: Students that have completed 6th and 7th grade at South MS #2a will score at 85% proficient or advanced on the CST. Students will score passing marks on all teacher and district assessments. This will culminate into proficient or advanced levels on the CST.

<u>Reading Goal Grade</u> 6: Students will score passing marks on all teacher and district assessments. This will culminate into proficient or advanced levels on the CST. For the CST, 80% of students will perform at proficient or advanced levels.

<u>Reading Goal Grade 8</u>: Students that have completed 6th and 7th grade at South MS #2a will score at 90% proficient or advanced on the CST. Students will score passing marks on all teacher and district assessments. This will culminate into proficient or advanced levels on the CST.

B. Student Assessment Plan

South MS #2a will comply with all federal, state and judicial mandates regarding assessments. They will be in the form of CFA (Common Formative Assessment), Periodic Assessments as mandated by the district, CELDT (California English Language Development Test), CST (California Standards Test), STAR (Standards Testing and Reporting), project-based portfolios and ongoing oral assessments. The test administration schedule is consistent with the current district and state assessments. Common Formative Assessments may demonstrate to have more alignment with CST expectations.

	Grade 6	Grade 7	Grade 8	Frequency	Rationale
Language Arts	-Periodic Assessment (PA) - Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) - California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-District issues PA - CFAs will be both written form and project-based -CST is a state-issued exam
Mathematics	-Periodic Assessment (PA) - Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) - Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-District issues the PA -CFAs will be both written form and project-based -CST is a state-issued exam
Social Studies	-Periodic Assessment (PA) -Common Formative	-Periodic Assessment (PA) -Common Formative Assessment	-Periodic Assessment (PA) -Common Formative	-Periodic Assessment (PA) -Common Formative	-District issues the PA - CFAs will be both written form

	Assessment (CFA)	(CFA)	Assessment (CFA) -California State Test (CST)	Assessment (CFA) -California State Test (CST)	and project-based CST is a state-issued exam
Science	-Periodic Assessment (PA) - Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-Periodic Assessment (PA) -Common Formative Assessment (CFA) -California State Test (CST)	-District issues the PA -CFAs will be both written form and projected based -CST is a state issued exam

In addition to the assessments listed above, teachers will evaluate whether to adopt the ACT/Explorer test. The ACT/Explorer test provides common formative assessments in math and English, and assesses students for future career options. GATE students will be challenged to pass to the CAHSEE by the end of the eighth grade.

C. Data Team and Instructional Team

Data conversations will be consistent throughout the school. Data teams will consist of the entire staff and PLCs will be experts on the data for their departments. The "Data Conversations" Chart focuses on the types of "Data Conversations" and with whom these discussions should occur. This will assist in the school-wide progress and impact corrective actions that should occur immediately and consistently throughout the year.

Types of data dialogue	Data Used	Who is involved	Conversation topics	Frequency
Whole-school conversations	-State assessments (CST, STAR, CELDT) -District periodic assessments	-Entire School Staff, parents	-Patterns of student achievement. -Needs for school-wide programs (e.g. instructional, curricular, professional learning)	2 times a year

One-on-one conversations with focus on multi-year growth of students	-State assessments (CST, STAR, CELDT) -Common Formative Assessments	-PLCs, teacher and teacher -Teacher and parent	-Growth of students. -Overall proficiency of students -Instructional strategies to meet student learning needs	2 to 3 times a year
Department and PLC teams with focus on individual student interventions	-Student's performance on classroom and common formative assessments -Discipline records -Student's work	-PLC members -6th grade core teachers	-Growth of students. Patterns of proficiency -Instructional strategies -Assessment strategies	Once a week to once every 4 to 6 weeks
Student goal-setting conversations	-Student's work -Grades -State assessments -Periodic assessments -Common formative assessments	-Teacher and individual students	-Goal setting. -Strategies for success -Celebrations of learning	Once a week to once a month
Source: Adapted from Harrison, C. & Bryan, C. (2008). Data dialogue: Focused conversations put evidence to work in the classroom, JSD, 29(4), pp. 15-19.				

