Science, Technology, English Arts & Mathematics 6th Grade Academy

References / Attachments

| | |
|---|---|
| Attachment A | STEAM Learning Principles |
| Attachment B | Understanding by Design |
| Attachment C | AVID Model |
| Attachment D | Aida Walqui – Scaffolding Instruction for English Language Learners: A Conceptual Famework |
| Attachment E | Johns Hopkins University. (Balfanz, Herzog and MacIver) |
| Attachment F | Example of the Dashboard data system |
| Attachment G | 21st Century Life Skills |
| Attachment H | ECHS Institute on Adolescent Literacy |
| Attachment I | Highland Park ELA data |
| Attachment J | Educational / Organizational Goals and Metrics 2010 – 2011 |
| Attachment K | STEAM Election to Work Agreement |
| Attachment L | Single Plan for Student Achievement Burbank MS 2009-10 |
| Attachment M | Program Improvement Data LAUSD |
| Attachment N | Mission – Governance House Chart |
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| Attachment Q | Letter of Support – Dr. Ronald Solorzano, Occidential College |
| Attachment R | Organization / Governance Chart |

**FREEPORT INTERMEDIATE SCHOOL**

**Brazoport, Texas**

Recently updated test scores- TAKS (Texas Assessment of Knowledge and Skills)

| **8th** | **2006 (**State/**Freeport)** | **2007 (**State/**Freeport)** |
|---|---|---|
| **Reading** | 84/88 | 89/96 |
| **Math** | 68/67 | 73/89 |
| **Science** | 63/64 | 71/68 |
| **Soc.St.** | 74/93 | 87/94 |

**Please feel free to comment on any aspect of the data that you feel is particularly significant:**

Math continues to be an area of focus. Texas reports each subject by ethnicity. These scores reflect "all students". Our goal at FIS is to have no achievement gaps between each ethnic group and our economically disadvantaged (76%).

**Please present any additional information that indicates your efforts to build a professional learning community have had a positive impact upon students and/or teachers:**

PLCs began in 1995, and have been our area of focus throughout the decade. The master schedule reflects a 90 minute a day planning period for vertical teams and interdisciplinary teams.

**Please elaborate upon strategies you have found to be effective in any of the following areas:**

1. **Monitoring student learning on a timely basis.**

   **Assessments:** Frequent, timely, teacher-made, and district assessments.
   **Report Cards/Progress Reports:** Every three weeks for Progress Reports and every six weeks for Report Cards.
   **Failure Conferences:** Tribe conferences are conducted, often times with parents, to intervene and plans are discussed and implemented for remediation. Guidance counselors, and sometimes principals meet with students who are failing each six weeks.
   **Re-grouping During Team Time:** Flexible grouping options are implemented to provide re-teaching and enrichment during the last hour of the day.
2. **Creating systems of intervention to provide students with additional time and support for learning.**

   At Freeport, data drives what instruction is provided, to whom, when, and how. We analyze the results from the state tests to look for weaknesses, to make sure the required curriculum is covered, and to tailor future instructional time so that the proper amount of time is spent in each area. To evaluate how well the curriculum is being addressed, teachers conduct ongoing student assessments and share results with colleagues. Often these assessments allow teams to see who has been

particularly effective in teaching a skill, which in turn may prompt the team as a whole to adopt or replicate that practice.

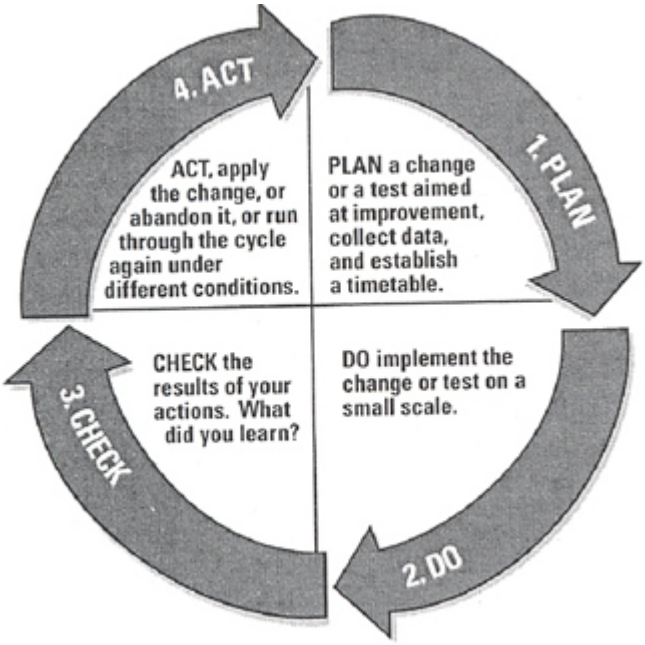
To provide additional time to students who need tutorials and enrichment/extensions for those who have mastered the core curriculum as measured by the regular assessments, we have created a "Team Time" hour in the master schedule. The academic teams group and regroup students according to individual needs and assessment results. These team time groups are ever-changing, so students benefit from receiving instruction from a variety of "voices" with various areas of expertise.

Students who are still unable to demonstrate mastery are offered a "pyramid of interventions". During the spring semester, we offer an extended day program for all students who are in danger of failing or who still need additional time for mastery. Rather than penalizing a student for doing poorly during the school year by requiring him or her to attend summer school, this proactive approach is used to help students before they fail. As a check on progress, team teachers, assisted by counselors, track students who are not demonstrating success. They determine whether the problems are academic or social/emotional. Working collaboratively has proven to be successful in creating high performance of TAKS and has caused a dramatic decrease in failure rates. On average, only two students have been retained each year over the past five years. These retentions have usually been attributed to truancy or failure to attend summer school. Summer school is offered for students who fail two or more core courses; enrollment has declined as a result of the successful intervention offered by the extended day program. In the summer 2000, we served 65 students; in 2001, 39 students; and in 2005, 16 students, all of whom but two, successfully completed the summer school program. Another measure of our success is that enrollment in high school math prep classes have dropped from 10 classes to 2 classes.

3. **Building the capacity of teachers to work as members of high performing collaborative teams who focus the efforts of their team on improved learning for students.**

***Professional Learning Communities***

To involve all stakeholders in the campus improvement process, Freeport Intermediate School works in organized cadres to ensure a plan-do-check-act (PDCA) model, based on the Deming model of Total Quality Management and the work of Dr. Rick DuFour.




These cadres were designed to deal with issues that embrace all areas of school improvement, and each cadre is responsible for driving the school improvement plan. Every staff member is required to be on a cadre. The leaders and co-leaders of each cadre comprise the Campus Advisory Team (CAT). Each cadre serves as an advisory in five areas:

- Curriculum and Instruction – focuses on the rigor and relevance of teaching and learning for all students (research and data-based).
- Staff Development – focuses on quality, relevance, certification requirements, and innovative professional development throughout the year.
- Planning – focuses on student and faculty attendance and special projects to promote relevance, rigor, and fun.
- Communication – focuses on effective communication between home and school, intraschool, and school and community.
- School Climate – focuses on student and staff morale, and school wide discipline; developing plans based on student, staff, parent, and community surveys.

The cadres have the autonomy to set up their own meeting times, but the goals established in the Campus Improvement Plan (CIP) are the driving force of their agendas. The leaders and co-leaders of each cadre work as a school leadership team to set the school budget and monitor the CIP. The leaders and co-leaders are chosen by cadre consensus and work collaboratively with the principal to ensure that goals are being met. The Campus Advisory Team meets during a summer retreat to study school wide data in order to set the goals outlined in the CIP. When school in-services begin, it is the responsibility of the leaders to report back to their cadres the information shared at the retreat. At that time, new goals are presented and discussed, and each cadre brings its individual action plan.

These organizational structures create “focused cells” for continuous improvement in almost every critical issue. The key to the success of these cadres is providing leadership training and drawing on the strengths that everyone brings to the table. At Freeport Intermediate School we have succeeded in ensuring that these systems are not “principal co-dependent” can be sustained when the principal is not around.

Transformational changes began to emerge as we started working not only in cadres, but also as interdisciplinary teams and departments. The culture of working in isolation began to dissolve as the culture of teamwork emerged. As a direct result of this transformation, students began to benefit from more creative lessons and from seeing their teachers actually enjoy teaching! Cooperative teaching created cooperative learning, and cooperative learning created lots of risk-taking.

Our collaborative work allowed us to begin to examine and reflect on what needed to be accomplished. Once our mission became clear, we created a laser-like focus on preparing students to use the state test as a tool to help them think more deeply about why and how they learn. We are often criticized for "teaching the test", but our goal actually is to teach the standards that are clearly outlined and to work collectively to improve student achievement. Our state tests became a means of creating unity of purpose. The test challenged us to reflect intensely on how we taught. We discovered that we often used common practices instead of common sense. Among other things, this reflection prompted us to move away from clustering English language learners and special education students in pull-outs, a practice that delivered dismal results, and to move toward an inclusive model that has created a culture of serving all students, resulting in higher performance and lower failure rates.

**Block Scheduling: Welcome to the Tribe!**

Freeport Intermediate School implements A/B block scheduling in order to ensure that the core curriculum, consisting of language arts, mathematics, science, and social studies, receives the greatest amount of time for instruction. The implementation of A/B block scheduling has afforded students the opportunity to receive instruction in each of these subjects every day and/or every other day for one and one-half hours. Demographic information, student achievement data, and individual needs of the students became the driving force of this scheduling opportunity. Training in teaching on the block was provided to ensure that the extra forty-five minutes available is utilized for direct instruction and extended time opportunities, rather than time to do "homework".

As mentioned earlier, the Team Time hour that is scheduled at the end of each day provides additional activities of "real world" learning. Interdisciplinary teams and departments create video presentations ranging from creative instructional motivators to team building and provide the students a sense of family entertainment while learning.

A unique organizational feature afforded teachers is that the core curriculum teachers, or interdisciplinary "tribes", share a common planning period on "A" days, and each department (vertical team) shares a common planning period on "B" days. This common planning time between interdisciplinary teams and departments is provided in order to facilitate a process of collaborative planning and foster collegiality. Each tribe and department meets weekly, and agendas are submitted to the principal. The approximately 150 students per tribe see instructors as being their teacher, while all teachers demonstrate their expertise as instructional leaders and facilitators in a variety of academic and non-academic settings.

The core of our effort to create a personalized environment that supports each student's intellectual, ethical, social, and physical development is or tightly knit structure of "tribes". The structure allows teachers to regularly discuss their students' academic and emotional needs and ensures that each student is known by several faculty members. The school operates a school-within-a-school by dividing the students into four academic teams: two seventh grade tribes and two eighth grade tribes. Each tribe has its own name, colors, and chant. All teachers in the tribe feel a sense of responsibility and a desire for each student's

success. Elective teachers and support staff attach themselves to a tribe. Students assigned to the tribe are grouped heterogeneously, including Engish language learners, special education students, and migrant students. Gifted and talented students are grouped for core classes so that a differentiated gifted curriculum can be delivered. All others are mainstreamed and are a part of the inclusion team. Special education teachers and paraprofessionals travel to various classes to help provide small group instruction and modifications. Severely mentally challenged students receive instruction in a loving life-skills classroom and are included in the mainstream as much as possible.

Tribes improve student self-esteem by providing a sense of "home' to students, and a sense of safety, security, and belonging. Cultural differences are set aside, and students and teachers form a lasting bond. The tribe teachers attempt to extend this sense of family to the actual families of each of their students. Often, when parents are unable to come to a tribe meeting because of work schedules, the tribe accommodates the parents by making a home visit after school. If it is impossible to meet, the tribe schedules a conference call and takes written minutes of the conversation. For our team, meeting outside contractual hours is not a problem if that's what it takes to make the contact. We understand our blue-collar environment often does not allow parents to take time away from work.

**Awards and Recognition:**

Awards for Freeport Intermediate School

- National Blue Ribbon Award, 2002
- Texas Business & Education Coalition Just for the Kids Honor Roll, 2002 and 2003
- Texas Pathfinder School, 2002-2003
- Texas Middle School Elmer Watson Award for Outstanding Middle School, 2002
- Texas Monthly Five Star School, 2001, 2002
- Texas Mentor School, 2000 through 2002
- NASSP "100 Highly Successful Schools", 2001

Featured Books, Articles and Publications

- *Breaking Ranks in the Middle: Strategies for Leading Middle level Reform* (NASSP, 2006)
- *Whatever it Takes* (National Educational Service, Rick DuFour, 2004)
- *From the Inside Out* (National Staff Development Council, Joan Richardson, 2004)
- *Catalog of Effective Practices for Middle Schools* (Texas Pathfinder Collaborative, 2003)
- *American School Board Journal,* "Turn Around in Texas" (Glenn Cook, 2003)
- *Closing the Achievement Gap – No Excuses* (Patricia Davenport & Gerald E. Anderson, 2001)
- "No Excuses" ( The Morning Call April, 2001)

· “Schools to Watch: A Second View” (Middle Ground, Teri West, Volume 4-October 2000)

· *Education Week:* “Put to the Test” (October, 2000)

· “Focus on Minority Children Pays Off (The Press Democrat, April 25, 1999)

# MODIFIED CONSENT DECREE (MCD)

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program will be in compliance with all applicable federal laws.

Outcome 1 **Participation in Statewide Assessment Program**

75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

Outcome 2 **Performance in the Statewide Assessment Program**

The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

Outcome 3 **Graduation Rate**

The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities..

Outcome 4 **Completion Rate**

The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

Outcome 5 **Reduction of Suspensions**

The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.

Outcome 6 **Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)**

The District will demonstrate a ratio of not less than 73% of students placed

in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

Outcome 7A **Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities** (***Excludes*** **Specific Learning Disabilities** (SLD)**, Speech/Language Impaired (SLI), Other Health Impairment (OHI)).**

The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.

Outcome 7B **Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)**

The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.

Outcome 8a **Home School Placement / Least Restrictive Environment**

The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.

Outcome 8b **Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%.

Outcome 8c **Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.

Outcome 9 **Individual Transition Plan**

98% of all students age 14 and over shall have an Individual Transition Plan

developed in accordance with federal law.

Outcome 10 **Timely Completion of Evaluations**

a. 90% of all initial evaluations shall be completed within 60 days.
b. 95% of all initial evaluations shall be completed within 75 days.
c. 98% of all initial evaluations shall be completed within 90 days.

Outcome 11 **Complaint Response Time**

The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:
a. 25% will be responded to within 5 working days.
b. 50% will be responded to within 10 working days.
c. 75% will be responded to within 20 working days.
d. 90% will be responded to within 30 working days.

Outcome 12 **Informal Dispute Resolution**

The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

Outcome 13 **Delivery of Services**

93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

Outcome 14 **Increased Parent Participation**

The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

Outcome 15 **Timely Completion of Future Translations**

The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

Outcome 16

### Increase in Qualified Providers

The District shall increase the percentage of credentialed special education teachers to 88%.

Outcome 17

### IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports

The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

Outcome 18

### Disproportionality

90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

# Teaching for Understanding – Observable Indicator Rubric

**BI/EQ = Big Ideas and Essential Questions**

| The Unit | The Teacher | The Learners |
|---|---|---|
| **4** | **4** | **4** |
| • Unit reflects coherent design with BI//EQ clearly guiding design & are aligned with assessments and teaching<br>• In the design, clear distinctions between BI/ EQ and the knowledge and skills necessary to distinguish between BI/ EQ<br>• Multiple forms of assessment to accommodate different learning styles.<br>• Instruction & assessment reflect the 6 facets of understanding.*<br>• Assessment of understanding is anchored by "authentic" performance tasks.<br>• Clear criteria and performance standards.<br>• Unit/course design enables students to revisit and rethink BI/EQ.<br>• Variety of resources are suggested. | • Informs students of BI/EQ, performance requirements, and evaluative criteria at beginning of unit/course<br>• Hooks and holds students' interest<br>• Uses variety of strategies & interacts with students to promote deeper understanding.<br>• Facilitates students' active construction of meaning (rather than simply "telling").<br>• Incorporates the 6 facets of learning.*<br>• Uses questioning, probing & feedback to stimulate student reflection and rethinking<br>• Teaches basic knowledge & skills to help students "uncover" BI's & explore EQ's<br>•Uses on-going assessments to guide instruction and check for understanding.<br>• Uses variety of resources | • Can describe goals & performance requirements of unit course.<br>• Are "hooked" at beginning and engaged throughout unit.<br>• Can describe the criteria by which their work will be evaluated<br>• Are engaged in activities that help them learn BI and answer EQ,; that promote the 6 facets of understanding.*<br>• Demonstrates learning of background knowledge and skills supporting the BI/EQ.<br>• Have opportunities to generate questions.<br>• Are able to explain and justify their work and their answers.<br>• Are involved in self and/or peer-assessment to guide and revise their work. |
| **3** | **3** | **3** |
| • Unit mostly reflects coherent design with BI//EQ guiding design & aligned with assessments and teaching<br>• In the design, good distinctions between BI/ EQ with most knowledge and skills necessary to distinguish between BI/ EQ<br>• More that two forms of assessments to accommodate different learning styles.<br>• Instruction & assessment reflect most of the 6 facets of understanding.*<br>• Assessment of understanding is mostly anchored by "authentic" performance tasks.<br>• Criteria & performance standards stated.<br>• Unit/course design enables students to revisit and rethink BI/EQ most of the time.<br>• A few different resources are suggested. | • Informs students of BI/EQ, performance requirements, and evaluative criteria at beginning of unit/course most of the time.<br>• Hooks/ holds interest most of the time.<br>• Uses a few strategies to interact with students to promote understanding.<br>• Facilitates students' active construction of meaning most of the time.<br>• Incorporates most of 6 facets of learning.*<br>• Uses questioning & feedback to stimulate reflection & rethinking most of the time.<br>• Teaches basic knowledge & skills to help students understand BI/EQ most of the time.<br>•Uses on-going assessments to guide instruction most of the time.<br>• Uses a few different resources. | • Can describe goals & performance requirements of unit course most of the time<br>• Are "hooked" at beginning and engaged throughout unit most of the time.<br>• Can describe the criteria by which their work will be evaluated most of the time.<br>• Are engaged in activities helping them with BI/EQ that promote most of the 6 facets of understanding.*<br>• Most of the time demonstrates understanding of knowledge & skills of BI/EQ.<br>• Can ask questions most of the time.<br>• Can explain and justify their work and their answers most of the time.<br>• Are involved in self and/or peer-assessment most of the time. |
| **2** | **2** | **2** |
| • Unit somewhat reflects coherent design with BI//EQ guiding design & aligned with assessments and teaching<br>• Some distinctions between BI/ EQ with some knowledge and skills necessary to distinguish between BI/ EQ<br>• Two forms of assessments to accommodate different learning styles.<br>• Instruction & assessment reflect some of the 6 facets of understanding.*<br>• Assessment of understanding is somewhat anchored by "authentic" performance tasks.<br>• Some criteria and performance stated.<br>• Unit/course design enables students to revisit and rethink BI/EQ some of the time.<br>• Two different resources are suggested. | • Somewhat informs students of BI/EQ, performance requirements, and evaluative criteria at beginning of unit/course.<br>• Hooks/ holds interest some of the time.<br>• Uses a couple of strategies to interact with students to promote understanding.<br>• Facilitates students' active construction of meaning some of the time.<br>• Incorporates some of 6 facets of learning.*<br>• Uses questioning & feedback to stimulate reflection & rethinking some of the time.<br>• Teaches some knowledge & skills to help students understand BI/EQ.<br>•Uses on-going assessments to guide instruction some of the time.<br>• Uses two different resources. | • Can describe goals/ performance requirements some of the time<br>• Are somewhat "hooked" at beginning and engaged throughout unit.<br>• Can somewhat describe the criteria by which their work will be evaluated.<br>• Are engaged in activities helping them with BI/EQ that promote some of the 6 facets of understanding.*<br>• Some of the time can demonstrate understanding of knowledge & skills of BI/EQ.<br>• Can ask questions some of the time.<br>• Can explain and justify their work and their answers some of the time.<br>• Are somewhat involved in self and/or peer-assessment. |
| **1** | **1** | **1** |
| • Unit reflects very little coherent design with BI//EQ guiding design or aligned with assessments and teaching<br>• Very little distinctions between BI/ EQ with very little knowledge & skills necessary to distinguish between BI/ EQ<br>• One form of assessments<br>• Instruction & assessment reflect very little of the 6 facets of understanding.*<br>• Assessment of understanding is not anchored by "authentic" performance tasks.<br>• Criteria and performance not stated.<br>• Unit/course design does not enable students to revisit and rethink BI/EQ.<br>• One resource suggested. | • Does not inform students of BI/EQ, performance requirements, and evaluative criteria at beginning of unit/course.<br>• Does not Hook/ hold interest of students<br>• Uses one strategies to interact with students to promote understanding.<br>• Rarely facilitates students' active construction of meaning.<br>• Incorporates none of 6 facets of learning.*<br>• Rarely uses questioning & feedback to stimulate reflection & rethinking.<br>• Teaches very little knowledge & skills that help students understand BI/EQ.<br>•Does not use on-going assessments to guide instruction.<br>• Uses one resource. | • Can not describe goals/ performance requirements.<br>• Are not "hooked" at beginning and engaged throughout unit.<br>• Can barely describe the criteria by which their work will be evaluated.<br>• Are not engaged in activities helping them with BI/EQ that promote any of the 6 facets of understanding.*<br>• Do not demonstrate understanding of knowledge and skills of the BI/EQ.<br>• Are rarely able to ask questions.<br>• Are not able to explain and justify their work and their answers.<br>• Are rarely involved in self and/or peer-assessment. |

* 6 Facets of Understanding: opportunities for students to explain, interpret, apply, give perspective, empathize and examine their own self-knowledge.