D. Data Systems

South MS #2a will use data systems in accordance with the district data programs. These critical aspects of student testing scores will be shared with LAUSD by using some of the following aspects, but not limited to these venues:

   *STAR Reporting

   *Accelerated Reader

   *Department of Education website information on Annual Yearly Progress (AYP) and Academic Performance Index (API)

    *LAUSD Accountability Progress Report Card

In addition, the school will use the district's integrated ISIS system to keep track of student records and services including the progress of students with documents disabilities.

E. LAUSD School Report Card

The school will use LAUSD's system in order to track the information presented in the LAUSD School Report Card.

F. Research and Evaluation

Teachers will also be encouraged to share advanced practices and successes with other teachers. Teachers will conduct perennial reflective based inquiry into their teaching methods, student success and achievement, and parent support and involvement. Teachers will also participate in research based professional development to create goals and analyze student work to ensure best practices. Teachers will use the PLC cycle to collaborate and reflect on teaching practices and student learning.

G. Operational Goals and Metrics

Academic Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CST Scores	680	710	740	770	800
Attendance	97%	98%	98%	99%	99%
Transciency	19.5%	19.0%	18.5%	18.0%	17.5%
Number of Behavioral Incidents	10.7%	9.7%	8.7%	7.7%	6.7%

5. Professional Development Program

All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article IX-B-Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

A. Professional Development

Creating an effective professional development program is critical to school reform, teacher instructional success, and student achievement (Boone, 2009). An effective professional development system incorporates school-site teacher, administrator, and staff, collaboration, coherence, relevance, sustainability, and evaluation. Effective professional development uses constructive theory. Constructivist theory has become "a theory of learning that has emerged from a theory of knowing…[and] In the process of encountering new experience and applying reflective interpretation with the social context, the individual learns and comes to know" (Walker, 2002, pp. 8-9).

The school professional development system will use the "Professional Learning Community (PLC)" structure created by Hord (1997) and Dufour, Eaker, and Dufour (2005). The PLCs will use the cyclical processes of Dufour, Eaker, and Dufour's (2005) three major application strategies. These strategies will

focus on student learning, a culture of collaboration, and results-oriented goals; in cooperation with the three relevant questions to engage in students' learning:

1. What do we want each student to learn?

2. How will we know when each student has learned it?

3. How will we respond when a student experiences difficulty in learning? (p. 33)

PLCs will create meetings by topic in which members of the PLC create and deliver best practices for the team members during pre-determined professional development meetings.

To support teacher professional development, administrators will demonstrate instructional and educational leadership through demonstration of the "California Professional Standards for Educational Leaders Six Standards." The "California Standards For The Teaching Profession" will guide teachers' professional development programs. Professional development will use data approaches to enhance teachers' learning and application of instructional strategies for student achievement.

B. Teacher Orientation

At the beginning of the school year, teachers, administrators, parents, and student leaders will participate in aligning the school's vision and mission, and developing curriculum and discipline plans. This will foster communication of current year's expectations of school teaching and learning. Furthermore, these meetings will incorporate outside professional development instructional strategies for math, science, English, and history teaching.

To support new and existing teachers, "team support networks (TSNs)" will be implemented to support new teachers, struggling teachers, and teachers that want additional supports from colleagues. The TSNs will be composed of a two-person teacher selected network consisting of teachers, administrators, and/or out-of-classroom personnel. The TSN members will provide instructional guidance, observational feedback, and team teaching. In addition to these aspects, TSNs will assist new and existing teachers with how to use data to drive instruction.

C. PD Calendar

The Professional Development calendar will be consistent with the LAUSD PD schedule, and the LAUSD/UTLA Collective Bargaining Agreement. PD meetings will incorporate time for Excellent School Visits, Reflection Meetings, and On-site Staff Developers. The School Based Management Model agreed to by the LAUSD/UTLA CBO will determine appropriate meeting schedules (days and times).

D. Program Evaluation:

In addition to connecting teacher evaluation to effective professional development, PLC goals and outcomes, other professional development activities will be assessed on a regular basis to ensure productivity, quality, and satisfaction. Professional development evaluation has been vital in determining teacher learning progress and effective professional development programs (Boone, 2009). Coherent and effective professional development and evaluation of teacher interests are imperative in enhancing teacher instructional practices and satisfaction, and student achievement (Boone, 2009; Champion, 2003; Halawah, 2005; Lowden, 2005). Professional development should be evaluated using these four characteristics:

1. Teachers experience effective professional development.

2. The professional development increases teachers' knowledge and skills and/or changes their attitudes and beliefs.

3. Teachers use their new knowledge and skills, attitudes, and beliefs to improve the content of their instruction, their approach to pedagogy, or both.

4. The instructional changes foster increase student learning. (Desimone, 2009, p. 5)

6. Professional Culture

A. Professional Culture

"The relationship among the adults in the schoolhouse has more impact on the quality and the character of the schoolhouse--and on the accomplishments of youngsters--than any other factor."

 - Roland Barth

In order to create a positive and growing staff community, communication is critical to the development of this middle school. School leaders contribute to establishing positive school culture by making sure that teachers do not work in isolation, thereby ending the "one room school-house" construct found in traditional school settings. In addition, effective school leaders bolster teacher and staff confidence by facilitating best practice forums in which teachers collectively create solutions to common student problems. The professional culture of the school will be based on high level expectations. These expectations will begin with the administration and continue to the faculty and staff, thereby setting a high standard of expectations for the students and community at large.

Administration and teachers will be models of positive behavior as well as conscience citizens that strive to make their environment better around them. Teachers will model the joy of life long learning, taking responsibility for the campus and student life, and be advocated for reading. This will be reflected not only in their adherence to curricular plans but will also be demonstrated in their language and professional dress while on campus. Administration and teachers will set the tone for a professional, positive, life long learning, and an enthusiastic environment.

The staff will be involved in bottom up school-level decisions via the School Site Council and Extended School Based Management. Teachers will be elected to these positions.

B. Evaluation

As the South Area Teacher Collaborative is submitting an internal proposal, that proposal will adhere to the formal evaluation system described in Article IX- Hours and Duties and Article X- Evaluation and Discipline of the LAUSD Collective Bargaining Agreements. Teachers will also be given the option to adopt an informal evaluation system, such as peer review or Teacher Support Network (teacher collaboration model). Teachers that need to improve their practice will find professional development support from Professional Learning Communities (PLCs).

C. Feedback

An evaluation system should be embedded into any program or process that is implemented at South MS #2a. The evaluation system will be created by the individuals associated with the program or process. In instances in which evaluations could cause negative feelings among school staff, the confidentiality of teacher feedback will be protected. Teachers will be given the opportunity to critique both the feedback and the process by which the feedback was acquired in order to improve a program or process.

Sample Evaluation System:

<u>ENVIRONMENTAL INVENTORY</u>

Rate each feature using the following scale:

1 = inconsistent or unpredictable ....5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
· Work centers are easily identified and corresponds with instruction	1 2 3 4 5
· Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
· A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
· Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
· Materials are prepared and ready to go.	1 2 3 4 5
· Pre-corrects are given prior to transitions.	1 2 3 4 5
· Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
· Students engaged at high rates during individual work	1 2 3 4 5
· Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBS in place?	
· Rules are posted	1 2 3 4 5
· Rules are referred to at appropriate times	1 2 3 4 5
· Students receive verbal praise for following rules	1 2 3 4 5
· Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
· Continuum of consequences for encouraging expected behaviors	1 2 3 4 5

· Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
· Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
· Start of class	1 2 3 4 5
· Working in groups	1 2 3 4 5
· Working independently	1 2 3 4 5
· Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
· Obtaining materials and supplies	1 2 3 4 5
· Using equipment (e.g. computer, tape players)	1 2 3 4 5
· Managing homework and other assignments	1 2 3 4 5
· Personal belongings (e.g. coats, hats)	1 2 3 4 5
· Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room	1 2 3 4 5