# An Analytic Scoring Rubric with Two Basic Traits

Use the frame to evaluate the (1) degree of student understanding and (2) effectiveness of performance or product.

| Traits | Understanding | Performance or performance quality |
|---|---|---|
| Scale | *Weights* → *65 percent* | *35 percent* |
| 4 | Shows a sophisticated understanding of the relevant ideas or processes. The concepts, evidence, arguments, qualifications made, questions posed and methods used are advanced, going well beyond the grasp of the subject typically found at this age level. | The performance or product is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product or performance. |
| 3 | Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are appropriate for addressing the issues and problems. There are no misunderstandings of key ideas or overly simplistic approaches. | The performance or product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose. |
| 2 | Shows a somewhat naive or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are somewhat simple, crude, or inadequate for addressing the issues or problems. Response may reveal some misunderstanding of key ideas or methods. | The performance or product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and polish. It is unclear whether audience, context, and purpose have been considered. |
| 1 | Shows little apparent understanding of the relevant ideas and issues. The concepts, evidence, arguments, and methods used are inadequate for addressing the issues and problems. Response reveals major misunderstandings of key ideas or methods. | The performance or product is ineffective. The performance is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience, *or* the presentation is so unclear and confusing as to make it difficult to determine the key points. |

# UbD and Differentiation - Sample Lesson Plan Template

## Stage 1 – Desired Results

**Established Goal(s):** G

*The goals or content standards do not change (except for students with an authorized I.E.P.)*

**Understanding(s):** U

*Students will understand that...*

*The "big ideas" of content do not vary. In reality, some students will be abe to go into greater depth, but the desired understandings should remain a fixed target.*

**Essential Question(s):** Q

*Essential questions should reflect the "big ideas" that we want students to come to understand. Since essential questions are open-ended, they allow various entry point, as well as different depths of response.*

*Students will know...* K

*Students will be able to...* S

*While knowledge and skills are linked to the goals or content standards, some differentiation may be needed to address knowledge or skill gaps, or to extend learning for those students who demonstrate mastery.*

## Stage 2 – Assessment Evidence

**Performance Task(s):** T

**Other Evidence:** OE

*In Stage 2, teachers collect evidence of learning based on the goals of Stage 1. Some differentiation of the assessments may be appropriate. For example, students may be allowed to develop varied products and performances to demonstrate their understanding and proficiency. In addition, teachers may allow certain modifications (e.g., allowing oral rather than written responses), as long as acceptable evidence of learning is obtained.*

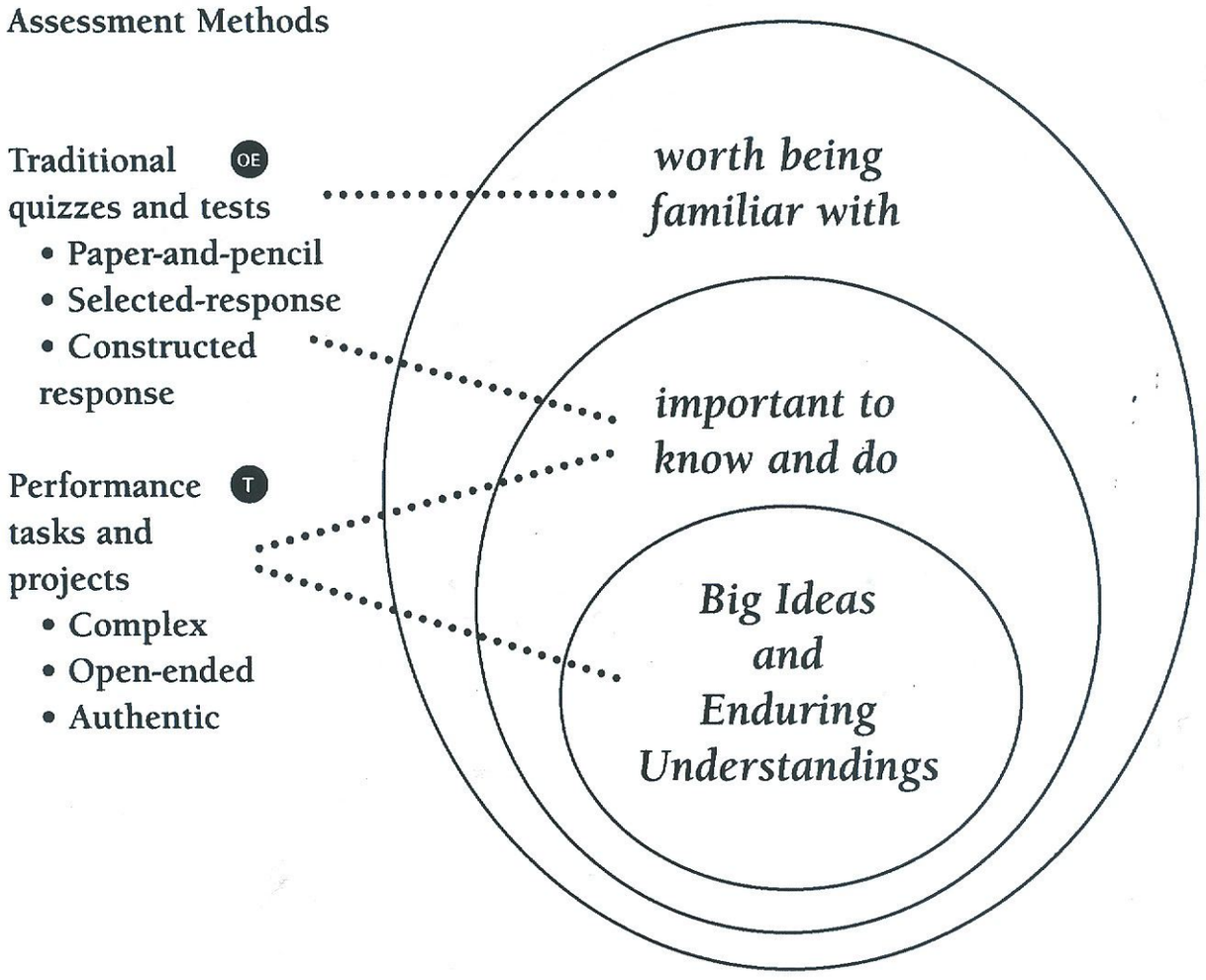
## Stage 3 – Learning Plan

**Learning Activities:** L

*Differentiated instruction is appropriate in Stage 3 to address student differences in background knowledge and experience, skill levels, interests, talents and learning styles. Designers need to consider ways in which lessons, activities, and resources might be personalized without the sacrificing unit goals.*

# Curricular Priorities and Assessment Methods

In effective assessments, we see a match between the type or format of the assessment and the needed evidence of achieving the desired results. If the goal is for students to learn basic facts and skills, then paper-and-pencil tests and quizzes generally provide adequate and efficient measures. However, when the goal is deep understanding, we rely on more complex performances to determine whether our goal has been reached. The graphic below reveals the general relationship between assessment types and the evidence they provide for different curriculum targets.



# "Enduring Understanding"

- Represents a big idea having enduring value beyond the classroom

- Resides at the heart of the discipline (involve "doing" the subject).

- Requires uncoverage (of abstract or often misunderstood ideas).

- Offers potential for engaging students.

# Tips for Using Essential Questions

1. Organize programs, courses, units of study, and lessons around the questions. Make the "content" answer the questions.

2. Select or design assessment tasks (up front) that are explicitly linked to the questions. The tasks and performance standards should clarify what acceptable pursuit of, and answers to, the questions actually looks like.

3. Use a reasonable number of questions per unit (two to five). Make less be more. Prioritize content for students to make the work clearly focus on a few key questions.

4. Frame the questions in "kid language" as needed to make them more accessible. Edit the questions to make them as engaging and provocative as possible for the age group.

5. Ensure that every student understands the questions and sees their value. Conduct a survey or informal check, as necessary, to ensure this understanding and recognition.

6. Derive and design specific concrete exploratory activities and inquiries for each question.

7. Sequence the questions so that they naturally lead from one to another.

8. Post the essential questions in the classroom and encourage students to organize notebooks around them to make clear their importance for study and note taking.

9. Help students to personalize the questions. Have them share examples, personal stories, and hunches. Encourage them to bring in clippings and artifacts to help make the questions come alive.

10. Allot sufficient time for "unpacking" the questions — examining subquestions and probing implications — mindful of student age, experience, and other instructional obligations. Use question and concept maps to show relatedness of questions.

11. Share your questions with other faculty to make planning and teaching for cross-subject matter coherence more likely. Encourage ideas to promote overarching questions schoolwide — ask teachers to post their questions in the faculty room and in department meeting and planning areas. Type and circulate questions in the faculty bulletin. Present and discuss questions at faculty and P.T.S.A. meetings.

Other tips:

# Top Ten Questions to ask myself as I design lessons

What should **students know and be able to do** with what they know as result of this lesson? How are these objectives related to national, state, and/or district standards or proficiencies?

How will **students demonstrate what they know and what they can do** with what they know? What will be the **assessment criteria** and what form will it take?

How will **I find out** what **students already know**, and how will I help them access what they know and have experienced both inside and outside the classroom? How will **I help them** not only **build on prior experiences** but **deal with misconceptions** and reframe their thinking when appropriate?

How will new knowledge, concepts, and skills be introduced? Given the diversity of my students, what are my **best options for sources and presentation modes** of new materials?

How will I **facilitate student processing (meaning making)** of new information or processes? What are the key questions, activities, and assignments (in class or homework)?

How will I **check for student understanding** during the lesson?

What do I need to do to **differentiate instruction** so that the learning experiences are productive for all students?

How will I **"Frame the Learning"** so that **students know the objectives**, the **rationale** for the objectives and activities, the directions and procedures, as well as the **assessment criteria** at the beginning of the learning process?

How will I build in opportunities for students to make **real world connections** and to learn and use the varied and complex thinking skills they need to succeed in the classroom and the world beyond?

What adjustments need to be made in the **learning environment** so that we can work and learn efficiently during this study?

# Sample 1-Page Template

English, High School

## Stage 1—Desired Results

### Established Goals: (G)

NJ English/Language Arts

Standard 3.4—All students will read various materials and texts with comprehension and critical analysis.

*The Catcher in the Rye developed by David Grant*

### Understandings: (U)

***Students will understand that . . .***

- Novelists often provide insights about human experience and inner life through fictional means.
- Writers use a variety of stylistic techniques to engage and persuade their readers.
- Holden Caulfield reflects common adolescent experiences but masks deep-seated personal problems about growing up and relating to others.

### Essential Questions: (Q)

- What is the relationship between fiction and truth? What truths can best be rendered fictionally?
- Does Holden represent adolescence? Is he abnormal, or are *all* adolescents "abnormal"? Who is genuine and who is "phony"? Why do people act phony?
- How do authors hook and hold readers? How does J. D. Salinger engage you?
- How do writers persuade their readers?

### *Students will know . . .* (K)

- The plot and characters of *Catcher in the Rye*.
- Various stylistic techniques that J. D. Salinger employed.

### *Students will be able to . . .* (S)

- Apply interpretive reading strategies.
- Develop a well-reasoned hypothesis.
- Apply the writing process to produce a draft and a revision of persuasive writing.

## Stage 2—Assessment Evidence

### Performance Tasks: (T)

What's Wrong with Holden? You are a member of an advisory committee for the hospital where Holden Caulfield is telling his story. After a close reading and discussion of Holden's account of the events of the preceding December, your task is to write (1) a summary report for the hospital, and (2) a letter to Holden's parents explaining what is wrong with him. You should prepare for a meeting with the parents to explain and justify your analysis of Holden's behavior.

### Other Evidence: (OE)

1. Essay—Students write to explain Holden's concern for authenticity.
2. Letter—Each student writes a one-page letter describing Holden from the point of view of another character.
3. Quizzes—three quizzes on plot details during the course of the unit
4. Journal—responses to readings

## Stage 3—Learning Plan

### Learning Activities: (L)

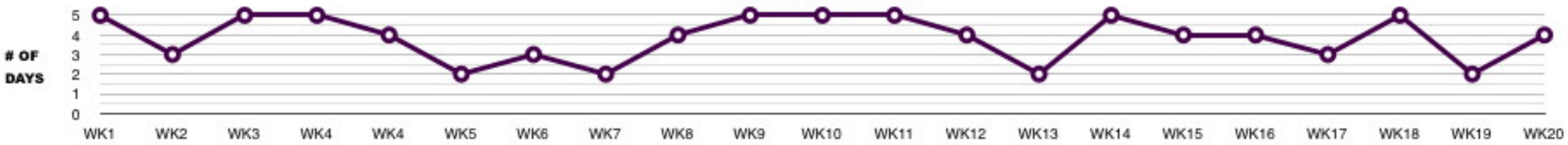
- Introduce Essential Questions as well as the final task and rubrics.
- Read and discuss the text.
- Write daily journal entries on prompted and unprompted questions.
- Research underlying psychiatric issues (depression, denial of death, alienation).
- Read and study the John Burns song that gives the book its title.
- Role-play a case worker dealing with various family members and friends.
- Review writing process.

# SUSAN LOPEZ

**PARENT CELL:** (323) 221-1234 **UPDATE:** January 11, 2010 **ENTRY READING SCORE:** 5.8 **ADVISOR:** Smith

| | WK1 | WK2 | WK3 | WK4 | WK4 | WK5 | WK6 | WK7 | WK8 | WK9 | WK10 | WK11 | WK12 | WK13 | WK14 | WK15 | WK16 | WK17 | WK18 | WK19 | WK20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Weekly Attentance | 5 | 3 | 5 | 5 | 4 | 2 | 3 | 2 | 4 | 5 | 5 | 5 | 4 | 2 | 5 | 4 | 4 | 3 | 5 | 2 | 4 |

**WEEKLY ATTENDANCE**




**ENGLISH LANGUAGE ARTS**

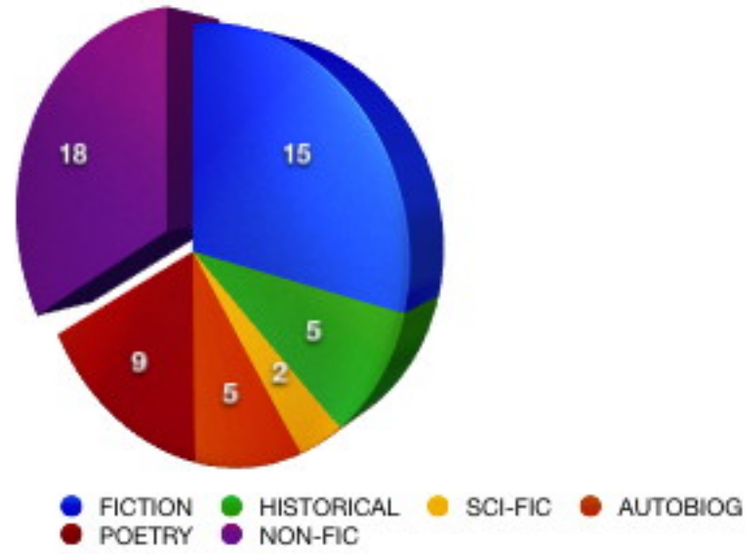
| | 1ST 10 WK | | | | 2ND 10 WK | | | | 3RD 10 WK | | | | 4TH 10 WK | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Word Analysis / Vocabulary | | | | | | | | | | | | | | | | |
| Reading Comprehension | | | | | | | | | | | | | | | | |
| Literary Response & Analysis | | | | | | | | | | | | | | | | |
| Writing Strategies | | | | | | | | | | | | | | | | |

**MATHEMATICS**

| | 1ST 10 WK | | | | 2ND 10 WK | | | | 3RD 10 WK | | | | 4TH 10 WK | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ratios, Proportions, Percentages & Neg Fractions | | | | | | | | | | | | | | | | |
| Operations & Problem Solving w/ Fractions | | | | | | | | | | | | | | | | |
| Measurements & Geometry | | | | | | | | | | | | | | | | |
| Statistics, Data Analysis & Probability | | | | | | | | | | | | | | | | |

| | | SCORES | GOAL |
|---|---|---|---|
| CST ELA BAND | BELOW BASIC | Raw Score= 28 | 34+ |
| CST MATH BAND | BASIC | Raw Score= 42 | 50+ |
| CELDT LEVEL | EARLYY ADV | | |
| PRP | 2 YEARS | | |

**BOOKS READ**




| | FICTION | HISTORICAL | SCI-FIC | AUTOBIOG | POETRY | NON-FIC |
|---|---|---|---|---|---|---|
| READ | 15 | 5 | 2 | 5 | 9 | 18 |

COLLEGE VISIT(S): OXY, ART CENTER

CAREER INTEREST: Architect

# Digital Natives, Digital Immigrants

By Marc Prensky

From *On the Horizon* (NCB University Press, Vol. 9 No. 5, October 2001)


It is amazing to me how in all the hoopla and debate these days about the decline of education in the US we ignore the most fundamental of its causes. ***Our students have changed radically. Today's students are no longer the people our educational system was designed to teach.***

Today's students have not just changed *incrementally* from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big *discontinuity* has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the 20th century.

Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.

It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students *think and process information fundamentally differently* from their predecessors. These differences go far further and deeper than most educators suspect or realize. "Different kinds of experiences lead to different brain structures, " says Dr. Bruce D. Berry of Baylor College of Medicine. As we shall see in the next installment, it is very likely that *our students' brains have physically changed* – and are different from ours – as a result of how they grew up. But whether or not this is *literally* true, we can say with certainty that their *thinking patterns* have changed. I will get to *how* they have changed in a minute.