Curriculum and Content: Does the teacher implement effective instruction strategies?	
· Assignments can be completed within allotted time period	1 2 3 4 5
· Content presented at student level resulting in high rates of engagement	1 2 3 4 5
· Frequently checks student learning for understanding	1 2 3 4 5
· Instructional focus builds on student's current and past skills	1 2 3 4 5
· Gives clear set-up and directions for task completion	1 2 3 4 5

7. Serving Specialized Populations

A. Specialized Instruction

In compliance with California law, the school curriculum/education program will be structured to meet the needs of all enrolled students, including students with disabilities, gifted and talented, and homeless students "in order to ensure them of the right to an appropriate educational opportunity to meet their unique needs."

Students who have been identified as having a learning disability shall receive specially designed instruction in the least restrictive environment provided by a highly qualified special education teacher in accordance with the each student's Individualized Education Program (IEP). Specially designed instruction is adapting the content, methodology, or delivery of instruction to address the unique education needs of the student so that he/she is able to access the general curriculum and meet State and District educational standards.[1] Eligible students will be assessed on an on-going basis by an assigned case carrier and an IEP meeting will be held annually to review the student's progress and determine if a change in placement is deemed necessary based on work samples, assessments, and observation. The IEP team will consist of the parent(s)/guardian(s), the student, a special education teacher, a general education teacher, an administrator, and all providers of related services. Additional involved persons may also be present.

In order to provide an exemplar Gifted and Talented (GATE) Program, South MS #2a will ensure that all teachers will attend GATE training and will be trained to identify GATE students in all subject areas (Counselors will also be trained to identify and counsel GATE students). South MS #2a will provide an enriched and challenging instruction not just for GATE students, but for ALL students seeking opportunities to excel beyond the general education program. GATE teachers will be grouped into interdisciplinary teams so that the project-based instruction can be cross-disciplinary, when appropriate. If there are not enough students to form a GATE class, then an accelerated instructional program will be provided through differentiated instruction.

i. Implementation and monitoring of the special education process including assessment

In accordance with the District's Special Education Policies and Procedures Manual, special education teachers, school staff, and district providers of related services will follow established district protocol to initiate the special education process: referral for assessment, assessment, development and implementation of an Individualized Education Program (IEP), and the IEP Review. The IEP team will determine eligibility, type and frequency of services to be provided, and identify responsible staff as required by the Modified Consent Decree

ii. Free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities

To provide a free, appropriate public education (FAPE) in the least restrictive environment to all students, the school will provide the student with the instructional placement and services specified in his/her IEP. Decisions to place a child in a more restrictive environment will only be made after considering and determining that less restrictive environments cannot meet the student's needs. Placements for students with disabilities will be in the school they would attend if not disabled or as close to their home as possible.

Transition services for secondary students with disabilities are embedded in standards-based core curriculum and may include specially designed instruction or related services, if required to assist a student with a disability. Transition services shall be provided if, beginning at age 14, each student's IEP includes a statement of the transition service needs of the student that focuses on the student's course of study; or beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services for the student, including a statement of the interagency responsibilities.

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[1] LAUSD Special Education Policies and Procedures Manual, p.12 (2007)

iii. Extended school year services to eligible students with disabilities

In accordance with District guidelines, extended school year (ESY) shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year, i.e. students who have disabilities that are likely to continue for a prolonged period and the interruption of the pupil's education may cause regression rendering it unlikely that the student will attain the level of self sufficiency that would otherwise be expected. All students who are eligible for special education and related services will be considered for ESY services, however federal and state regulations do not require that every student with a disability receive ESY services. If the student does not require ESY services to receive FAPE, the student may be referred to the general education program. General education programs are available to all students, including students with disabilities, who meet the program guidelines.

iv. Identification of and meeting the needs of English Language Learners

English Language Learners (ELs) will be assessed and identified using the California English Language Development Test (CELDT) at the start of every school year. ELs will enrolled in English as a Second Language (ESL) classes base upon their CELDT score, however if a minimum of twenty parental waivers are collected per grade level, then bilingual education classes will be offered. The type of bilingual education classes offered will be based upon the needs of the identified students. A core instructional strategy used throughout the school will be Culturally Relevant and Responsive Education (CRRE). CRRE is differentiated instruction based on incorporating the needs and experiences of students (such as "cultural capital" and frames of reference) to make learning encounters more relevant and effective for students. Research affirms that culture, teaching and learning are interconnected and that school achievement increases to the extent that instruction employs the cultural reference of the students to whom it is directed (Gay, 2000).

Accommodations will also be made to identify and meet the needs of ELs who may be gifted or learning-disabled. Students will be placed in the appropriate classroom per identification and provided with differentiated instructional or an instructional aide as needed

B. Meeting the needs of students in at-risk situations

South MS #2a will create a process for addressing the needs of at-risk students using the "Student Success Team" (SST) format common throughout LAUSD schools. A SST is comprised of the at-risk student, family members, teachers and counselors. The at-risk student's issue will be addressed through home-school collaboration, with implementation of appropriate strategies by parents and teachers. In addition, South MS #2a will hire a Pupil Services and Attendance (PSA) counselor to meet the needs of at-risk students, including students with low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues. The PSA counselor will be an expert and liaison between the parent, student and school, and will coordinate the appropriate services that best meets the needs of an at-risk student. The PSA counselor will also collaborate with teachers and counselors to create and implement a SST or 504 plan.

8. Family and Community Engagement Strategy

A.   Identify the school community

South MS #2a will serve the community of Bell. South MS #2a will serve Bell and attract other gifted students from neighboring cities. The City of Bell is comprised of 98% Hispanic, 1% White, and 1%

Other. Of the student population, 29% are English Learners and 74% qualify for free/reduced lunch programs. All the students at the local middle school, Nimitz MS, receive free lunch. The area qualifies as a Title I school, just as all of the schools in the area are Title I. The needs of the community include a strong English Language Learner population, Title I program, and Special Needs program.

The community is located in near Vernon, a center of a huge industrial complex. In addition, Bell is located near the freeway, commuter train, and ocean transportation lines that reach across the globe. Students can visit the living economic heart of our huge metropolis, which is located in 10 miles away in the center of downtown Los Angeles.

Community recognition is important to elevating students' civic and community responsibilities. South MS #2a will develop some of the following relationships with neighborhood agencies:

- Parks for sports and other recreational activities

- Involve Vernon; trained of students for technical jobs in the city. Aggressively seek out corporate sponsors from Vernon.

- Involve city councils, school boards, federal, state, and local representatives

- The city councils of Bell, Maywood, and Huntington Park

- Huntington Park Library as a source for additional resources.

- The County of Los Angeles, Native American as well as up-to-date multi-cultural resources and activities.

The South Area teacher collaborative is a group of LAUSD and UTLA teachers that have a vested interest in the school communities of Bell, Maywood, and Huntington Park. We are highly qualified LAUSD teachers that have been teaching in these inner-city communities/

B. Family and Community Engagement

Research shows (Gordon & Louis, 2009) that parental involvement and high expectations (Jeynes, 2003; Fan, 2001; Feuerstein, 2000) in the students educational experience benefit in the following ways:

- Higher grades and test scores;

- Better attitudes and behavior;

- Better school attendance;

- More homework completed;

- Less chance of placement in special education;

- Greater likelihood of graduating from high school; and

- Better chance of enrolling in postsecondary education.

Ongoing, frequent, and sustainable communication with parents and community stakeholders is critical to create a "family neighborhood school" within the LAUSD family of schools and the City of

Bell. The first step to creating a culture where parents feel invited into the school community and part of their child's educational journey from middle school to college and beyond is effective communication between school staff and parents.

Students' Academic Progress: When students have received needs improvement grades, parents will be informed by the teacher on specific strategies they can be used at home to help support their child. In addition, all parents will be expected to participate in back to school night, parent conferences, and open house.

Students' Character Progress: All parents will be included in both celebrating their child's academic and character progress. Teachers and parents will construct effective ways in which to communicate the behavior of all students.