What should we call these "new" students of today? Some refer to them as the N-[for Net]-gen or D-[for digital]-gen. But the most useful designation I have found for them is ***Digital Natives.*** Our students today are all "native speakers" of the digital language of computers, video games and the Internet.

So what does that make the rest of us? Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many

or most aspects of the new technology are, and always will be compared to them, ***Digital Immigrants***.

The importance of the distinction is this: As Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent," that is, their foot in the past. The "digital immigrant accent" can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it. Today's older folk were "socialized" differently from their kids, and are now in the process of learning a new language. And a language learned later in life, scientists tell us, goes into a different part of the brain.

There are hundreds of examples of the digital immigrant accent. They include printing out your email (or having your secretary print it out for you – an even "thicker" accent); needing to print out a document written on the computer in order to edit it (rather than just editing on the screen); and bringing people physically into your office to see an interesting web site (rather than just sending them the URL). I'm sure you can think of one or two examples of your own without much effort. My own favorite example is the "Did you get my email?" phone call. Those of us who are Digital Immigrants can, and should, laugh at ourselves and our "accent."

But this is not just a joke. It's very serious, because the single biggest problem facing education today is that ***our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.***

This is obvious to the Digital Natives – school often feels pretty much as if we've brought in a population of heavily accented, unintelligible foreigners to lecture them. They often can't understand what the Immigrants are saying. What does "dial" a number mean, anyway?

Lest this perspective appear radical, rather than just descriptive, let me highlight some of the issues. Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics *before* their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work. (Does any of this sound familiar?)

But Digital Immigrants typically have very little appreciation for these new skills that the Natives have acquired and perfected through years of interaction and practice. These skills are almost totally foreign to the Immigrants, who themselves learned – and so choose to teach – slowly, step-by-step, one thing at a time, individually, and above all, seriously. "My students just don't _____ like they used to," Digital Immigrant educators grouse. I can't get them to ____ or to ____. They have no appreciation for _____ or _____ . (Fill in the blanks, there are a wide variety of choices.)

Digital Immigrants don't believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) can't. Of course not – they didn't practice this skill constantly for all of their formative years. Digital Immigrants think learning can't (or shouldn't) be fun. Why should they – they didn't spend their formative years learning with Sesame Street.

Unfortunately for our Digital Immigrant teachers, the people sitting in their classes grew up on the "twitch speed" of video games and MTV. They are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library on their laptops, beamed messages and instant messaging. They've been networked most or all of their lives. They have little patience for lectures, step-by-step logic, and "tell-test" instruction.

Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. ***But that assumption is no longer valid.*** Today's learners are *different*. "Www.hungry.com" said a kindergarten student recently at lunchtime. "Every time I go to school I have to power down," complains a high-school student. Is it that Digital Natives *can't* pay attention, or that they *choose not to*? Often from the Natives' point of view their Digital Immigrant instructors make their education *not worth* paying attention to compared to everything else they experience – and then they blame them for not paying attention!

And, more and more, they won't take it. "I went to a highly ranked college where all the professors came from MIT," says a former student. "But all they did was read from their textbooks. I quit." In the giddy internet bubble of a only a short while ago – when jobs were plentiful, especially in the areas where school offered little help – this was a real possibility. But the dot-com dropouts are now returning to school. They will have to confront once again the Immigrant/Native divide, and have even more trouble given their recent experiences. And that will make it even harder to teach them – and all the Digital Natives already in the system – in the traditional fashion.

So what should happen? Should the Digital Native students learn the old ways, or should their Digital Immigrant educators learn the new? Unfortunately, no matter how much the Immigrants may wish it, it is highly unlikely the Digital Natives will go backwards. In the first place, it may be impossible – their brains may already be different. It also flies in the face of everything we know about cultural migration. Kids born into any new culture learn the new language easily, and forcefully resist using the old. Smart adult immigrants *accept* that they don't know about their new world and take advantage of their kids to help them learn and integrate. Not-so-smart (or not-so-flexible) immigrants spend most of their time grousing about how good things were in the "old country."

So unless we want to just forget about educating Digital Natives until they grow up and do it themselves, we had better confront this issue. And in so doing we need to reconsider both our methodology and our content.

First, our methodology. Today's teachers have to learn to communicate in the language and style of their students. This *doesn't* mean changing the meaning of what is important, or of good thinking skills. But it *does* mean going faster, less step-by step, more in parallel, with more random access, among other things. Educators might ask "But how do we teach logic in this fashion?" While it's not immediately clear, we do need to figure it out.

Second, our content. It seems to me that after the digital "singularity" there are now *two kinds* of content: "Legacy" content (to borrow the computer term for old systems) and "Future" content.

"Legacy" content includes reading, writing, arithmetic, logical thinking, understanding the writings and ideas of the past, etc – all of our "traditional" curriculum. It is of course still important, but it is from a different era. Some of it (such as logical thinking) will continue to be important, but some (perhaps like Euclidean geometry) will become less so, as did Latin and Greek.

"Future" content is to a large extent, not surprisingly, digital and technological. But while it includes software, hardware, robotics, nanotechnology, genomics, etc. *it also includes the ethics, politics, sociology, languages and other things that go with them.* This "Future" content is extremely interesting to today's students. But how many Digital Immigrants are prepared to teach it? Someone once suggested to me that kids should only be allowed to use computers in school that they have built themselves. It's a brilliant idea that is very doable from the point of view of the students' capabilities. But who could teach it?

As educators, we need to be thinking about how to teach *both* Legacy and Future content in the language of the Digital Natives. The first involves a major translation and change of methodology; the second involves all that PLUS new content and thinking. It's not actually clear to me which is harder – "learning new stuff" or "learning new ways to do old stuff." I suspect it's the latter.

So we have to invent, but not necessarily from scratch. Adapting materials to the language of Digital Natives has already been done successfully. My own preference for teaching Digital Natives is to invent computer games to do the job, even for the most serious content. After all, it's an idiom with which most of them are totally familiar.

Not long ago a group of professors showed up at my company with new computer-aided design (CAD) software they had developed for mechanical engineers. Their creation was so much better than what people were currently using that they had assumed the entire engineering world would quickly adopt it. But instead they encountered a lot of resistance, due in large part to the product's extremely steep learning curve – the software contained hundreds of new buttons, options and approaches to master.

Their marketers, however, had a brilliant idea. Observing that the users of CAD software were almost exclusively male engineers between 20 and 30, they said "Why not make the learning into a video game!" So we invented and created for them a computer game in the "first person shooter" style of the consumer games *Doom* and *Quake*, called *The Monkey Wrench Conspiracy*. Its player becomes an intergalactic secret agent who has to save a space station from an attack by the evil Dr. Monkey Wrench. The only way to defeat him is to use the CAD software, which the learner must employ to build tools, fix weapons, and defeat booby traps. There is one hour of game time, plus 30 "tasks," which can take from 15 minutes to several hours depending on one's experience level.

*Monkey Wrench* has been phenomenally successful in getting young people interested in learning the software. It is widely used by engineering students around the world, with over 1 million copies of the game in print in several languages. But while the game was easy for my Digital Native staff to invent, creating the content turned out to be more difficult for the professors, who were used to teaching courses that started with "Lesson 1 – the Interface." We asked them instead to create a series of graded tasks into which the skills to be learned were embedded. The professors had made 5-10 minute movies to illustrate key concepts; we asked them to cut them to under 30 seconds. The professors insisted that the learners to do all the tasks in order; we asked them to allow random access. They wanted a slow academic pace, we wanted speed and urgency (we hired a Hollywood script writer to provide this.) They wanted written instructions; we wanted computer movies. They wanted the traditional pedagogical language of "learning objectives," "mastery", etc. (e.g. "in this exercise you will learn…"); our goal was to completely eliminate any language that even *smacked* of education.

In the end the professors and their staff came through brilliantly, but because of the large mind-shift required it took them twice as long as we had expected. As they saw the approach working, though, the new "Digital Native" methodology became their model for more and more teaching – both in and out of games – and their development speed increased dramatically.

Similar rethinking needs to be applied to all subjects at all levels. Although most attempts at "edutainment" to date have essentially failed from both the education and entertainment perspective, we can – and will, I predict – do much better.

In math, for example, the debate must no longer be about *whether* to use calculators and computers – they are a part of the Digital Natives' world – but rather *how* to use them to instill the things that are useful to have internalized, from key skills and concepts to the multiplication tables. We should be focusing on "future math" – approximation, statistics, binary thinking.

In geography – which is all but ignored these days – there is no reason that a generation that can memorize over 100 Pokémon characters with all their characteristics, history and evolution can't learn the names, populations, capitals and relationships of all the 101 nations in the world. It just depends on how it is presented.

We need to invent Digital Native methodologies for *all* subjects, at *all* levels, using our students to guide us. The process has already begun – I know college professors inventing games for teaching subjects ranging from math to engineering to the Spanish Inquisition. We need to find ways of publicizing and spreading their successes.

A frequent objection I hear from Digital Immigrant educators is "this approach is great for *facts*, but it wouldn't work for 'my subject.'" Nonsense. This is just rationalization and lack of imagination. In my talks I now include "thought experiments" where I invite professors and teachers to suggest a subject or topic, and I attempt– on the spot – to invent a game or other Digital Native method for learning it. *Classical philosophy?* Create a game in which the philosophers debate and the learners have to pick out what each would say. *The Holocaust?* Create a simulation where students role-play the meeting at Wannsee, or one where they can experience the *true* horror of the camps, as opposed to the films like *Schindler's List.* It's just dumb (and lazy) of educators – not to mention ineffective – to presume that (despite their traditions) the Digital Immigrant way is the *only* way to teach, and that the Digital Natives' "language" is not as capable as their own of encompassing any and every idea.

So if Digital Immigrant educators *really* want to reach Digital Natives – i.e. all their students – they will have to change. It's high time for them to stop their grousing, and as the Nike motto of the Digital Native generation says, "Just do it!" They *will* succeed in the long run – and their successes will come that much sooner if their administrators support them.

*See also: Digital Natives, Digital Immigrants Part 2: The scientific evidence behind the Digital Native's thinking changes, and the evidence that Digital Native-style learning works!*

*Marc Prensky is an internationally acclaimed thought leader, speaker, writer, consultant, and game designer in the critical areas of education and learning. He is the author of Digital Game-Based Learning (McGraw-Hill, 2001), founder and CEO of Games2train, a game-based learning company, and founder of The Digital Multiplier, an organization dedicated to eliminating the digital divide in learning worldwide. He is also the creator of the sites <www.SocialImpactGames.com>, <www.DoDGameCommunity.com> and <www.GamesParentsTeachers.com> . Marc holds an MBA from Harvard and a Masters in Teaching from Yale. More of his writings can be found at <www.marcprensky.com/writing/default.asp>. Contact Marc at marc@games2train.com.*

## AVID MODEL

- Since 1990, over 10,000 students have graduated from AVID high school programs.
- 92.8% of AVID's graduates enroll in college.
- 89% of them are still in college two years later.
- The four-year college going rate for AVID graduates is over 60%; the national average is 35%.

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## AVID Program Implementation Essentials

1. AVID student selection must focus on students in the middle who have not previously succeeded in a rigorous college preparatory curricular path.
2. AVID program participants, both students and staff, must choose to participate.
3. The school must be committed to full implementation of the AVID program with the AVID elective provided as an integral part of the school day.
4. AVID students must be enrolled in a rigorous course of study that will enable them too meet requirement for university enrollments.
5. Writing-to-Learn, including formal and informal practice.
6. Inquiry, including levels of questions and tutorial preparation.
7. Collaboration, including structured tutorials.
8. A sufficient number of tutors must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the methodologies used in AVID.
9. AVID program implementation and student progress must be monitored, and results must be analyzed to ensure success.
10. The school must identify resources for program costs, agree to implement AVID Program Implementation Essentials, to participate in AVID Certification, and commit to ongoing participation in AVID staff development.
11. An interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory courses.

# Overcoming Transition Points:
# Articulation Planning

**By Larry Tash**

Transition Points in school have been determined to be critical for the success of at risk students as they move through these important moments in their educational careers. Although all students do not have the same needs at these transition points, good articulation programs will provide for the greatest possible success for all students. Transition Points are those points at which students are required to make the greatest changes in their attitudes toward school, schools make the greatest changes in their attitudes toward students, or both of these situations occur simultaneously. In order to minimize the negative impact that can result from such points, articulation programs that focus on student success need to be established. Included in any articulation planning are plans to support students, parents, and school staff in overcoming the dangers of transition. There are three types of articulation that can and should occur. Each has its value, but all are necessary for students at risk to have the greatest possible chance for academic success.

The three types of articulation are defined as passive, assistive, and assertive. In most schools we find articulation programs of one or two of these types, but not all three. Without all three articulation programs in place, greater number of students will fall through the cracks of the educational system.

Passive articulations are common in schools today. They require students to passively hear and see what to expect at the next level. Examples of this type of program include, dog and pony shows where students, counselors, teachers, and administrators from one program share with the students prior to their transition experience. This passive program does allow for students to get an idea of the big picture of the next level in a glorified way. It can provide students with hope of ways that they can see the next level as a benefit to themselves. For the at risk student, they may not see themselves as becoming a part of this kind of activity because they won't qualify, in their own mind, anyway. These passive programs may be of value to those students who are motivated to attending school, but do not lead to the average child making connections to the school.

Assistive articulations are frequently a part of the transition programs for many schools. These programs provide direction to students and parents as to how they can prepare for their new experiences. These programs may include parent orientations that are established just prior to the opening of school. They are often open to all incoming students, and schools have large favorable turnouts at these informational meetings. It is an opportunity for parents to feel a little more comfortable with the environment of the new program and to feel an opportunity to visually meet the child's counselor, principal, and other teachers and administrators who may be present. Parents may even have the opportunity to ask questions to help them to overcome some of the anxieties that they may have in relation to their child entering this rather important transition point. These assistive articulations can have great benefit to parents in helping their children. Unfortunately, even with the large turnouts that often are evident, those parents of students most at risk frequently are unable to attend these information meetings, or the meetings are provided without keeping in mind the understanding level of the parents who may be in attendance.

The assertive articulation program is rare in secondary schools. This program(s) allow students and parents to make a one on one connection with one or more adults in the new experience. It allows for the greatest level of anxiety lowering experience for parents and for students. Assertive articulations are not one-time meetings. These are activities that help to connect students and their parents to the new school program as early as possible prior to their entering this program. An example of these types of programs includes a bridging program that allows students to attend classes in their new environment prior to attending officially. It includes school contacts to the parents of the new students by special newsletter, telephone messages, or open house visitations. It includes invitations to parents to have semi-private school visits to the campus or program with their children when real teaching and learning is occurring. We often see these types of activities in small private schools that will not be overwhelmed by the process of visitors on campus. Opening up the school and classrooms to parents and students, having counselors and administrators meet with parents in small groups, and finding as many ways as possible to have parents and children visit the actual school in progress are assertive articulation programs that allow even at risk students to feel connected to their school prior to their arrival.

Assertive articulation programs are not limited to parents and students. Teachers who are involved with the students in their present and new educational environments should be considered in planning articulation programs. Teachers from both programs need to meet together and coordinate their teaching curriculum and teaching strategies. The expectations of teachers in the new setting may not be the same as the expectations of the teachers in the preceding environment. Therefore, teacher meetings are an important part of the articulation program. The present teachers need to know what will be expected of their children, and practice with them those expectations in the safe environment that the students are already accustomed to at this time. Bringing notebooks, paper, pencils, and books from home to school may be a different expectation than what is experienced for some children in their present more protected environment. Providing as much stability and familiarity for students, particularly those at greatest risk, is important at these times of transition is very important. It will only occur when teachers have time to meet together and share. Teachers in the present setting and in the new setting will be able to learn from each other. These trusted teachers would be able to speak positively of the experiences that their students will have following the transition. The benefactors will be the students and parents.

Anything that will help to lower the level of anxiety for families will help children find greater success in these times of transition. It is not easy, but necessary to change the frequent growth rate of failure that is observed at these critical times in education. Building relationships and trust always leads to a better opportunity for the children at risk. Supporting parents and teachers with programs that help children will be viewed as a most valuable part of any school curriculum.

## ARTICULATION PLANNING

| Type of Articulation | Prior Spring Planning | Preparation for Fall Opening | Follow up Planning for At Risk Students |
|---|---|---|---|
| **Passive** | Children visit existing school program | Orientation for students | Progress reports sent to parents |

| | | | |
|---|---|---|---|
| **Assistive** | Counselors/Coordinators meet with elementary school staff for placement of children | Orientation evening for parents near opening of school year | Counselor contacts to parents through school mailings |
| **Assertive** | Newsletter for parents of incoming students | Parent/student open house day before school begins and teachers present | Parent/teacher/counselor conferences at first sign of student lack of academic success |
| **Assertive** | Bridging program for at risk students with parent meeting required | Telephone messages to parents beginning early to provide direction | Telephone messages to parents regularly keeping them updated |
| **Assertive** | Articulation meetings for teachers scheduled | | Open door policy for parents to visit |
| **Assertive** | Invitation to parents/ students to attend school programs | Small group meetings with principal/counselor prior to school beginning | Small group meetings with principal/counselor throughout year |
| **Assertive** | | Invitation to join in the work of school parent organizations | Parent/teacher conferences and meetings ongoing |
| **Assertive** | Reach out to parents of most at risk students | Reach out to parents of most at risk students | Reach out to parents of most at risk students |

# Academic Matrix

| Targets/Indicators | Current | First Year Goal | Fifth Year Goal |
|---|---|---|---|
| **English Language Arts** | | | |
| % 7 Grade 2009@-Profficient/Adv -ELA | 32% | 55% | 80% |
| % 7 Grade 2009@Basic | 33% | 25% | 20% |
| % 7 Grade 2009@Below Basic | 17% | 10% | 0% |
| % 7 Grade 2009@Far Below Basic | 19% | 10% | 0% |
| % 7 Grade 2009Sp.Ed. Basic or Above | 26% | 30% | 50% |
| % 7 Grade 2009 ELL @Proficient/Adv | 3% | 10% | 50% |
| % 7 Grade 2009Latino@/proficient | 29% | 55% | 60% |
| % 7 Grade 2009 Gifted | 85.5% | 90% | 95% |
| **Mathematics** | | | |
| % 7 Grade 2009@Proficient/Adv.-Math | 15% | 35% | 80% |
| % 7 Grade 2009@Basic | 35% | 28% | 20% |
| % 7 Grade 2009@Below Basic | 32% | 12% | 0% |
| % 7 Grade 2009@Far Below Basic | 17% | 5% | 0% |
| % 7 Grade 2009Sp.Ed.Basic or Above | 12% | 29% | 40% |
| % 7 Grade 2009ELL Proficient/Adv | 2% | 12% | 42% |
| % 7 Grade 2009Latino@Proficient | 14% | 35% | 80% |
| % 7 Grade 2009Gifted | 62.3% | 75% | 95% |
| **Grades** | | | |
| 7th Grade-% of D's/F's ELA | 34% | 10% | 0% |
| 7th Grade-% of D's/F's Math | 41% | 10% | 0% |
| 7th Grade Suspensions | 6.4% | 0% | 0% |
| **English Learners** | | | |
| 7th grade D's/F's ELD | 12% | 0% | 0% |
| Scored Early Adv/Adv | 39% | 49% | 60% |
| Reclassification Rate | 16.3% | 30% | 50% |

**Pilot School Application Addendum**
**(Maximum length of 10 pages)**

## *1. Overview*

The Science, Technology, English Arts and Mathematics 6th Grade Academy (STEAM) is being established in order to address the conditions for teaching and learning of the 360-400 students who will be enrolled in this Pilot school. 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 Middle School student achievement and non-academic data and recent middle school best-practices research was initiated by the school staff, parents, and community partners of Luther Burbank Middle School. It was determined that bold educational changes were necessary in order to better prepare the Luther Burbank Middle School students for high school, college, and the workplace.