Parents should never be surprise during a parent conference. Effective communication fosters effective teaching and learning between students, teachers and parents. Such communication should be consistent with students that are doing well and students that are struggling. Connect-Ed will be utilized to communicate the students' needs and accomplishments with their parents. In addition to phone calls, the school will connect with parents via email and the school's website. Each parent will receive family packets with information on the school, its policies, contact information, and ways to be more involved in student life.

School staff will be available daily. Parents will be encouraged to commit at least three (3) hours per school year, per family, to volunteer in the school. At the beginning of each academic year, a parent orientation meeting will inform parents of the high expectations for the students, parents, and school. By creating a "family neighborhood school," school staff will initiated community activities the following is a list of specific ways for parents to be involved and include school outreach strategies:

• The school will host a "Back to School" BBQ at the beginning of the year to meet and greet parents

• Family Dinners/potlucks "get to know the parents" through Professional Learning Communities

• Parents will receive a survey at the beginning and end of the year focused on school experiences and satisfaction

• Workshops will be offered for parents and an effort will be made to provide childcare (by other parent volunteers). Parents will also be invited for an early morning coffee with the principal and staff at least once a month.

• Parent Awards to acknowledge the efforts of the parents

• There will be Community Nights to bring everyone together, which will include fundraiser events such as Shakey Pizza Night and Bowling Night

• Yearly and monthly calendars, monthly newsletters

A school community's culture, morals, and norms are representative of the surrounding community (Gordon & Louis, 2009). South MS #2a will create a family development center (modeled after those created by the USC Neighborhood Academic Academy) that will train the parents to be effective leaders within the school. The program that empowers students and teachers to be their best, also seeks to empower parents to do the jobs as best as they can. Training by the school staff and teachers, will teach parents how to have effective communication with teachers via parent-teacher conferences,

e-mails, letters home, report cards, etc. Parents will also be able to reach out to friends and neighbors to help explain the goals and objectives of the school. Parents should also have access to the California State Education's standards to help them assist or teach their children in reaching those goals. In order to help establish school and home connections, teachers should assist parents with finding standards. This will allow parents to be full partners in the education of their children.

C. Key Community Partnerships

Appropriate community support will work in conjunction with the South MS #2a. This consortium will focus on sponsoring school activities by providing volunteers as well as community relationships. To support these critical aspects the following events will promote participation from community agencies:

- Community Resource Fair

- Project Fair

- Job Fair

9. School Governance

All internal proposals must adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, all proposals must follow the Education Code regarding the formation and operation of the School Site Council.

A. School and Advisory Organizational Charts

South MS #2a will apply for a waiver to convert to an Extended School-Based Management Model. Emphasis will be place on "changing power relationships in schools" to include parental and community involvement. Schools will institute participatory democratic structures (Gordon & Louis, 2009) to increase parental involvement in core curriculum choices. In addition, the Extended School-Based Management Model (ESBMM) is focused on bottom up decision-making. The School Leadership-Team consists of school site leaders including administrators, chapter chairs, and lead teachers that represent academic expertise, teachers, and the best interest of students. In addition, the school leadership-team informs the school site council members. The school will need to apply for appropriate waivers consistent with LAUSD deadlines.

Six Elements Drive the Extended School-Based Management Model

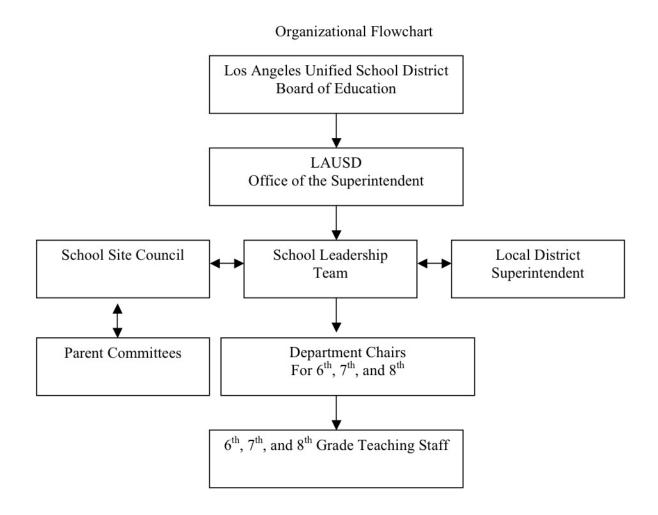• Increased funding to the local school site based on the State ADA and categorical funding framework

• Absolute control over its financial resources

• Absolute control over the hiring of administrative, certificated, and classified employees, with no must-place placements

• Absolute control over curriculum

• Absolute control over professional development

• Absolute control over bell schedules.

South MS #2a governance structure will reflect a school leadership councils that observe non-hierarchical decision-making to promote "effectiveness and productivity of teachers educating all students." School Leadership Council is formed and functions according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD/UTLA Collective Bargaining Agreement and the following elements:

- Follow Education Code Sections 44666-44669, to complete Expanded School-Based Management Model program teachers will be involved in Article XXVII, Sections 2.0-2.4 of the LAUSD/UTLA CBA and in the following procedures:

- Selection of new teachers and administrative instructional leaders

- Evaluation of teacher and administrator performance

- Design and conduct staff development programs and policies

- Organization of school for effective instruction

- Determine roles and functions of teachers, administrators and classified employees, as well as determine the need for additional teachers and classified employees

- Procedures to increase authority over the allocation of fiscal resources.

- School Site Council, is created according to Education Code and LAUSD/UTLA Collective Bargaining Agreement and revises and approves Single Plan for Student Achievement. The SSC is expanded from 12 to 14 members with the principal and chapter chair having automatic seats

Organizational Flowchart

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                    ┌─────────────────────────────────┐
                    │  Los Angeles Unified School      │
                    │  District Board of Education     │
                    └─────────────────────────────────┘
                                     │
                                     ▼
                    ┌─────────────────────────────────┐
                    │           LAUSD                  │
                    │  Office of the Superintendent    │
                    └─────────────────────────────────┘
                                     │
                                     ▼
┌──────────────────┐   ┌─────────────────────────┐   ┌──────────────────┐
│ School Site       │◄─►│  School Leadership       │◄─►│ Local District   │
│ Council           │   │  Team                    │   │ Superintendent   │
└──────────────────┘   └─────────────────────────┘   └──────────────────┘
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│ Parent           │   │  Department Chairs          │
│ Committees       │   │  For 6th, 7th, and 8th      │
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                       ┌─────────────────────────────────┐
                       │ 6th, 7th, and 8th Grade          │
                       │ Teaching Staff                   │
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10. School Leadership & Staffing Plans

All internal proposals must adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. In addition, all internal proposals must adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

A. Leadership Team Capacity

Nimitz Middle School Teachers: Michelle Gath

South Area Collaborative & UTLA: Shawn Boone, M.A., EdD Candidate '10, Gage Middle School

Writing Consultants:

Dave Dillard, Foshay Learning Center, 22 years of teaching experience

Jennifer Fleming, M.A., 10 years of teaching experience

Van Khanh Bui, M.P.P., 2 years of teaching experience

B. Staffing Model

Based on the current District norm table, each of the schools at South MS #2a will have about 20 classroom teachers for 500 students.

Additional positions will be funded through categorical monies and QEIA (Quality Education for All Student). Four lead teachers will fulfill the duties of two full-time classroom teachers and spend the other half of their time leading the professional development efforts for the school. They will observe teachers and provide feedback, conduct model lessons, and cover teachers' classes to allow teachers to observe other teachers or to plan collaboratively. To the extent possible, the Principal and Coordinator will also participate in these ongoing efforts to improve instruction.

An art teacher will provide every student with regular instruction in a wide range of the arts, especially visual arts, drama, and music. He or she will also lead the staff in integrating drama and visual arts throughout the curriculum focusing especially on social studies and language arts.