After many hours of discussion and group conversations, it was decided that changes in the school culture, educational practices, and relationships of all members of the school community must occur for students to reach the educational goals that all stakeholders agreed were necessary. As a result of the research and conversations, the school community has agreed that through the use of the LAUSD Pilot Model for schools, all of the necessary goals could best be achieved and through this model, the students and their families would best be served.

If water at 211 degrees changes into "steam" by adding "one" degree, we believe that anything is possible with that extra degree of commitment, effort and will! We believe in the Seven Learning Principles accepted by our school staff and community. (Attachment A) These principles are built around the needs of our students as identified using the educational data, input from our parents, and the experiences of our teachers who have worked with the middle grade students of this community for many years. At STEAM, our principle goal is to inspire students to grow, fulfill their dreams and become stewards for their community. We believe it is our job to develop their ability to; problem-solve, be creative, and to construct knowledge rather than just consume knowledge. To this end, all STEAM staff will provide multiple opportunities for students to learn those "habits of mind" that effectively achieves this goal as contributors for the 21st Century.

We wish to provide our students with a 21st century learning experience that propels them into high school with the skills, motivation, and belief that they can and will succeed. We wish to instill in our 6th grade studetns that everyone of them is important, capable, and able to reach for the loftiest goals in our society. This requires that every child have the kind of learning experience where they find success and enjoyment in learning; where they are supported and celebrated for their successes; and where they feel that they are part of a community that will show care and concern no matter what the situation is that they live in. This school must be able to take students from where they are when they arrive and develop a continuous learning experience for them, so that they are confident that they will succeed in high school and beyond.

This school community feels that without all adults sharing a common vision, and without all adults understanding and accepting the common practices, procedures and strategies that will be put into place, the educational outcomes for students will not be positive. Having the choice to work with LAUSD policies, or building our own approaches to meeting the needs of the students gives us the best hope for transitioning successful and well adjusted students.

We believe that over time, we will see and act on changes to this plan and to district policies that we have chosen to implement for now. As our experience working as a team increases, we will find what specific issues are in need of alteration. The Pilot model opens doors of creativity and problem solving for the adults of this community that have not been opened previously. We see this as a powerful opportunity that we will not take advantage of, nor minimize its value. We, as a community, will grow, and as we do, so will this school. Change is not easy, but our recommendations for our small school will lead to both evolutionary and revolutionary change to our community of learners.

***2. Curriculum and Instruction***

The existing LAUSD course requirements and the associated California State Standards will guide the instructional scope and sequence for each 6th grade class. The teachers, who are well versed in knowing the State Standards will continue to build on their own instructional knowledge in this area. Having said that, there has never been a systemic mechanism within a school to ensure teaching and learning will be consistent and constant. A Pilot school model will provide the benefits of "small schools" (Attachment __)

The instructional model Understanding by Design (UbD) (Wiggins/McTighe) will be used as a framework of content delivery and planning. (Attachments B) All teachers will be trained and use the UbD model of thinking through a lesson. Essential questions for all content areas will be agreed upon by teachers and published to parents/students. Teachers will state, by content, the enduring understanding that all students will need to know as they progress through their curriculum. The 3 C's - Collaborate, Connect and Contribute will be the cornerstone of STEAM. For example, teachers will collaborate on the big ideas of the curriculum, find ways to connect the learning to a student's background knowledge and orchestrate a task that would require students to contribute to their learning through demonstration, exhibition or explanation. As teachers design their lessons, they will need the autonomies related to pacing and/or periodic assessment timelines per the District. There may be occasions where materials/textbooks not on the District's list of approved material may need to be used. STEAM will be vested in technology therefore would like to begin utilizing the advantages of digital documents, online research, video conferencing with other students (within and out of this country) and ultimately challenged to construct their own knowledge using multiple sources.

As student data is reviewed, improving language acquisition has to be a priority. Using the instructional strategies of Aida Walqui ( Attachment D - Scaffolding Instruction for English Language Learners: A Conceptual Framework –, International Journal of Bilingual Education and Bilingualism, 2006) STEAM will build opportunities for every student to "use" language every day. STEAM's belief that language is the main vehicle of thought, thus, the more students are required to use "language," the more "thought" will be produced. Social interactions and apprenticeships (using language and hearing language being used) will be a part of ongoing teacher professional development. STEAM being a small Pilot school offers more opportunity for language to be consistently used as a means of influencing learning. (e.g. intentional tasks that require students to engage using academic language resulting in improved language proficiency) STEAM would like to use the scheduling autonomies to gather students differently, rather than by language fluency (levels) as the District currently recommends. Technology in STEAM will be integrated for student learning. Students will be trained in the use of technology as a means to construct knowledge verses consuming knowledge. For example, primary documents can be retrieved via internet, however, the essential question asked would require the student to use the primary documents to substantiate or defend a position or idea.

STEAM will address the four factors that impact middle school students becoming derailed from graduating on time as illustrated by the study published by Johns Hopkins University. (Balfanz, Herzog and MacIver) (Attachment E) The study's focus illuminated the 6th grade as being critical in predicting and preventing high school drop-outs. The predictive variables for secondary success were:

- Attending school 80% of the time
- Receiving a poor final behavior mark or a suspension
- Failing Math
- Failing English

The study indicated that having only one of these variables caused a 64% chance of ***not*** graduating on time. Additionally, adding an additional variable (e.g. Attendance and failing Math) increased the probability of not graduating on time by 10%. Students that have all four of these variables, according to the research, states that the probability would be 7% that the student would graduate on time. The bottom line – 6th grade matters!

A primary outcome for STEAM will be to prepare all 6th Grade students with the necessary academic, organization, thinking and relationship building skills in order to be successful in the 7th/8th grade and beyond. STEAM will use its own data based report "the dashboard" (Attachment F) to communicate to students and parents the progress being made (or not made) towards the critical goals stated by the Hopkins report. STEAM targets/outcomes are listed in Attachment J.

The type of strategies leading to the ability of students to become active and independent learners will be:

- Use of cross curricular common academic vocabulary
- Small group learning experiences and cooperative learning experiences
- Project-based and problem-based learning opportunities, and making learning public
- Student presentations to each others, to community partners, and leading conferences where parents and teachers are meeting together
- The establishment of a common, baseline of digital technology skills in all students
- Utilizing technology as a tool for learning and communicating, and being taught to evaluate, assess, analyze, and use the information available through the Internet in an educational way.
- 1,000,000 reading words per year expectations, and Accelerated Reader will be available to support this expectation of each student
- Use of mind maps and graphic organizers to help student organize their thinking
- Self evaluation of the levels of questions asked by the teacher and students during instructional times based on Bloom's Taxonomy and the AVID Costa Level of Inquiry models
- 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 public presentations to other students, parents, and community partners

Through the implementation of our school's seven learning principles (Attachment A ) and with our goal of preparing all students to understand and be able to use the 21st century skills, we will create an instructional environment that is active not passive; that builds off of the experiences that students bring to school from their personal life; and that supports the best practice research for middle and intermediate schools. We recognize that our educational program must be culturally relevant and responsive to motivate our students to learn. Through cooperative

learning groups, building of academic vocabulary, teacher modeling, and the use of graphic organizers and mind maps, our students will be assessed by producing authentic projects and through a variety of alternative assessment tools. We know from Howard Gardner that students have different learning styles and strengths, so our teaching practices and our assessment practices must allow for all students to be able to show their knowledge and skill development in a variety of ways.

The set of 21st century skills that we have adopted (Attachment G) will give us a means of looking at our content, our teaching strategies, our essential questions based on our school-wide theme, and the necessary professional development that teachers will require in order to teach in a way that is more effective but different from their past traditional practices.

***3. School Culture and Climate***

STEAM developed the shared ideas of what a school can be from both middle and elementary parents, middle school research, and analysis of data of the entire school community. A greater understanding between the connection of academic learning and a personalized environment among all stakeholders currently exists. However, the structures are not in place to support this theory of action. Through the STEAM pilot plan, we will promote a more positive and caring environment for students to learn, for teachers to teach, and for parents and community to be actively involved. A culture of collective learning and co-accountability will be established. (Attachment – Elect to Work Agreement) Without a close working relationship between the parents, teachers, and community support agencies the school community will continue to find frustration and heartache with most students' academic preparation and personal development. The new school's Learning Principle #6 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.

This culture of caring and intellectual growth will be obvious beyond the classroom doors. In fact the entire school environment will be supportive of the same learning principle. With the support that has been established with our community support agencies, we expect that this learning principle will become part of the entire Highland Park community. (eg. _____)

This Pilot model school will house between 360 and 400 students in 6th grade. The approximately 18 -20 classified and certificated staff members will work closely, interact regularly, and develop a common understanding of what it takes to implement this plan. All staff will be expected to accept the commonly developed vision for this school in order to become a part of this school community. By working in close proximity, the staff will have many opportunities to communicate in small groups to develop strong working relationships, to build trust through honesty, and to become guardians of the goals established by each child with the support of their family.

Just as we envision *no* 6th grade student to be "unknown" at STEAM, the adults in the building will be obligated to becoming "known" to each other and their students. STEAM maintains there is no one teaching method to foster student achievement, rather, by maximizing teaching time and teacher accountability students will succeed. STEAM believes we have to teach until the

student “gets-it.” The notion of No-Excuses / No Shortcuts will be a unifying pledge between the school, students and parents.

The two most important areas of preparation for our students in order for each to be able to make the future decision to attend a college or university are academic preparation and personal belief in their own capabilities. This school has built its vision, mission, and goals on just these areas.

The academic development of each student will be based on their attainment of the 21st century skills that are required of students entering colleges and universities through out this nation. These skills include:

a. the ability to use the current technology as a learning tool, research tool, a presentation tool

b. the ability to gather and share information and knowledge in creative and compelling ways, both orally and in written formats

c. the ability to use information critically and systemically

d. the ability to generate high level questions around the learning concepts, formulate a plan, and find solutions to real life problems

e. the ability to collaborate and develop interpersonal working relationships with those of diverse backgrounds and interests

f. the ability to take initiative as a leader and self starter, and to monitor their own progress toward a personal or group goal

The development of student belief in their own abilities comes with each child finding success in their academic progress, believing that they have the tools to take on any task, and experiences that lead them to seeing long term goals for themselves that will best be met by continuing their education beyond high school. STEAM will have the obligation of creating the “college culture” mindset for all 6th grade students. To this end STEAM will have a partnership with Occidental College to introduce the college culture at an early age. All 6th graders will visit Occidental College during their first year. STEAM will intentionally create a college experience for all 6th graders - so when students hear the word “college” there will be realia attached to it. Our college partners will be asked to become active in selecting the experiences our students should have related to college life. STEAM will have the obligation of creating the “college culture” mindset for all 6th grade students.

Providing students with the 21st century skills will do more than prepare our students for college, it will also help them to transition more smoothly into high school where all high schools are emphasizing Multiple Pathway (Linked Learning) strategies that are also based on the 21st century skills. This curriculum transition will be most beneficial for all students. 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. It will begin with conversations in all classes connected to the course content. It will include bringing outside community business people to the classrooms to discuss business needs in the 21st century, and will culminate with ongoing conversations between parents,

students, teachers, and their counselors as students develop Individual Learning Plans that will be carried with them from 6th grade into 7th and 8th.

In order to accomplish these goals, STEAM will utilize the autonomies necessary to have a flexible schedule for the 6th grade teachers. There will be occasions when the core teachers will be team teaching, manipulating the blocks of instructional time to more effectively teach units of study, assess or articulate with the two other Pilot schools. STEAM will also move the instructional calendar so that the Fall semester will culminate in December rather than its current month of February. This calendar change will lead to more coherence in the instructional program. Teachers will work an eight hour day, most at school, some outside of school and the hours that are spent will be determined by the school team in order to best address the needs of their children. It would not be unusual to see teachers working together, or tutoring students on any day before, during or after school.

Teachers will have time provided to work with their team members on a daily basis. There will also be professional development time within the school day, where students begin school one hour later on Tuesdays so that the school education team can learn from each other, learn from experts, and work together to develop the interdisciplinary experiences that research tells us motivates our students and leads to increased student achievement. Strategies such as project-based learning, use of mind maps and graphic organizers, development of other common strategies will occur during this time. The teaching staff will determine their professional growth needs and will organize to meet those needs.

Through the small school setting, the use of advisory programs, (AVID) the constant discussions about students between school staff and parents, and through the intervention/enrichment support that will be provided, every student will be well known by the adults in this community and no child will be allowed to feel anonymous. This is a great challenge that is only possible in a small school setting with the authority provided through the Pilot model.

The AVID class that students will attend regularly, student service projects will be developed. Students will work to make the living conditions of the school and of Highland Park better. Students will gain a sense that they are able to be successful through this type of activity. The most and least academic students have the ability to bring important and valuable contributions to the table when a problem involving their school or community is posed. It then becomes all of their responsibilities together to solve the problem for the good of all.

STEAM will help each student to make a personal connection between the content of each class and their lives. Student skill development will be built in a variety of ways to take advantage of the opportunities that are opened up in this kind of school setting. Parents become teachers, community partners become teachers, students become teachers in this school. It will be apparent that teaching and learning occurs within the walls of the school, but also outside of those walls, and all teaching and learning is seen as a good opportunity to raise student levels of knowledge by adding experiences to their young lives. The formal learning will build off of all prior learning, not just what goes on in the classroom.

A core value at STEAM is that all students feel accepted and important. Tolerance, forgiveness and understanding are key behaviors we will be reinforcing for all students. The climate of embracing differences will be a high priority in and out of the classroom. By bringing parents, school staff, and community partners together, we have the best opportunity to turn negative behaviors into learning opportunities that will serve the child and their peers well for the rest of

their lives. Consequences for misbehaving will be appropriate to reinforce positive behavior without severing the relationship with the school.

If we expect students to resolve problems and disagreements in a socially acceptable way, we cannot assume that because we tell them that socially acceptable behaviors exist and are expected. It is our responsibility to provide students with the socially acceptable choices and allow them to practice those choices in safe classroom settings. If we say that we will not tolerate fighting on our campus, then we must provide learning opportunities that help them to have choices during uncomfortable situations so that they know that there is more than one choice. Too frequently in our schools, we state the rules to our students without ever teaching them what it means or how it looks. This Pilot model school will allow us to do both. We can utilize advisory time for this purpose, or we can build learning experiences directly into our core content. We know that conflict resolution practices are important in our community, but it is the responsibility of the adults in this community to be sure that they have the experiences necessary for the conflict resolution strategies to be tried and to succeed.

### *4. Assessments and School Data*

Student assessment will be very important as it will impact the instructional practices within the classroom. Beyond the CST and LAUSD Periodic Assessments, the staff will be using a variety of assessment tools that create multiple measures to determine student progress. Embedded on-demand assessments will be developed by each instructional team that will require students to exhibit what they know and are able to do in a limited period of time and complete a task/assessment without assistance. Since we will be expecting all students to exit having strong ability to know and use the 21$^{st}$ century skills, our exhibitions and projects will reflect their grasp on the achievement of those skills.

All students will take part in their “own assessment” through student led conferences. Students will be groomed to lead conversations / presentations related to what they have learned as well as hope to learn.

As stated earlier, one of the variables for students graduating on time in high school is English Language Arts. In review of Highland Park school data (Attachment I) reading comprehension/fluency is a key area of concern. To this end, quarterly assessments in reading will be given and communicated to parents/students via school reports and the student dashboard. (Attachment F)

### *5. Professional Development Program*

Professional development will be determined by the faculty in order to address their skills in working with their students. Each instructional team may find it necessary to focus on areas of their need specifically as a result of their students. This school will be a professional learning community where staff have time during and beyond the school day to meet, hold conversations, and constantly review the data that will drive the instructional program.

As a result of high levels of collaboration, a trusting and respectful relationship will develop between all staff members. Intra-class visitations by teachers in the school, followed by group debriefings will be an ongoing practice that will help all staff to support the common practices, procedures and teaching strategies that are expected to be put into place.

### *6/9. Professional Culture and Staffing Plan*

Having the autonomy for staff selection gives us the best possible opportunity for all staff members accepting the vision, mission, and goals of our school. Without this requirement, we cannot expect our students to have the opportunity to achieve at the high levels that they are capable of. All staff will be fully credentialed and expected to participate and complete UbD training. STEAM staff will also be technology literate or willing to be trained in embedding technology into the curriculum.

All teachers will be part of interdisciplinary teams and must collaborate to integrate content standards into interdisciplinary units, project—based lessons, etc. This new pedagogy requires teachers to embrace standards-based constructivism and problem-based learning. A critical skill for teachers will be to have a working knowledge of coaching/facilitation student learning in the classroom.

### *9/10. School Governance and Leadership Plan*

The school governance plan for STEAM has multiple layers. Each layer encourages parents, teachers, classified staff, the school administrator, students and community partners to play an active role in the faithful implementation of this plan. It provides a fair and equitable process for all community members to support and comment freely on the progress being made to create a strong caring culture where students are at the center of all decision-making and where the opinions and the facts are able to be shared in a honest and respectful way between all community members.

STEAM will have a Board of Trustees that is made up one representative from each of the school community stakeholder groups. The groups being represented are the school administration, classified staff, students, parents, teachers, and community partners. The role of the Board of Trustees is to be the eyes and ears for the community. They are not decision-makers, but are the representative group identified to verify that all elements of this school plan are effectively being implemented. When a target is missed, when the budget is no longer viable, when the connections between people are not acknowledged, the Board will report to the principal and School Site Council of the short coming. They will be able to make recommendations to the SSC, but have no power to make decisions. The overall observations and recommendations of this Board will become important as they will provide input to the district evaluators on a yearly basis. The work of this Board is meant to support the school and community as it is sometimes difficult to see through the day to day experiences to know whether everything is moving forward properly. The selection of members to this Board will be by assignment of the existing design team and current LBMS principal for the first year. After the first year, a selection process involving all stakeholders will occur each April for the Board members to be in place for the following school year. This process will be jointly developed by the Board of Trustees and the School Site Council early in the 2010-11 school year. Members of this Board may not be official voting members of the School Site Council, or officers of any of the required school advisory councils. This Board will establish its own meeting ground rules, time schedule, and ways for verifying that the implementation plan for the school is moving as intended.

STEAM will have a School Site Council made up of representation of all stakeholder groups within this school. The make up of the membership will meet the State guidelines, guaranteeing that there is equal membership from the LAUSD employee side and non-LAUSD members. The specific number of members will include six members from each sub-group of the school. Included on the LAUSD side will be one administrator, one classified employee, and four teachers/counselor. Included for membership on the non-LAUSD side will be one student, one

community partner representative, and four parents. Members of the SSC will represent all stakeholders of the school community. They represent the issues and beliefs of the school community. The School Site Council (SSC) will have the responsibility for decision-making on the most important educational issues within the school. They will be responsible for overseeing the budget, the instructional program, hiring the principal, and all aspects of school life. They will have final approval on most systemic decisions that are required to be made. They will oversee the work of the principal, who is responsible for oversight of the day to day operations of the school. This Council will define for the principal their expectations for successfully leading the school to reach the goals established in this plan. Although the SSC does not supervise or evaluate the teaching and classified staff, they do hold the principal accountable for the practices being implemented in the schools by staff members. Should the SSC wish to alter any major sections of this plan, it will require a two-thirds approval of the SSC, the concurrence of the Board of Trustees, a majority vote of parents who are present when a community wide vote is held, and the majority support of the school faculty and staff. Minor improvements in the plan that do not alter the overall expectations for any individuals will not require this formal process. Usually the principal and staff, the parents, or the Board of Trustees will make their recommendations to the principal who will share the proposed changes with the SSC.