The Categorical Programs Coordinator will oversee the Title I and Bilingual programs. He or she will also be expected to provide model lessons focusing on language development and cover classes to allow teachers to observe other teachers and to plan collaboratively. We anticipate that the Coordinator will "adopt" one new teacher to whom he or she will provide particular modeling, feedback and support. The Coordinator will also oversee the school's field trip program and partnership with the local museums.

C. Compensation

As an internal applicant, we will use the District's salary schedule.

D. School Leadership

Principals play a critical role in student achievement. The principal will serve as an instructional leader and make regular classroom observations and consistent monitoring and coaching of teachers. Professional development will be regularly connected to student learning and the principal will play a key leadership role. The principal and lead teachers will lead the staff in professional development lesson study at least once a month during the professional development that occurs when the students are released early. The principal and lead teachers will teach model lessons during that time in order to demonstrate key instructional strategies. In addition, the principals will regularly visits classrooms and demonstrate their expertise in teaching. We have designed instructional leadership into the job requirements to ensure that we can recruit a candidate who will be a consistent and supportive presence in teachers' classrooms and throughout the school.

E. Leadership Team beyond the Principal

Master or Lead teachers will be part of the leadership team. They will be identified by the general teaching staff and elected to these positions based on their abilities to analyze student results, demonstrate effective lessons, collaborate with colleagues, receive constructive feedback. Attributes of a Master or Lead teacher are consistent with the following aspects:

- evidence of a goal driven classroom
- investment in students
- strong leadership skills
- strong organizational skills
- constant learner

F. Recruitment of Teaching Staff:

Using the internal process they will be a mix of 60/40 permanent to non-permanent teachers; but all teachers will be fully credentialed and NCLB highly qualified teachers. All teachers must be hired at least 30 days before the start of the school year. Three weeks before the start of the school year, teachers will be trained in how the school will implement character education, parent involvement, ESBM, interdisciplinary teams, advisement period, AVID, school discipline strategies, and the other essential programs.

11. Operations

As an internal applicant, we will use existing LAUSD operational services provided at the school site and follow all collective bargaining agreements. Therefore, all Sections 11a – f are not applicable to our proposal. We will also seek to have all maintenance activity completed when school is not in session to avoid being disruptive to students. This may increase the productivity of the school only 1-2%, but it will greatly improve the school climate and put learning first.

12. Finances

A. Funding

The budget process will be transparent. We will establish a budget committee that will utilize a collaborative model. The School Site Council will oversee the appropriate program budgets and assist in developing the Single Plan for Student Achievement.

The Principal will monitor all budgets. The monitoring process will be accomplished through the use of software like Quicken or by the school's own developed system.

B. Budget Narrative

All budget decisions will be based on current student data which includes but are not limited to CST scores, CELDT scores and other state assessments, attendance rates, individual teacher assessments, redesignation rates, etc.

We will seek to waive the District requirement that 5% of categorical funding be spent as a line item on professional development, arguing that our use of categorical monies to fund four half-time Lead Teacher positions more than adequately fulfills this requirement, since the major job responsibility of these Lead Teachers will be to provide for the professional development of every teacher at South MS #2a.

We developed our initial budget in anticipation of QEIA funds following our students from Nimitz Middle school. Due to the California budget crisis, QEIA funds may be in doubt. We plan to fully press our case to receive these funds, but if we are not successful, we will be able to fund three off-norm teaching positions through categorical monies. We will prioritize the hiring of two Lead Teachers (each of them counting as one-half an off-norm position), one art teacher, and one Categorical Programs Coordinator. In this event, we will aggressively pursue grant opportunities through such programs as P.S. Arts to fund the art teacher and free up money for two additional Lead Teachers. In the meantime, we will use Coordinating Differentials to compensate the art teacher, Coordinator, and Lead Teachers for taking on additional professional development responsibilities.

C. Financial Controls

The Principal shall be responsible for all financial monitoring and ensure that all budget expenditures are in compliance with their stated purpose and are fiscally sound. The school will hire a payroll clerk and a financial advisor to oversee school finances.

13. Facilities

This is not applicable to our proposal.