The School Site Council will adhere to Article XXVII-Shared Decision-Making and School-Based Management. An agreement has been reached by parents, teachers (including the UTLA Chapter Chair), and administrators that the School Site Council and the Shared Decision-Making Council are one and the same. All obligations specified in the LAUSD/UTLA contract will be followed.

STEAM will continue to maintain all required advisory councils such as the bilingual and Title 1 councils that are required by the State Education Code and by LAUSD Board policy. All required elections and membership announcements will be followed. These councils will have specific advisory responsibilities. They will be expected to discuss issues aligned to the purpose of their council, propose use of the funds appropriately, and actively support this plan. Members will represent all families that are covered by the specific funds. They do not represent their own personal wishes and beliefs. The recommendations made by these oversight councils will be made directly to the principal, who will share these recommendations with the School Site Council. Members of these councils may be members of the SSC or Board of Trustees if they are selected.

STEAM, along with the other two schools and two magnets on campus, will participate on the LBLC Building Council. This Council will have the responsibility of meeting at least twice per month (or more) to review activities and programs that cross school lines. Included in these areas of responsibility are: Use of shared spaces; campus supervision; emergency planning; LAPD and emergency service contact; crisis leadership; shared calendar oversight; dispute resolution between schools; student body finance; shared technology maintenance and instruction; and student activities that overlap between schools. This council will be made up of three administrators, three teachers, and three parents representing each of the three schools on campus, plus one representative from each of the magnets. This council will meet a minimum of once per month. Members of this council may belong to any other organization on campus as this is not a decision-making body.

***Principal Hiring and Evaluation:***

The SSC will have the responsibility for selecting and evaluating the principal. Evaluations of the principal will be completed on a yearly basis. The SSC will take input from all stakeholders in the selection and evaluation process. All stakeholders will be given the opportunity to meet

the candidates for principal, at a public forum in order for the community to gain trust in the candidate who is selected.

The evaluation process to be used by the SSC for the principal will require that specific recommendations and commendations be made directly to the principal, and presented in writing as part of the final evaluation. This evaluation will be shared with the LAUSD administrator assigned to supervise this school. Although a principal may be removed from the position of principal at the close of a school year, there must be substantial cause for the removal. It is the expectation that the principal who is selected by the community will have great ownership for this plan, significant concern for the academic achievement of the students, and deep understanding of the importance of parents and community support that is required. The principal should be the point person for creating a culture that allows for the sustainability of this plan and this school for many years.

***12. Finances***

***a. Budget Autonomy:*** *Describe how the school will use budget autonomy to maximize improved student performance and a professional, collaborative learning community. State how the school will maximize learning through directing*

Budget autonomy will allow the school to develop a budget that is supportive of the school educational plan. Since a weighted student formula is used, funding can be directed toward the identified needs of student learning.

All students, including identified sub-groups, will be considered in the budget planning process. The SSC will have responsibility for developing and approving final budgets for each school year. Input to the budget will be allowed through open public community meetings.

STEAM will be a Pilot school that will be using the Pilot-Per-Pupil budgeting formula. Our budget has yet to be furnished to us therefore, we may have to modify our plans in the future. Particular cost items that are planned to support our mission will be the following:

- AVID (Attachment C)
- Extra core teachers to reduce teacher to student ratio to 27:1.
- One week training for teachers before school year begins to address:
    - Understanding by Design training
    - 1:1:1 planning (1st day/1st week/1st month)
    - Organizing of class rosters
    - Parent/student orientations
    - Technology embedded training
- Buses for college visitations for every 6th grade student

# INDUSTRY SECTOR / CAREER PATHWAY MATRIX

| Industry Sectors | Pathways | | |
|---|---|---|---|
| **A. Agriculture and Natural Resources** | 1. Agricultural Business<br>2. Agricultural Mechanics<br>3. Agriscience | 4. Animal Science<br>5. Forestry and Natural Resources | 6. Ornamental Horticulture<br>7. Plant and Soil Science |
| **B. Arts, Media, and Entertainment** | 1. Media and Design Arts | 2. Performing Arts | 3. Production and Managerial Arts |
| **C. Building Trades and Construction** | 1. Cabinetmaking and Wood Products<br>2. Engineering and Heavy Construction | 3. Mechanical Construction | 4. Residential and Commercial Construction |
| **D. Education, Child Development, and Family Services** | 1. Child Development<br>2. Consumer Services | 3. Education | 4. Family and Human Services |
| **E. Energy and Utilities** | 1. Electromechanical Installation and Maintenance<br>2. Energy and Environmental Technology | 3. Public Utilities | 4. Residential and Commercial Energy and Utilities |
| **F. Engineering and Design** | 1. Architectural and Structural Engineering<br>2. Computer Hardware, Electrical, and Networking Engineering | 3. Engineering Design<br>4. Engineering Technology | 5. Environmental and Natural Science Engineering |
| **G. Fashion and Interior Design** | 1. Fashion Design, Manufacturing, and Merchandising | 2. Interior Design, Furnishings, and Maintenance | |
| **H. Finance and Business** | 1. Accounting Services | 2. Banking and Related Services | 3. Business Financial Management |
| **I. Health Science and Medical Technology** | 1. Biotechnology Research and Development<br>2. Diagnostic Services | 3. Health Informatics<br>4. Support Services | 5. Therapeutic Services |
| **J. Hospitality, Tourism, and Recreation** | 1. Food Science, Dietetics, and Nutrition | 2. Food Service and Hospitality | 3. Hospitality, Tourism, and Recreation |
| **K. Information Technology** | 1. Information Support and Services<br>2. Media Support Services | 3. Network Communications | 4. Programming and Systems Development |
| **L. Manufacturing and Product Development** | 1. Graphic Arts Technology<br>2. Integrated Graphics Technology | 3. Machine and Forming Technology | 4. Welding Technology |
| **M. Marketing, Sales, and Service** | 1. E-Commerce<br>2. Entrepreneurship | 3. International Trade | 4. Professional Sales and Marketing |
| **N. Public Services** | 1. Human Services | 2. Legal and Government Services | 3. Protective Services |
| **O. Transportation** | 1. Automotive and Heavy Equipment Services Technology | 2. Aviation and Aerospace Transportation | 3. Collision Repair and Refinishing |

OCCIDENTAL COLLEGE
1600 CAMPUS ROAD
LOS ANGELES, CA 90041-3314

Dr. Ronald W. Solórzano
*Professor & Chair*
*Department of Education*

Jim Kodani
Local Region 4 Superintendent

January 11, 2010

Jim, it was a pleasure meeting with you and John Samaniego regarding the exciting changes taking place at Luther Burbank Middle School. As I mentioned at the meeting, the Occidental College Education Department is interested in a collaborative effort in the areas of research, curriculum, and pedagogy.

In the area of research, starting this semester, our department faculty will begin to advise our future masters in Education candidates about research possibilities at Luther Burbank that will assist and support students and teachers. In the area of curriculum, I mentioned possible efforts in math and science as a result of professor Alegria's NSF math/science grant. We also look forward to working with you and your faculty on teaching strategies and sharing the results of research on effective practices.

And, finally, as part of Oxy's "civic engagement" efforts, your students and staff are always welcome to visit our campus. As our neighbors, we look to offer whatever we can to enhance your Middle School reform efforts. Do not hesitate to contact us if there is anything we can do for you.

Sincerely,

Ronald W. Solórzano, Ph.D.
Professor & Chair

TELEPHONE 323.259.2517 FAX 323.341.4971 E-MAIL SOLOR@OXY.EDU

CURRICULUM MAPPING

Teacher: Content: Date:

| Week | Content Standards | Concepts/Strategies | Academic Vocabulary | Assessments |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

CURRICULM MAPPING INSTRUCTIONAL TEAM TOOL

Teacher Team: Date:

| Week | Content Standards Overlaps | Concepts/Strategies Overlaps | Academic Vocabulary Overlap | Assessment Overlap |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# LUTHER BURBANK LEARNING COMPLEX
# GOVERNANCE MODEL

| LB 6th Grade Board of Trustees | LB Global Intermediate Board of Trustees | LB Humanitas Board of Trustees |
|---|---|---|
| **Six member Board**<br>One parent, student, teacher/counselor, classified, administrator, community partner | **Six member Board**<br>One parent, student, teacher/counselor, classified, administrator, community partner | **Six member Board**<br>One parent, student, teacher/counselor, classified, administrator, community partner |

## SCHOOL SITE COUNCILS

| 6th School Site Council | Global Intermediate SSC | Humanitas SSC |
|---|---|---|
| Will meet all State and District policies for this Council | Will meet all State and District policies for this Council | Will meet all State and District policies for this Council |

## SCHOOL ADVISORY COUNCILS

| 6th Advisory Council | Global Advisory Council | Humanitas Advisory Council |
|---|---|---|
| Will meet all State and District policies and report recommendations to the principal and SSC as an advisory group | Will meet all State and District policies and report recommendations to the principal and SSC as an advisory group | Will meet all State and District policies and report recommendations to the principal and SSC as an advisory group |

## BUILDING COUNCIL

A shared council established to develop LB Complex processes to minimize conflict over space, finances, and personnel. Meetings held a minimum of twice per month. Decisions brought to each SSC.

**Nine Members**
Three principals (Rotating Council Chairperson)
Three certificated staff
Three parents

Responsible for overseeing:

- Calendaring of activities
- Conflict resolution process
- Use of shared space
- Shared budgeting through the Student Store
- Co-curricular activities for students
- Shared professional development planning
- Campus safety, supervision, and emergency plans
- Cross-school conflict policy
- Technology tools and maintenance

# Los Angeles Unified School District

## *Single Plan for Student Achievement*

## 2009 – 2010
## Implementation
## Burbank Middle School

**Superintendent**
Ramon C. Cortines

**Board Members**
Mónica Garcia, Board President
Marguerite Poindexter LaMotte
Tamar Galatzan
Steve Zimmer
Yolie Flores-Aguilar
Nury Martinez
Richard Vladovic

# TABLE OF CONTENTS

# SCHOOL INFORMATION
# SCHOOL PROGRAM IDENTIFICATION

| | |
|---|---|
| School Name: Luther Burbank Middle School | Local District: 4 |
| District CDS Code: 1964733 | School CDS Code: 6057897 |
| Initial Year: 2009-2010 | |

**For additional information on our school programs contact the following:**

| | | |
|---|---|---|
| Principal: Mr. John Samaniego | | E-mail address: jsamanie@lausd.net |
| Contact Person: Ms. Luz Lopez | Position: Title I Coordinator | Contact Person: Ms. Luz Lopez |
| Address: 6460 N. Figueroa St., Los Angeles, CA. 90043 | | Telephone Number: |

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

| | | | |
|---|---|---|---|
| X | English Learners Programs (EIA-LEP) | X | Special Education/Least Restrictive Environment (LRE) |
| X | Gifted and Talented Education (GATE) | X | Title I Schoolwide Program (SWP) |
| | Los Angeles Educational Alliance for Restructuring Now (LEARN) | | Title I Targeted Assistance School (TAS) |
| | Quality Education Investment Act (QEIA) | | Title II Professional Development |
| X | School Based Coordinated Programs (SBCP) | X | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| X | School Based Management (SBM) | | |
| | School Governance Council (SGC) | X | Title IV Safe and Drug-Free Schools and Communities (SDFSC) |
| X | Program Improvement (PI) | X | Tobacco Use Prevention Education (TUPE) |
| | Year 3 ☐ Year 4 ☒ Year 5+ ☒ LAUSD School of Choice | | Other: |

| | | |
|---|---|---|
| The District Governing Board approved this Revision to Update the *Single Plan for Student Achievement* on: | | |
| | Date | |

| | | | |
|---|---|---|---|
| The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation. | | | |
| Signature | | Signature | |
| Local District Director of School Services | Date | Local District Superintendent or Designee | Date |

# PROGRAM IMPROVEMENT YEAR 5+
# 2009-2010
# School Restructuring Decision for Implementation in Current Year

The School Restructuring decision is based on the following principles of restructuring: a major reorganization of the school's structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law.

**Local District:** 4 **Name of School:** Burbank Middle School **Date:** 11-30-09

**Directions:** The LEA selects one or more Restructuring Options. Check the applicable box(es). Strategies and activities to support the corrective actions should be described in the appropriate Action Plan(s) and PI Implementation page. Due Date: December 18, 2009

☐ **Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.** (The District must have a Memorandum of Understanding (MOU) with the outside entity to utilize this option.)

- iDesign Partner (Indicate name of partner) _____

☐ **Reopen the school as a charter school.** (Schools selecting this option will need to submit a proposal to the Charter Office for approval by the Board of Education.)

☒ **In addition to instituting RtI² through the Leadership Team, select one of the other major restructuring options below. Describe the process to implement in the "School Organization and Support Structures" section of the SPSA.**

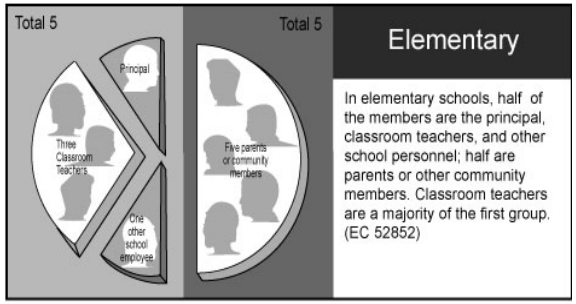
- ☐ Reduce class size with Quality Education Investment Act (QEIA) funds
- ☐ Institute Personalized Learning Environments for Middle Schools (PLEs)
- ☒ Reorganize school including Magnet Program or ☐ Establish a Magnet
- ☒ Institute Professional Learning Communities (PLCs)
- ☐ Institute Small Learning Communities (SLCs)
- ☒ Institute Small Schools
- ☐ Institute Pilot Schools

| | Print Name | Signature | Date |
|---|---|---|---|
| Local District Superintendent: | Mr. Byron Maltez | | |
| Local District Director: | James Kodani | | |
| Principal: | Mr. John Samaniego | | |
| School Site Council Chair: | | | |

**Luther Burbank Middle School**

## School Site Council Composition (SSC)

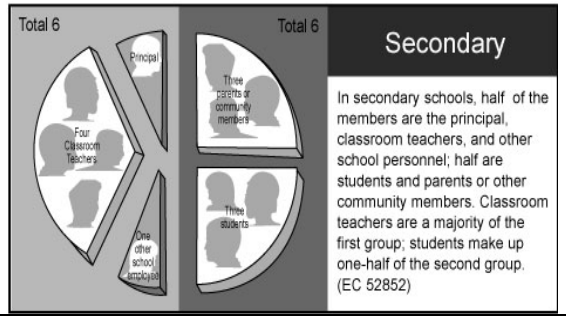
**EC 52012, 52852**




### Elementary

In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)

The membership of the council shall be no fewer than 10 members.




### Secondary

In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)

The membership of the council shall be no fewer than 12 members. *

* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

| **Part A – School Staff** | | | | **Part B – Parents/Community** | | | |
|---|---|---|---|---|---|---|---|
| Name | Principal | Classroom Teacher | Other Personnel | Name | Parent | Community | Student |
| Mr. John Samaniego | X | | | Paola Lopez | | | X |
| Ms. Connie Acosta | | X | | Jacob Cartwright | | | X |
| Mr. Steve Higdon | | X | | Daniela Gonzalez | | | X |
| Ms. Carolina Arce | | X | | Christina A. Munoz | | | X |
| Ms. Kathleen Diener | | X | | Hugo Garica | | X | |
| Ms. Megan Blaze | | | X | Dean Sao | X | | |
| Ms. Anna Harzmann | | | X | Fabiola Sanchez | X | | |
| Ms. Karen Monte | | X | | Julio Escobar | | X | |
| Total number in each column | 1 | 5 | 2 | Total number in each column | 2 | 2 | 4 |
| Total number in Part A | 8 | | | Total number in Part B | 8 | | |

| Name of SSC Chairperson | Position (e.g., Parent, Teacher) | Signature of SSC Chairperson | Date |
|---|---|---|---|
| | | | |

| Mr. John Samaniego | | |
|---|---|---|
| Name of Principal | Signature of Principal | Date |

Luther Burbank Middle School

## COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

| Committees | Chairperson | | Check | | Date of review of recommendation |
|---|---|---|---|---|---|
| | Print Name | Signature | Parent | Staff | |
| Compensatory Education Advisory | Mr. Hugo Garcia | | | | |
| English Learner Advisory | Ms. Julia Peñaloza | | | | |
| Gifted & Talented Education Program Advisory | Ms. Iris Reyes | | | | |
| UTLA Chapter Chair or Chapter Chair's Designee | Mr. Steve Higdon | | | | |
| Other (list) | | | | | |
| | | | | | |

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on: _____
   Date

Attested:

| Typed name of SSC chairperson | Signature of SSC chairperson | Date |
|---|---|---|
| Mr. John Samaniego | | |
| Typed name of school principal | Signature of school principal | Date |

# MISSION STATEMENTS AND SCHOOL DESCRIPTIONS

## District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

## School Vision and Mission

Mission: Our Mission is to guide our students and assure that all acquire the proficiency to enhance their civic participation, and their academic, social, personal and economic success.

Vision: We will strive to have our students leave Luther Burbank Middle School empowered with the skills needed to be successful, contributing members of our ever changing society.

## School Profile Description

Luther Burbank Middle School is located in Highland Park, which is in the Northeast area of Los Angeles. The community is primarily Latino ranging from first to fourth generation families with small populations of Asian, Filipino, African American, and White,. The educational background of the community consists mainly of low to middle income homes based on the information from the Federal Meal Program and District Data. Parents' educational backgrounds are identified as follows: 35% are non-high school graduates, 25% high school graduates, 10% some college, 5% college graduates, 2% post graduates. Based on the information from the Federal Meal Program, over 85% of our students are on free/reduced meals. The range of 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.

Luther Burbank Middle School is configured 6$^{th}$ through 8$^{th}$ grade. Student enrollment is about 1313 for the 2009-2010 school year; however, our enrollment has been gradually declining over the last 8 years. The elementary schools that feed into Luther Burbank MS are Aldama, Annandale, Buchanan, Bushnell Way, Garvanza, Monte Vista, San Pascual, and Yorkdale. The number of students that enroll from each elementary school varies due to District Magnet Programs and local Charter Schools. However, we have currently opened a Math Science Technology and a Police Academy.

Special education students form a portion and important part of the educational program at Luther Burbank Middle School. The RSP students and learning disabled students reside in our attendance area. We have five SDC self-contained classes, one autistic class, one adapted physical education class, and four resources teacher that collaborate and service students in both English and math core classes. We also provide intervention to our resource student in the Learning Center, an elective class which is offered five periods each day. The school receives the services of an itinerant Speech teacher, one deaf and hard of hearing teacher, two DIS counselors which include one school psychologist. Finally, we have an Assistant Principal that is assigned to over see the Special Education Program.

The school facilities include a computer lab, a library, a learning center, an auditorium, dean's office, an officer's office, indoor cafeteria and outdoor eating area, faculty cafeteria, indoor gymnasium, parent center, music and art rooms. Presently, Burbank is in the planning stages of redesigning the physical structure of the school with the District Office. The gym, auditorium, one row of four bungalow classrooms and one two-story classroom building will all be demolished due to seismic faults. Per the Redesign Plan, the goal is to relocate buildings where students will transition smoothly from classroom to classroom. The Plan will result in modernization to include handicap access, campus beautification, and continue to promote student safety and academic achievement.

The school community works together through a full functioning Parent Center and one Community Representative to promote the culture of the school through monthly parent meetings, parent workshops, "Coffee with the Principal" and opportunities for parents to volunteer during the school day (on campus and within school perimeters). The community works in partnership with the school in reporting inappropriate activities that occur outside of the school campus, which may affect the safety of our students, allowing the school to be proactive.

Luther Burbank Middle School provides individual student academic assessment results in the language the parents understand or request, including an interpretation of those results as in Progress Reports, Semester Reports, CST results, and Progress Report of English Language Learners. The school also reviews and interprets the results at the ELAC/CEAC meetings with the support of District translation personnel and technology (individual headsets). The School Site Council consults with ELAC and CEAC to develop, review, and update the Single Plan for Student Achievement. This plan is our roadmap for student success and provides assurances that the school is in compliance of all categorical budgets. The Local School Leadership Council is the head of governance at Luther Burbank Middle School. Both councils are made up of administration, teachers, parents and students.

To better understand and support student achievement, each grade level counselor will promote with their assigned student groups (that is, move from grade level to grade level) to maintain consistent personalization throughout the students' middle school years. Luther Burbank Middle School coordinates resources using the SBCP model (coordination of categorical resources and services to support the District's core curriculum for students with special needs i.e., EIA-LEP, GATE, Special Education, SI/SLI and EIA-SCE). Currently, categorical resources are used to buy Accelerated Reader (AR) and Accelerated Math (AM) materials to support student achievement and to supplement the District's core curriculum. In addition, LBMS will be implementing the Connected Math program to further supplement the District's core curriculum. Teacher Assistants for Language Learners, a Psychiatric Social Worker, a PSA Counselor, a School Nurse, Categorical Program Advisor, Office Technician, and an additional Counselor are also paid for using categorical resources in order to assist students and parents.

Luther Burbank Middle School is currently in Program Improvement (PI) 5+ status. Our educational plan will address these specific areas of need as identified in an analysis of our school data:

- Proficiency in Mathematics
- Proficiency in English Language Arts
- Reclassification rate of English Learners

Our educational plan will personalize the delivery of instruction, in part by building strong relationships between and among all stakeholders in our community, including teachers, students, parents, school staff, and community members. Some other goals that will shape our planning are:

- Improved articulation with our feeder elementary schools and our receiving high schools
- Instruction that draws on students' interest, culture, and prior experiences

Luther Burbank Middle School

- Instruction that is engaging and rigorous, addressing the specific needs of the students in the community
- Instruction that introduces students to a variety of experiences in a liberal arts/humanities milieu
- Instruction that builds student engagement with digital technology into all areas of the curriculum
- Creation of interdisciplinary teams to foster a sense of belonging and connection to the learning process
- Creation of accountability measures, including measurable objectives, both near term and over a period of year.

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

**Directions:** Analyze the data provided to complete the chart below and use the questions in each section to determine the Key Findings/Conclusions.

## Adequate Yearly Progress (AYP) Participation Rate

### English/Language Arts

**Participation Rate**
**Target: 95%**

- Identify the subgroup(s) that DID NOT meet the required target.
- Check "All Subgroups met" if all subgroups made the participation rate of 95%.

**Subgroup(s)**
**CHECK the subgroup(s) that DID NOT meet the required participation rate.**

| | | | |
|---|---|---|---|
| | Schoolwide | | Pacific Islander |
| | African American | | White (not of Hispanic origin) |
| | American Indian/Alaskan Native | | Socioeconomically-disadvantaged |
| | Asian | | English learners |
| | Filipino | | Students with Disabilities |
| | Hispanic or Latino | x | All Subgroups met |

### Mathematics

**Participation Rate**
**Target: 95%**

- Identify the subgroup(s) that DID NOT meet the required target.
- Check "All Subgroups met" if all subgroups made the participation rate of 95%.

**Subgroup(s)**
**CHECK the subgroup(s) that DID NOT meet the required participation rate.**

| | | | |
|---|---|---|---|
| | Schoolwide | | Pacific Islander |
| | African American | | White (not of Hispanic origin) |
| | American Indian/Alaskan Native | | Socioeconomically-disadvantaged |
| | Asian | | English learners |
| | Filipino | | Students with Disabilities |
| | Hispanic or Latino | x | All Subgroups met |

| Question | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| Which of the subgroups did not meet the **participation rate** in English/language arts and/or mathematics? | All subgroups met the participation rate in English/language arts and/or mathematics. |

**New schools may use school of origin data if there is insufficient amount of data to respond to the question and develop key findings/conclusions.**

Luther Burbank Middle School

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

**Directions: Analyze the data provided to determine Key Findings/Conclusions. Use and insert the following data in front of this page:**

- CST Performance Level Results for Students Tested in Spring 2009—Schoolwide
- CST Performance Level Results by Ethnicity (i.e. subgroup) for Students Tested in Spring 2009 English/Language Arts and Mathematics

## Adequate Yearly Progress (AYP) Proficiency Rate

| Elementary and Middle School | |
|---|---|
| **Percent Proficient in English/Language Arts**<br>*Annual Measurable Objective (AMO)*<br>**Target: 46.0% for 2008—2009**<br>**Target: 56.8% for 2009—2010**<br>**Target: 67.6% for 2010—2011**<br>**Target: 78.4% for 2011—2012** | **Percent Proficient in Mathematics**<br>*Annual Measurable Objective (AMO)*<br>**Target: 47.5% for 2008—2009**<br>**Target: 58.0% for 2009—2010**<br>**Target: 68.5% for 2010—2011**<br>**Target: 79.0% for 2011—2012** |

| High School | |
|---|---|
| **Percent Proficient in English/Language Arts**<br>*Annual Measurable Objective (AMO)*<br>**Target: 44.5% for 2008—2009**<br>**Target: 55.6% for 2009—2010**<br>**Target: 66.7% for 2010—2011**<br>**Target: 77.8% for 2011—2012** | **Percent Proficient in Mathematics**<br>*Annual Measurable Objective (AMO)*<br>**Target: 43.5% for 2008—2009**<br>**Target: 54.8% for 2009—2010**<br>**Target: 66.1% for 2010—2011**<br>**Target: 77.4% for 2011—2012** |

Provide the specific grade level of the subgroups assessed during Spring 2009 in the columns to the right:

- Add the percent advanced and proficient for each of the subgroup(s) by grade level and/or course and place the percentage in the boxes provided.
- Delete any subgroup(s) that are not represented at the school or leave blank.

| **English/Language Arts** | Grade<br>☐ 2nd<br>X 6th<br>☐ 9th | Grade<br>☐ 3rd<br>X 7th<br>☐ 10th | Grade<br>☐ 4th<br>X 8th<br>☐ 11th | Grade<br>☐ 5th |
|---|---|---|---|---|
| Schoolwide | 29 | 32 | 27 | |
| African American | | | | |
| American Indian/ Alaskan Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic/Latino | 28 | 29 | 26 | |
| White (not of Hispanic origin) | | | | |
| Socioeconomically-disadvantaged | 28 | 30 | 26 | |
| English learners | 3 | 7 | 4 | |
| Students with Disabilities | 7 | 4 | 5 | |

| **Mathematics** | Grade/Subject<br>☐ 2nd<br>**X** 6th<br>☐ Alg I | Grade/Subject<br>☐ 3rd<br>X 7th<br>☐ Geometry | Grade/Subject<br>☐ 4th<br>x 8th Gen Math<br>☐ Alg II | Grade/Subject<br>☐ 5th<br>x 8th Alg I<br>☐ Int Math |
|---|---|---|---|---|
| Schoolwide | 21 | 15 | 11 | 18 |
| African American | | | | |
| American Indian/ Alaskan Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic/Latino | 21 | 14 | 16 | 12 |
| White (not of Hispanic origin) | | | | |
| Socioeconomically-disadvantaged | 20 | 15 | 17 | 9 |
| English learners | 3 | 2 | 3 | 2 |
| Students with Disabilities | 5 | 3 | 17 | 2 |

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

**Directions:** Analyze the data provided in the previous section and answer the questions in each section to determine the Key Findings/Conclusions.

## Adequate Yearly Progress (AYP) English/Language Arts

| Questions | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| 1. Which of the subgroups DID NOT meet the percent proficiency targets in English/language arts based on 2008-09 data?<br><br>2. Using the AYP report, what subgroup(s) of students might need additional assistance in meeting proficiency targets in English/language arts in 2009-10 and/or 2010-11? | In our subgroup category of Hispanic or Latino students, 72% of 6th grade, 71% of 7th grade, and 74% of 8th grade students did not meet the percent proficient targets in English/Language Arts for 2008-2009.<br>In our subgroup category of Socio-economically-disadvantaged students, 72% of 6th grade, 70% of 7th grade, and 74% of 8th grade students did not meet the percent proficient targets in English/Language Arts for 2008-2009,<br>In our subgroup category of our English Learner students, 97% of 6th grade, 97 % of 7th grade, and 96% of 8th grade students did not meet the percent proficient targets in English/Language Arts for 2008-2009.<br>In our subgroup category of our with Students with Disabilities, 93% of 6th grade, 96% of 7th grade, and 95% of 8th grade students did not meet the percent proficient targets in English/Language Arts for 2008-2009.<br><br>Based on current data, we project that over the next year our Hispanic or Latino, Socio-economically-disadvantaged, English Learner, and Students with Disabilities subgroups may not meet their AMO's for 2009-2010. |

## Adequate Yearly Progress (AYP) Mathematics

| Questions | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| 1. Which of the subgroups DID NOT meet the percent proficiency targets in mathematics based on 2008-09 data?<br><br>2. Using the AYP report, what subgroup(s) of students are at-risk of not meeting proficiency targets in mathematics in 2009-10 and/or 2010-11? | In our subgroup category of Hispanic or Latino students, 79% of 6th grade, 86% of 7th grade, and 84% of 8th grade students taking General Mathematics and 91% of 8th grade students taking Algebra I did not meet the percent proficient targets for 2008-2009.<br>In our subgroup category of Socio-economically-disadvantaged students, 80% of 6th grade, 85% of 7th grade, and 83% of 8th grade students taking General Mathematics and 91% of 8th grade students taking Algebra I did not meet the percent proficient targets for 2008-2009.<br>In our subgroup category of our English Learner students, 93% of 6th grade, 96% of 7th grade, and 97% of 8th grade students taking General Mathematics and 98% of 8th grade students taking Algebra I did not meet the percent proficient targets for 2008-2009.<br>In our subgroup category of our with Students with Disabilities, 95% of 6th grade, 96% of 7th grade, and 83% of 8th grade students taking General Mathematics and 98% of 8th grade students taking Algebra I did not meet the percent proficient targets for 2008-2009.<br><br>Based on current data, we project that over the next year our Hispanic or Latino, Socio-economically-disadvantaged, English Learner, and Students with Disabilities subgroups may not meet their AMO's for 2009-2010. |

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

## ENGLISH/LANGUAGE ARTS CST OVERALL TEST SCORE AND STRAND ANALYSIS

### Middle School

**Review and analyze the results of the *CST Overall Test Score and Strand Analysis* data that have been provided. Use this data to complete the *Average Number of Items Correct on Each Reporting* Cluster worksheet that has been provided. Answer the questions in the box on the following page to determine the Key Findings/Conclusions.**

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS TESTS
Average Number of Items and Percent Correct on Each Reporting Cluster

| | 2009 Reporting Clusters | | | | |
|---|---|---|---|---|---|
| | | Your School | | Minimally Proficient - Statewide | |
| **Indicate Grade/ Test:** Reporting Cluster | No. Questions | Average # Correct | Average % Correct | Average # Correct | Average % Correct |
| Grade 6 | 75 | **40.3** | **53.8** | | |
| Word Analysis & Vocabulary | 13 | 7.4 | 57.2 | 9 | 72.0 |
| Reading Comprehension | 17 | 9.1 | 53.7 | 11 | 64.0 |
| Literary Response & Analysis | 12 | 6.3 | 52.4 | 8 | 64.0 |
| Written & Oral Language Conventions | 16 | 9.4 | 58.8 | 12 | 74.0 |
| Writing Strategies | 17 | 8.1 | 47.4 | 10 | 60.0 |
| Grade 7 | 83 | **43.0** | **51.8** | | |
| Word Analysis & Vocabulary | 11 | 6.0 | 54.8 | 8 | 68.0 |
| Reading Comprehension | 18 | 10.2 | 56.6 | 12 | 68.0 |
| Literary Response & Analysis | 13 | 6.8 | 52.5 | 9 | 65.0 |
| Written & Oral Language Conventions | 16 | 8.6 | 53.9 | 11 | 67.0 |
| Writing Strategies | 17 | 7.4 | 43.6 | 10 | 56.0 |
| Written Applications | 8 | 3.9 | 49.4 | 5 | 61.0 |
| Grade 8 | 75 | **39.0** | **52.1** | | |
| Word Analysis & Vocabulary | 9 | 4.8 | 53.2 | 6 | 66.0 |
| Reading Comprehension | 18 | 9.8 | 54.2 | 12 | 66.0 |
| Literary Response & Analysis | 15 | 7.3 | 48.6 | 9 | 60.0 |
| Written & Oral Language Conventions | 16 | 9.2 | 57.7 | 12 | 74.0 |
| Writing Strategies | 17 | 8.0 | 46.9 | 10 | 61.0 |

***Delete the data sets that do not apply to the school. Update the Table of Contents after deleting pages.***

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

## ENGLISH/LANGUAGE ARTS CST OVERALL TEST SCORE AND STRAND ANALYSIS

| English/Language Arts CST Overall Test Score and Strand Analysis | |
|---|---|
| **Questions** | **KEY FINDINGS / Conclusions from Data Analysis** |
| 1. Compare and contrast state performance and school performance. What are some similarities between the state and the school? What are the differences between the state and the school?<br><br>2. What strands may need intervention to support student achievement?<br><br>3. Which content strands may be areas of focus for professional development? | 1. Reading comprehension seems to have the most similarities in number correct for 6th and 7th grade. There is a slight drop of .4 points in the eighth grade results. The most marked difference, which affects the comprehension as well, is word analysis and vocabulary.<br><br>2. All grade levels need intervention in Writing Strategies. Additionally, grade 7 needs intervention in Written Application and grade 8 needs further support in Literary Response and Analysis. If the school adopts a schoolwide program and a schoolwide goal to emphasize vocabulary, this base of the language pyramid could support improvement in all ELA strands.<br><br>3. We would like to focus in our professional development on vocabulary in content areas and with specific focus on jargon needed for Math, ELA, and Algebra. |

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

### MATHEMATICS CST OVERALL TEST SCORE AND STRAND ANALYSIS

## Middle Schools

**Review and analyze the results of the *CST Overall Test Score and Strand Analysis* data that have been provided. Use this data to complete the *Average Number of Items Correct on Each Reporting* Cluster worksheet that has been provided. Answer the questions in the box on the following page to determine the Key Findings/Conclusions.**

CALIFORNIA MATHEMATICS STANDARDS TESTS

Average Number of Items and Percent Correct on Each Reporting Cluster

| | 2009 Reporting Clusters | | | | |
|---|---|---|---|---|---|
| | | Your School | | Minimally Proficient - Statewide | |
| Grade/ Test Reporting Cluster | No. Questions | Average # Correct | Average % Correct | Average # Correct | Average % Correct |
| Grade 6 | 65 | **32.9** | **50.5** | | |
| Ratios, Proportions, Percentages, & Negative Fractions | 15 | 7.5 | 49.8 | 10 | 63.0 |
| Operations & Problem Solving with Fractions | 10 | 4.7 | 46.9 | 7 | 65.0 |
| Algebra & Functions | 19 | 10.7 | 56.1 | 14 | 73.0 |
| Measurement & Geometry | 10 | 4.6 | 46.3 | 6 | 60.0 |
| Statistics, Data Analysis, & Probability | 11 | 5.4 | 49.2 | 7 | 67.0 |
| Grade 7 | 65 | **29.1** | **44.8** | | |
| Rational Numbers | 14 | 6.4 | 46.1 | 9 | 65.0 |
| Exponents, Powers & Roots | 8 | 3.1 | 38.9 | 5 | 60.0 |
| Quantitative Relationships & Evaluating Expressions | 10 | 4.2 | 41.7 | 6 | 59.0 |
| Multistep Problems, Graphing & Functions | 15 | 6.9 | 46.3 | 10 | 64.0 |
| Measurement & Geometry | 13 | 5.9 | 45.3 | 8 | 60.0 |
| Statistics, Data Analysis, & Probability | 5 | 2.5 | 50.8 | 4 | 75.0 |
| Grade 8: General Mathematics | 65 | **25.7** | **39.6** | | |
| Rational Numbers | 14 | 6.1 | 43.6 | 9 | 67.0 |
| Exponents, Powers & Roots | 10 | 3.3 | 32.8 | 6 | 59.0 |
| Quantitative Relationships & Evaluating Expressions | 11 | 4.3 | 39.4 | 7 | 62.0 |
| Multistep Problems, Graphing & Functions | 10 | 4.3 | 43.4 | 7 | 68.0 |
| Measurement & Geometry | 11 | 4.1 | 37.4 | 6 | 55.0 |
| Statistics, Data Analysis, & Probability | 9 | 3.6 | 39.7 | 6 | 67.0 |
| Grade 8: Algebra I | 65 | **27.1** | **41.6** | | |
| Number Properties, Operations, & Linear Equations | 17 | 8.5 | 49.9 | 12 | 73.0 |
| Graphing and Systems of Linear Equations | 14 | 5.9 | 42.0 | 8 | 59.0 |
| Quadratics and Polynomials | 21 | 8.7 | 41.3 | 12 | 57.0 |
| Functions and Rational Expressions | 13 | 4.0 | 31.0 | 5 | 41.0 |
| Grade 8: Geometry (if applicable) | 65 | **32.9** | **50.5** | | |
| Logic and Geometric Proofs | 23 | 7.5 | 49.8 | 17 | 72.0 |
| Volume and Area Formulas | 11 | 4.7 | 46.9 | 7 | 65.0 |
| Angle Relationships, Constructions, and Lines | 16 | 10.7 | 56.1 | 10 | 64.0 |
| Trigonometry | 15 | 4.6 | 46.3 | 10 | 68.0 |

***Delete the data sets that do not apply to the school. Update the Table of Contents after deleting pages.***

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

## MATHEMATICS CST OVERALL TEST SCORE AND STRAND ANALYSIS

| Mathematics CST Overall Test Score and Strand Analysis | |
|---|---|
| **Questions** | **KEY FINDINGS / Conclusions from Data Analysis** |
| 1. Compare and contrast state performance and school performance. What are some similarities between the state and the school? What are the differences between the state and the school?<br><br>2. What strands may need intervention to support student achievement?<br><br>3. Which content strands may be areas of focus for professional development? | 1. In grade 6, students in both clusters scored lowest in Measurement and Geometry and scored the highest in Algebra & Functions. In grade 7, both clusters scored the highest in Statistics, Data Analysis, & Probability. In grade 8-Algebra, students in both clusters scored lowest in Functions and Rational Expressions, but both scored the highest in Number Properties, Operations, & Linear Equations.<br><br>2. The areas with the lowest % correct are as following: Measurement & Geometry in grade 6, Exponents, Powers & Roots in grade 7 and grade 8 General Mathematics, and Functions and Rational Expressions in grade 8 Algebra.<br><br>3. The content strands that are the area of focus for professional development are the following: Measurement & Geometry in grade 6, Exponents, Powers & Roots in grade 7 and grade 8 General Mathematics, and Functions and Rational Expressions in grade 8 Algebra. Additionally, teachers would like to spend professional development time on how to incorporate math vocabulary in other subjects. Furthermore, they would like to organize Math Mania and develop schoolwide Math in all content areas. |

# KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

**Analyze the data provided and use the questions in each section to determine the Key Findings/Conclusions.**

| **Academic Performance Indicator (API)**<br>***Additional Indicator for AYP*** |
|---|

| Questions | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| 1. Did the school make API? | Luther Burbank Middle School did not make API. |
| 2. What was the change in the schoolwide API from the previous year? | The 2008 base was 663 and the 2009 growth at Burbank was 628. The school dropped 35 points. |
| 3. Which subgroup(s) did not meet their API goal in 2009? | The following supbgroups did not meet API goal in 2009: Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. |

| ***Single Plan for Student Achievement*** **Annual Evaluation** |
|---|

| Question | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| What changes will be made as a result of the evaluation? | We will fund for coaches, after-school tutoring and Saturday program, invest in technology and clerical staff to support categorical programs. We will provide greater parent outreach. |

***Note: New schools with insufficient data may disregard some sections, e.g., API.***

# Key Findings from English Learners Data

**CST Performance Level Results by Language Classification for Student Tested in Spring 2009**

**Review and analyze the results of the CST *Performance Level Results by Language Classification for Student Tested in Spring 2009.* Answer the questions in the box below to determine the Key Findings/Conclusions.**

## English/Language Arts CST Performance Level Results by Language Classification for Student Tested in Spring 2009

| Questions | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| 1. Which language classification had the greatest percentage of students at proficient or advanced? (Indicate the grade level)<br><br>2. What are the possible reasons why these students scored at proficient or above? | Sixth grade RFEP students had the greatest percentage of proficiency and advance in the CST ELA.<br><br>Perhaps the monitoring that takes place for 6th and 7th reclassified students assist them in performing well or better. Also, students in the EL program emphasize in using grammar versus spending much of their time in studying literature in regular English classes. |

## Mathematics CST Performance Level Results by Language Classification for Student Tested in Spring 2009

| Questions | KEY FINDINGS / Conclusions from Data Analysis |
|---|---|
| 1. Which language classification has the greatest percentage of students at proficient or advanced? (Indicate which grade level and/or course)<br><br>2. What are the possible reasons why these students scored at proficient or above? | Students in grade 6 whose language classification if Initially Fluent had the greatest percentage of students at proficient or advanced.<br><br>Students may use their first language to translate concepts and ideas when they are having difficulty understanding a lesson in English. |

# Key Findings from Student Data

Analyze current school data and answer the questions to determine the Key Findings/Conclusions.

| Student Attendance | |
|---|---|
| **Question** | **KEY FINDINGS / Conclusions from Data Analysis** |
| How does current student attendance affect student achievement? | Our average attendance rate is 94.8%. Students with poor attendance miss instruction, fail to make-up work, fall behind academically or struggle to keep up. As a result, they have low academic achievement. Furthermore, a student who misses a 'block schedule' class has lost 2 instructional hours or days of that academic area. |

| Suspension and Expulsion Data | |
|---|---|
| **Question** | **KEY FINDINGS / Conclusions from Data Analysis** |
| How does current suspension and expulsion data affect student achievement? | Within the last year, our suspension and expulsion rate has drastically decreased. Though these students are spending more time in class receiving instruction, they are scoring below proficient in math and/or English. These students who have low literacy skills and poor social skills are struggling in large classes. If these students take advantage of our tutoring program and counseling programs, they can gradually build good habits and develop a positive attitude towards learning. |

# Key Findings from Staff Data

Analyze current school data and answer the questions to determine the Key Findings/Conclusions.

| Staff and Classified Data | |
|---|---|
| **Questions** | **KEY FINDINGS / Conclusions from Data Analysis** |
| 1. How does current certificated staff absence rate affect student achievement?<br><br>2. How does current classified staff absence rate affect student achievement? | At this time there is not enough data to respond to the staff and classified data. However, ESL classes were impacted greatly by a staff member's absence last year and this semester as well.<br><br>Classified staff assigned to classrooms are there to assist students in providing additional academic support. If these staff members are frequently absent, the student may miss from obtaining the assistance they may need because their teacher can not provide the individualize attention due to high number of students in their classroom. |

Read the responses below and revise or delete to make applicable.

| Highly Qualified Teachers (HQT) | |
|---|---|
| **Questions** | **KEY FINDINGS / Conclusions from Data Analysis** |
| 1. How will the school ensure that all teachers assigned to teach core academics are highly qualified?<br><br>2. Based on the school's HQT data, how will the school support all teachers to become highly qualified? | **1) It is the District's policy to hire highly qualified (HQ) teachers in core academic areas in all schools. Each school site has the capability to hire teachers for their core academic subject areas. All schools are provided with listings of teachers who are fully credentialed or interns and are subject matter competent. Additionally, all schools work closely with their Personnel Specialist in order to fill vacancies with fully HQ teachers. The only instances when an HQT is not hired, is when the pool of such qualified candidates is exhausted, and only occurs in chronic shortage areas (i.e., science, math).**<br>**2) Each school has the capability to print a roster of all teachers with their HQ status. The principals are integrally involved in the advisement of teachers not yet compliant with NCLB. They refer them to the District's test preparation classes and VPSS Program in order to assist them in becoming qualified in accordance with the federal regulations.** |

Luther Burbank Middle School

# Key Findings from School Experience Survey for Parents

Compile the results of the School Experience Survey for Parents and use the chart below to summarize your findings. List the corresponding two or three activities from each part that the school has selected as areas of improvement. These areas of improvement will become Key Findings and serve as the basis for the Parent and Community Engagement Action Plan. Resources to develop the findings are on the following pages.

| Types of Parent Involvement | Surveyed Activities | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **Opportunities for Involvement and Welcoming Environment** | 1. The school has parent activities at times I can attend | 1 | **2** | 3 | 4 |
| | 2. The school offers me opportunities to participate in councils/committees/parent organization. | 1 | **2** | 3 | 4 |
| | 3. The school offers trainings and workshops I can use to help my child learn. | 1 | **2** | 3 | 4 |
| **Safety at School** | 1. Students threaten or bully other students at the school. | 1 | **2** | 3 | 4 |
| | 2. My child is safe in the neighborhood around the school. | 1 | **2** | 3 | 4 |
| | 3. My child is safe from gangs at the school. | 1 | **2** | 3 | 4 |
| **Parent Center** | 1. I know where the parent center is. | 1 | 2 | **3** | 4 |
| | 2. I feel comfortable visiting the parent center. | 1 | **2** | 3 | 4 |
| | 3. The parent center is open at times I can visit. | 1 | **2** | 3 | 4 |

# Key Findings from School Experience Survey for Parents
(continued)

| Types of Parent Involvement | Surveyed Activities | Always | Often | Sometimes | Never |
|---|---|---|---|---|---|
| **Home and School Involvement** | 1.<br>I volunteer at my child's school. | 1 | 2 | 3 | **4** |
| | 2.<br>I talk with other parents about school meetings and events. | 1 | 2 | 3 | **4** |
| | 3.<br>I take my child to educational places in the community. | 1 | 2 | **3** | 4 |
| | 1. | 1 | 2 | 3 | 4 |
| | 2. | 1 | 2 | 3 | 4 |
| | 3. | 1 | 2 | 3 | 4 |
| | 1. | 1 | 2 | 3 | 4 |
| | 2. | 1 | 2 | 3 | 4 |
| | 3. | 1 | 2 | 3 | 4 |

# SPSA Evaluation

Upon analyzing the data and completing the SPSA Evaluation, insert document here.

**Linking Goals, Strategies, and Actions from the SPSA to Increased Students Achievement**

**Directions**: Answer the questions below in small groups/committees to consider if the strategies, actions and expenditures written in the SPSA are increasing students' achievement.

1a. Examine the data that has been downloaded.

— Has the proficient or advanced proficient group grown over the last 5 years in English/Language Arts? Yes
(If yes, answer question 1b. If no, answer question 1c)

— Has the proficient or advanced proficient group grown over the last 5 years in mathematics? Yes
(If yes, answer question 1b. If no, answer question 1c)

| 1b. Which of the expenditures increased growth in the proficient or the advanced proficient group and are linked to the strategies/activities found in the SPSA? What data supports this finding? | 1c. Which of the expenditures did not increase growth in the proficient or the advanced proficient group and are linked to the strategies/activities found in the SPSA? What data supports this finding? |
|---|---|
| Funding for TAs was helpful to assist students in language support. Teachers had opportunities to collaborate together and work on lesson plans and evaluated student work. Continuous opportunities for dialogue and rapport was also valuable to discuss student achievement and strategies to improve students comprehension of standards. Through student grades, student work, and students' interviews, we were able to see positive outcomes and check for knowledge of standards. | We had a delay in ordering supplemental materials because of lack of clerical assistance in categorical program. We needed working computers to support the Accelerated Math program. Differenciated instruction was difficult to provide in the area of technolgoy, mainly because computers did not work. We needed full implementation of the learning center. |

2. How did research-based professional development (70A56) lead to academic growth? (For PI Schools only)
Teachers learned the different types of teaching and learning modalities. Teachers were able to apply real life situations to the content standards.

3. What other evidence (ie. other performance data) exists that shows an increase in student learning?
We use CST data, portfolios, student work, student inquiries, student responses to standards based themes. We also observed EL reclassification data and attendance data.

4. Using local data (parent trainings, parent volunteers, parent centers, etc.), describe the expenditures from 7E046 that resulted in increased parental involvement.
Parents did not feel that there was an increase of parent involvement. However, the few that were often present were strong advocates for our students which resulted in personnel effectiveness.

5. What changes in strategies/activities including budget will occur ?
We will fund for coaches, after-school tutoring and Saturday program, invest in technology and clerical staff to support categorical programs. We will provide greater parent outreach.

(Schools analyze data before completing the evaluation)

# DISTRICT AND SCHOOL INSTRUCTIONAL PRIORITIES

All schools are required to address the priorities (listed below) established in the District's *Program Improvement Local Education Agency Year 3—Corrective Action Plan*. Schools may develop additional exit priorities and accompanying professional development, if needed.

| | |
|---|---|
| **1** | Maximize the impact of core instruction for all students. |
| **2** | Increase parental involvement and parental support in student's academic achievement. |
| **3** | Maximize the use of early intervention programs to improve academic achievement. |

## District and School Program Improvement Professional Development Priorities

| | |
|---|---|
| **1** | Provide professional development to assist local district and school-site staff with full implementation of the District's Framework for Response to Instruction and Intervention ($RtI^2$). |
| **2** | Use data to ensure instruction is provided at the intensity necessary for all students to succeed. |
| **3** | Implement curriculum-based measures (i.e., Periodic Assessments, SOAR) to inform instruction and maximize student exposure to that instruction. |
| **4** | Train teachers to help increase parental involvement. |

Title I and Title III professional development allocations must be used to support the training needed for teachers and paraprofessionals to implement the exit priorities.

***Update the Table of Contents when the page expands to a second page.***

# GOALS FOR ACTION PLANS

*The **Goals** have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State: LEA (Local Educational Agency—LAUSD) and Federal: AYP (Adequate Yearly Progress) guidelines.*

| **PI Corrective Action:** | **Annual Measurable Achievement Objective (AMAO) Goal:** | **School Organization and Support Structure Goals:** |
|---|---|---|
| • The school institutes and fully implements the core curriculum that is based on State academic content standards, including providing appropriate professional development based on scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils. | • 70%+ of English learners will score in the appropriate performance range on the CST for English/language arts according to the District Progress Benchmarks for English learners.<br>• 70%+ of English learners will progress one ELD level per year.<br>• 70%+ of English learners will score an overall ELD level of 4 or 5 on the CELDT after 4-5 years of instruction. | • All schools will be organized to support the academic needs of students.<br>• All schools will have effective support structures to address student needs that impact learning. |

**Participation Rate**

- The school will achieve a 95% participation rate for all state assessments.

**API**

- All schools will meet the API goal of 680 for the 2009-10 school year or increase by 1 point from the previous year. The API goal for 2010-2011 is 710 or show a 1 point growth from the previous year.

**Graduation Rate**

High Schools:

- All schools will meet the Graduation Rate Criteria by meeting <u>one</u> of the following options:
  - <u>Option 1:</u> Have a graduation rate of at least 83.2% for 2009-10.
  - <u>Option 2:</u> Show improvement in the rate from 2008-09 of at least 0.1%.
  - <u>Option 3:</u> Show improvement in the average two-year graduation rate of a least 0.2%.

**Proficiency Rate**

English/Language Arts

Elementary and Middle Schools:

- The percentage of students scoring proficient or above on the California Standards Test (CST) and the California Alternate Performance Assessment (CAPA) in English/ language arts 2009-10 will equal or exceed 56.8% and for 2010-11 will equal or exceed 67.6%.

High Schools:

- The percentage of students scoring proficient or above on the 10th grade administration of the CAHSEE and the California Alternate Performance Assessment (CAPA) in English/ language arts for 2009-10 will be equal or exceed 55.6% and for 2010-11 will equal or exceed 66.7%.

Mathematics

Elementary and Middle Schools:

- The percentage of students scoring proficient or above on the California Standards Test (CST) and the California Alternate Performance Assessment (CAPA) in Mathematics 2009-10 will equal or exceed 58.0% and for 2010-11 will equal or exceed 68.5%.

High Schools:

- The percentage of students scoring proficient or above on the 10th grade administration of the CAHSEE and the California Alternate Performance Assessment (CAPA) in Mathematics for 2009-10 will be equal or exceed 54.8% and for 2010-11 will equal or exceed 66.1%.

**Safe Schools**

- School must implement LAUSD Discipline Policy.
- Staff and students must meet 95% attendance target each month.

**Personalization/College Career Ready**

- Counseling provided to meet the A-G requirement opportunities
- Students are aware of college careers
- School identified one of the following models:
  - -Small Learning Community
  - -Personalized Learning Environment
  - -Professional Learning Community

**Parent Engagement**

- School demonstrates increased and improved parent partnerships and welcoming environments
- School provided meaningful training and learning for parents on how to support the academic achievement in the home.
- School offers parents the opportunity to participate in councils, committees, and parent organizations.
- School provides information in a language that parents can understand.

**High Schools only:**

| **ESLRs** | **List which Expected Schoolwide Learning Results (ESLRs) support the goals (if applicable):** |
|---|---|

**List the WASC Recommendations that correspond with the Key Findings in the data page (if applicable).**

***Update the Table of Contents when the page expands to a second page.***

## Burbank Middle School

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

# High Academic Achievement Action Plan

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| **Increase the number of schools that meet or exceed their API targets**<br>2008-09<br>282 out of 613 = 46% | 10% | | Not Applicable | | | | |
| **Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math**<br>**% Proficient/Advanced CST ELA by grade:**<br>2008 / 2009 / Change<br>District 34% / 38% / +4%<br>Grade 2 – 44% / 48% / +4%<br>Grade 3 – 29% / 34% / +5%<br>Grade 4 – 45% / 51% / +6%<br>Grade 5 – 37% / 42% / +5%<br>Grade 6 – 33% / 37% / +4%<br>Grade 7 – 34% / 38% / +4%<br>Grade 8 – 31% / 31% / 0%<br>Grade 9 – 31% / 32% / +1%<br>Grade 10 – 29% / 31% / +2%<br>Grade 11 – 27% / 31% / +4% | 10% | All students | Provide core instruction in English/Language Arts identifying the State standards and implementing the District Frameworks:<br>• Differentiated instruction<br>• SDAIE instruction<br>• Scaffolding<br>• Use of technology<br>• Peer Coaching<br>• Backward Planning<br>• Test taking skills<br>• Learning Teams<br>• Clear Expectations and Academic Rigor<br>• Schoolwide activities such as essay writing that focus on vocabulary building<br>• Create schoolwide rubrics | **Class size reduction teacher** will reduce the teacher to student ratio in ELA (Title I, EIA-SCE)<br>**Instructional materials** will be purchased to support the core ELA program (Title I, EIA-SCE)<br>**Equipment** will be purchased to differentiate instruction. (Title I, EIA-SCE)<br>**General supplies** will support classroom instruction (Title I, EIA-SCE)<br>**Rental of and maintenance of equipment** will allow for the duplication of supplemental materials in the classroom and PD activities. (Title I, EIA-SCE) | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments<br><br>Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics<br>**Grades 6, 7 & 8:**<br>Language Arts:<br>• 40% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments<br>Writing:<br>• Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment<br>Math:<br>Increase the # of students that are proficient on the mathematics periodic assessment by 6% | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |
| | | All students | Intervention programs will target students functioning below grade level and also targeting students to meet proficiency objectives.<br>• RtI² strategies<br>• Accelerated Reader will be used for all students<br>• After school tutoring<br>• One-on-one counseling with identified at-risk students | **Intervention Support Coordinator** will facilitate intervention programs (Title I)<br>**Categorical Program Advisor** will facilitate PD activities and intervention programs (Title I) | | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## High Academic Achievement Action Plan

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| | | | • Saturday school<br>• Read 180<br>• English Language Skills class<br>• Provide small group instruction in the Learning Center with use of paraprofessionals to reinforce instruction<br>• Data Analysis | **Off-norm teacher** will provide in class intervention support. (Title I)<br>**Paraprofessionals** will provide reinforcement of instruction for identified at-risk students (Title I, EIA-SCE)<br>**Teacher auxiliaries** will be purchased to reduce class size (Title I, EIA-SCE)<br>**Teacher X/Z time** will be funded to allow for after school tutoring and student counseling regarding their progress (Title I, EIA-SCE) | | | |
| | | All students | Professional Development activities and attending conferences will be provided to help improve delivery of instruction in ELA classes:<br>• Response to Intervention and Instruction training for teachers indentifying the tiers of intervention<br>• Peer Coaching/Observing Best Practices<br>• Demo Lessons<br>• Lesson Study<br>• Use of Multiple Intelligence<br>• Culturally Relevant and Responsive Education<br>• High Teacher Expectations and Academic Rigor<br>• Use of Learning Center<br>• Change a testing culture by providing test taking strategies<br>• Learning Teams<br>• Co-teaching among General Education teachers and Special Education teachers in | **Categorical Program Advisor** will facilitate PD activities (Title I)<br>**CPA Differential** will allow for after school activities (Title I)<br>**Literacy Coach** will facilitate PD activities (Title I)<br>**Teacher X/Z-time** will allow for after school and/or Saturday training (Title I, EIA-SCE)<br>**Off-norm teacher** will provide technological support during PD activities. (Title I)<br>**Professional Development, Teacher** | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## High Academic Achievement Action Plan

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| | | | ELA classes will address the needs of special needs students in meeting the State objectives | **Regular** and **Day to Day Substitutes** will release teachers during the school day to attend PD activities. (Title I, EIA-SCE)<br>**Contract Instructional Services** will allow for a company to provide PD (Title I)<br>**Staff Conference Attendance** to allow teachers to attend conferences (Title I, EIA-SCE) | | | |
| **Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)**<br>**% Proficient/Advanced CST Math by grade:**<br>2008 2009 Change<br>District 35% 37% +2%<br>Grade 2 – 56% 57% +1%<br>Grade 3 – 57% 60% +3%<br>Grade 4 – 58% 59% +1%<br>Grade 5 – 48% 53% +5%<br>Grade 6 – 31% 35% +4%<br>Grade 7 – 28% 28% 0%<br>Gen Math – 15% 17% +2%<br>Algebra 1 – 17% 19% +2%<br>Geometry – 11% 14% +3%<br>Algebra 2 – 13% 14% +1%<br>HS Math – 29% 30% +1% | | All students | Provide core instruction in Mathematics identifying the State standards and implementing the District Frameworks:<br>• Differentiated instruction<br>• SDAIE instruction<br>• Scaffolding<br>• Use of technology<br>• Peer Coaching<br>• Backward Planning<br>• Modeling Best Practice<br>• Test taking skills<br>• Create schoolwide rubrics | **Class size reduction teacher** will reduce the teacher to student ratio in Math (Title I, EIA-SCE)<br>**Instructional materials** will be purchased to support the core Math program (Title I, EIA-SCE)<br>**Equipment** will be purchased to differentiate instruction. (Title I, EIA-SCE)<br>**General supplies** will support classroom instruction (Title I, EIA-SCE)<br>**Rental of and maintenance of equipment** will allow for the duplication of supplemental materials in the classroom and PD activities. (Title I, EIA-SCE) | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments<br><br>**Grades 6/7-8:**<br>• 30% of students scoring proficient or above on the Periodic Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |

**Burbank Middle School**

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|---|---|---|---|---|---|---|---|
| | | All students | Intervention programs will target students functioning below grade level and also targeting students to meet proficiency objectives.<br>• Accelerated Math will be used for all students<br>• After school tutoring<br>• Saturday school<br>• Algebra Readiness<br>• Provide small group instruction to provide a more personalized learning environment to allow for checking for understanding and closer monitoring of student progress<br>• Use Learning Center to reinforce concepts | **Intervention Coordinator** will facilitate intervention programs (Title I)<br>**Categorical Program Advisor** will facilitate intervention programs (Title I)<br>**CPA Differential** will allow for after school activities (Title I)<br>**Off-norm teacher** will provide in class intervention support. (Title I)<br>**Paraprofessionals** will provide reinforcement of instruction for identified at-risk students (Title I, EIA-SCE) | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |
| | | All students | Professional Development activities and attending conferences will be provided to help improve delivery of instruction in Math classes:<br>• Inter-visitation Program<br>• Demo Lessons<br>• Lesson Study<br>• Data Analysis<br>• Use of Multiple Intelligence<br>• Backward Planning<br>• Culturally Relevant and Responsive Education<br>• High Teacher Expectations and Academic Rigor<br>• Use of Learning Center | **Professional Development, Teacher Regular** and **Day to Day Substitutes** will release teachers during the school day to attend PD activities. (Title I, EIA-SCE)<br>**Teacher X/Z time** for after school and/or Saturday PD activities (Title I, EIA-SCE)<br>**Staff Conference Attendance** to allow teachers to attend conferences (Title I, EIA-SCE) | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |

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# High Academic Achievement Action Plan

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|---|---|---|---|---|---|---|---|
| **% Proficient/Advanced CST Science and Social Science:**<br>2008 / 2009 / Change<br>Biology 24% / 24% / 0%<br>Chemistry 12% / 14% / +2%<br>Earth Sci. 21% / 26% / +5%<br>Physics 19% / 20% / +1%<br>Integ. Sci1 7% / 8% / +1%<br>Integ. Sci2 2% / 0% / -2%<br>Integ. Sci3 3% / 7% / +4%<br>Soc. Sci. 23% / 28% / +5%<br>World Hist. 18% / 23% / +4%<br>U.S. Hist. 25% / 32% / +7%<br><br>**% Proficient/Advanced CST History / Social Science by grade:**<br><br>**Social Science**<br>2008 / 2009 / Change<br>Grade 8 25% / 30% / +5%<br><br>**World History**<br>2008 / 2009 / Change<br>Grade 9 16% / 19% / +3%<br>Grade 10 19% / 24% / +5%<br>Grade 11 8% / 8% / 0%<br><br>**U.S. History**<br>2008 / 2009 / Change<br>Grade 11 25% / 32% / +7% | 10% | All Students | Provide core instruction in Science and Social Science identifying the State standards and implementing the District Frameworks:<br>• Use of audio visuals<br>• Use of hands on activities<br>• Virtual Labs<br>• Differentiated instruction<br>• SDAIE instruction<br>• Scaffolding<br>• Use of technology<br>• Thinking Maps<br>• Test taking skills<br>• Use of models<br>• Group students by similar abilities<br>• Schoolwide uniformed rubrics<br>• Pair Share | - **Non Capitalized Equipment** to purchase LCD projectors and computers for student use (Title I)<br>- **Off-norm teacher** will be hired to operate the computer lab and PD activities for teachers (Title I, EIA-SCE)<br>- **Microcomputer Support Assistant** will be hired to maintain equipment (Title I, EIA-SCE)<br>- **General supplies** will be purchased to support use of technology in the classroom (Title I, EIA-SCE)<br>- **Instructional Materials** will be funded to purchase supplemental materials for and registration fees for students (Title I, EIA-SCE)<br>- **Teacher X/Z time** for after school activities such as tutoring for at risk students (Title I, EIA-SCE)<br>- **Conference Attendance** to allow teachers to attend conferences (Title I)<br>- **Teacher X/Z time** for after school and/or | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments<br><br>• See monitoring indicators for CST on page 34 | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |
| | | All Students | Intervention programs will target students functioning below grade level and also targeting students to meet proficiency objectives.<br>• Accelerated Science will be used for all students<br>• After school Science and Social Science tutoring<br>• Saturday school<br>• Provide small group instruction in the Learning Center through closer monitoring of student progress | | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |
| | | All Students | Professional Development activities will be provided to help improve delivery of instruction in Science and Social Studies classes:<br>• Implementing Learning Teams<br>• Implementing United Streaming<br>• Use of Technology based products.<br>• Data Analysis<br>• Community Based Problem Solving<br>• Interdisciplinary Collaboration to reinforce | | Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |

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## High Academic Achievement Action Plan

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|---|---|---|---|---|---|---|---|
| | | | Math/English.<br>• Attend workshops and conferences | Saturday PD activities (Title I, EIA-SCE) | | | |
| **Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math**<br><br>07-08 08-09 Change<br>ELA 33% 31% -2%<br>MATH 42% 40% -2% | -10 | All Students | Intervention programs will target students functioning below grade level and also targeting students to meet proficiency objectives.<br>• RtI² strategies<br>• After school tutoring<br>• One-on-one counseling with identified at-risk students<br>• Saturday school<br>• Provide small group instruction in the Learning Center with use of paraprofessionals to reinforce instruction<br>• Data Analysis | | • See monitoring indicators for CST on page 34<br><br>Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselors, Teachers, Coordinators | February 2010 and ongoing |
| **Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.**<br><br>07-08 08-09 Change<br>9.3% 9.2% -.1%<br><br>**Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.**<br><br>07-08 08-09 Change<br>African Americans 6.6% 6.6% .0%<br>Hispanics 6.9% 7.0% .1% | varies by school<br><br>varies by school | All students | The following activities will identify potential Gifted students<br>• Data anlysis of student reports<br>• Teacher referrals<br>• Parent conferences<br>• Train staff to identify Gifted students<br>• Differentiate instruction targeting underrepresented population<br>• PD activities and conference<br>• Use a variety of modalities in the classroom and flexing grouping<br>• Provide extracurricular activities such as field trips and use of technology | **Teacher X-time** to allow for counseling after school (Title I)<br>**Instructional Materials** will be funded to purchase supplemental materials for and registration fees for students (Title I, EIA-SCE)<br>**Conference Attendance** to allow teachers to attend conferences (Title I) | • Increase the Number of identified Gifted students by 6%<br>Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |
| **Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities**<br><br>**Prof/Adv CST ELA Subgroups:** | | All students | Establish criteria that will assist in identifying which students legitimately should be considered for Special Education placement.<br><br>Provide professional development to all staff members on culturally relevant classroom | **Professional Development, Teacher Regular** and **Day to Day Substitutes** will release teachers during the school day to attend PD | • See monitoring indicators for CST on page 34<br><br>Periodic Assessment | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |

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|---|---|---|---|---|---|---|---|
| 07-08 08-09 Change<br>African American 25% 27% +2%<br>Hispanic 31% 33% +2%<br>English Learners 20% 23% +3%<br>Sts. w/ Disabilities 11% 12% +1% | 10% | | management/behavior modification training. | activities. (Title I, EIA-SCE) | Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | | |
| **Accelerate the performance of Standard English Learners (SEL)** | 10% | SEL students | Engage all of the teachers of SEL students in a comprehensive professional development and training to meet the cultural, linguistic, and academic needs of students and eliminating achievement and proficiency gaps. | **Professional Development, Teacher Regular** and **Day to Day Substitutes** will release teachers during the school day to attend PD activities. (Title I, EIA-SCE) | • See monitoring indicators for on page 34<br>Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |
| **AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English**<br>07-08 08-09 Change<br>54.8% 55.7% +0.9%<br><br>2007-2008 State Target was 50.1%<br>2008-2009 State Target was 51.6%<br>2009-2010 State Target is 53.1% | 3% | English Learners | Engage all of the teachers and instructional paraprofessionals in professional development that will target the following:<br>- High Point<br>- EL Data Analysis<br>- LACOE Trainings for Educating the EL population on the following on formulating nonlinguistic representations such as graphic representations, physical and technological models, and kinesthetic activities.<br>- Culturally Relevant and Responsive Teaching including accessing Prior Knowledge, student validation, and culturally responsive literature<br>- Various types of cooperative Learning.<br>- Participating in lesson study<br><br>Categorical Program Coordinator teaches, conducts professional development, and facilitates the effectiveness of the instructional programs. | **Categorical Programs Advisor** (EL) will support the learning of EL students (EIA-LEP)<br>**CPA X-time** and **Differential** will allow for the monitoring of the EL programs before the opening of the school and on Saturdays (EIA-LEP)<br>**Professional Development Teacher Regular** will release teachers of EL students to observe best practices and to participate in training (EIA-LEP)<br>**Teacher X-time** to allow for tutoring of EL students after school | • ELD Portfolios (K-12)<br>• ELD Practicum/Into English Assessments (K-5)<br>• High Point Curriculum/Assessments (6-12)<br>• CELDT<br>• ELSSA Data | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |

marty.barrios 11/20/09 7:36 AM
**Comment:** Modify these strategies to match the expenditures—resources column

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|---|---|---|---|---|---|---|---|
| | | | | (EIA-LEP)<br>**Instructional Materials** will be purchased to assist EL students meet AMAOs (EIA-LEP)<br>**Clerical overtime** will provide support for the EL program (EIA-LEP)<br>**Staff conference** attendance will allow teachers of EL students to attend conferences (EIA-LEP)<br>**Paraprofessionals** will be hired to provide primary language support for EL students (EIA-LEP)<br>**Instructional Contract** to fund the Accelerated Reader Program for EL students (EIA-LEP)<br>**Rental and Maintenance of Equipment** will allow for the duplication of instructional materials for EL students (EIA-LEP) | | | |
| **AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT**<br><br>% Early Adv/Adv<br>07-08 08-09 Change<br>36.3% 39.3% +3%<br><br>2008-2009 State Target was 30.6% | 5% | English Learners | Engage all of the teachers and instructional paraprofessionals in professional development that will target the following:<br>- High Point<br>- EL Data Analysis<br>- LACOE Trainings for Educating the EL population on the following on formulating nonlinguistic representations such as graphic representations, physical and technological | **Categorical Programs Advisor** (EL) will support the learning of EL students (EIA-LEP)<br>**Professional Development Teacher Regular** will release teachers of EL students to observe best practices | • ELD Portfolios (K-12)<br>• ELD Practicum/Into English Assessments (K-5)<br>• High Point Curriculum/Assessments (6-12)<br>• CELDT<br>• ELSSA Data<br>• See monitoring indicators for AMAO 1 | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |

marty.barrios 11/20/09 7:36 AM
**Comment:** Modify these strategies to match the expenditures—resources column

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|---|---|---|---|---|---|---|---|
| 2009-2010 State Target is 32.2% | | | models, and kinesthetic activities.<br>-Culturally Relevant and Responsive Teaching including accessing Prior Knowledge, Student Validation, and Culturally Responsive Literature,<br>- Various types of cooperative Learning.<br>- Using tiered questions to take into account the students level of language acquisition.<br>- Participating in lesson study<br>Categorical Program Coordinator teaches, conducts professional development, and facilitates the effectiveness of the instructional programs.<br><br>Making connections between the exiting EL program and the mainstream program. | and to participate in training (EIA-LEP)<br>**Teacher X-time** to allow for tutoring of EL students after school (EIA-LEP) | | | |
| **AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST**<br><br>07-08 08-09 Change<br>ELA 24.3 27.0 +2.7%<br>Math 34.1 36.3 +2.1% | | English Learners | Provide counseling and awareness of academic standing to students.<br>Provide tutoring and Saturday school to improve academic achievement.<br>Provide parent workshops to encourage parental involvement in students' academic achievement.<br>Provide professional development to all teachers on data analysis, combing language objectives with content objectives, instructional conversations, high teacher expectations, and academic rigor. | **Categorical Programs Advisor** (EL) will support the learning of EL students (EIA-LEP) | • ELD Portfolios (K-12)<br>• ELD Practicum/Into English Assessments (K-5)<br>• High Point Curriculum/Assessments (6-12)<br>• CELDT<br>• ELSSA Data | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |
| **Increase EL reclassification rates at the elementary, middle, and high school levels**<br><br>07-08 08-09 Change<br>EL 13.5 15.8 +2.3<br>MS 22.4 20.8 +8.4<br>HS 10.3 12.4 +2.1 | 5% | English Learners | Categorical Program Advisor monitors students' progress in reclassifying.<br>Council students in their progress towards fulfilling reclassification criteria.<br>Provide tutoring and Saturday school that focuses on building students' oral, listening, writing, reading skills. | **Categorical Programs Advisor** (EL) will support the learning of EL students (EIA-LEP) | • EL monitoring rosters, and where possible EL students not moving or reclassifying<br>• RFEP Monitoring Rosters | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |

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|---|---|---|---|---|---|---|---|
| **Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs**<br>07-08 / 08-09 / Change<br>ELA 25% / 27% / +2%<br>MATH 26% / 27% / +1% | 35% ELA<br>35% Math | SWD students | Bridge Coordinator supports and enhances the instructional activities, intervention, and transition support in all special education programs.<br>Provide professional development for all teachers on restructuring classroom organization and academic instruction in math and ELA to support students with disabilities. | **Bridge Coordinator** will support the learning of students with disabilities. (Title I, EIA-SCE) | • See monitoring indicators for CST on page 34<br>Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators, Counselor, Teachers, Coordinator | February 2010 and ongoing |

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## Graduation Rate

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|---|---|---|---|---|---|---|---|
| **Graduation rate will increase**<br><br>06-07 07-08 Change<br>67.1% 72.4% +5.3% | 8% | | Not Applicable | | • Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)<br>• Decrease rate of drop-outs<br>• Increase the percentage of 9th to 10th grade students accumulating 55 credits<br>• 4-year longitudinal graduation rate (9th grade to graduation) | | |
| **Increase percent of 10th graders passing both parts of CAHSEE on the first attempt**<br><br>07-08 08-09 Change<br>57% 60% +3% | 6% | | Not Applicable | | • Increased participation in CAHSEE preparation | | |
| **Dropout rate will decrease.**<br><br>06-07 07-08 Change<br>31.7% 26.4% -5.3% | 6% | | Not Applicable | | Monitor students at risk:<br>• 85% of students are in attendance for 96% or more of the time<br>• Increase in pass rates in English and/or math courses<br>• Increase in number of students receiving an E or S in Work Habits or Cooperation<br>• Increase attendance rates for both students and teachers to 96%. | | |

**(Name) School**

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**Single Plan for Student Achievement Accountability Matrix**

## Personalization/College Career Ready

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| **Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.**<br>07-08 08-09 Change<br>25% TBD% +__% | 80% | | Not Applicable | | A-G enrollment and passing rates<br>• Decrease the number of students receiving Fails in A-G courses by 10%.<br>• Increase the percent of students earning C's or higher in A-G courses. | | |
| **Increase the enrollment in Advanced Placement course**<br>07-08 08-09 Change<br>1.8% 1.9% + .1%<br>**Increase pass rates on AP tests**<br>07-08 08-09 Change<br>44.1% TBD% +TBD% | 5%<br>5% | | Not Applicable | | Advanced Placement courses –<br>• Increase Advanced Placement offerings at all high schools.<br>• Increase the number of tests administered by 10%<br>• Increase the number of subject matter tests administered by:<br>  • At least 2 (if the school administers less than 15 subject matter tests)<br>  • At least 1 (if the school administers less than 20 subject matter tests) | | |
| **Increase students preparedness for College Career Readiness** | | All students | Closely monitor student progress by school Counselors to discuss the following:<br>• Getting good grades<br>• Culmination requirements<br>• Graduation requirements<br>• Providing information to at-risk students for intervention<br>Provide parent workshops that focus on College/Career Readiness | **Teacher X-time** to allow for after school counseling and parent meetings (Title I)<br>**Teacher X-time** to facilitate parent workshops (Title I)<br>**Instructional materials** will be purchased to support Parent Workshops (Title I) | Middle Schools<br>○ Students passing core classes with C or better<br>Elementary<br>○ Students getting 3 or 4 on report cards<br>Periodic Assessment<br>Student Work/Portfolios<br>Student Progress Reports<br>CST<br>Student Interviews<br>Informal and Formal Teacher Assessments | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |

**(Name) School**

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## Parent and Community Engagement

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| **As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that**<br>• **there are opportunities for parent involvement**<br>• **they feel welcome at this school**<br>• **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).** | At least 90% of parents respond "Strongly agree" or "agree" | All students | Enhance the involvement of parents in the following ways:<br>• ConnectEd to increase communication to parents regarding school activities<br>• Parent Center to encourage parent involvement<br>• Parent Workshops and classes to assist in developing and enhancing parents' abilities to support their children's academic achievement. Topics will include the following:<br>  • Technology<br>  • State Standards<br>  • Academic Objectives<br>  • Career/College Readiness<br>  • Building bridges with the school and communicating with teachers<br>• Parent Volunteer program to increase volunteerism during school activities<br>• Community Representative to operate as liaison between school and community | **Community Rep** will operate at liaison between school and community (Title I)<br>**Teacher X-time** to facilitate parent workshops (Title I)<br>**Instructional materials** will be purchased to support Parent Workshops (Title I)<br>**General supplies** will help the operating costs of the Parent Center (Title I)<br>**Advisory Committee Expenses** will allow for the purchase of refreshments during parent meetings (Title I)<br>**Equipment** will be purchased for parent use in the Parent Center (Title I)<br>**Contract Instructional Services** to allow for parent workshops<br>**Parent Training Allowance** will allow for the reimbursement of parent expenses when attending school functions (Title | • **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.<br>• **Welcoming environment and opportunities to participate** – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.<br>• **Parent home involvement** should be at 90% for elementary schools and 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.<br>• **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.<br>• **Communication** – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10. | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |

**(Name) School**

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## Parent and Community Engagement

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| | | | | I)<br>**Parent Conference Attendance** will allow for parents to attend conferences (Title I)<br>**Clerical and Custodial Overtime** will be funded to support parent workshops after school (Title I)<br>**Audiovisual and Translation equipment** for use during parent meetings (Title I) | | | |

**(Name) School**

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## Safe Schools

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| **The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)** | At least 90% of students respond "strongly agree" or agree | All students | The School Safety Committee meets on a monthly basis to review the needs, policy, and procedures to establish a safe and orderly school environment conducive to learning.<br>Campus aids and Deans are available on a daily basis from 7:00 a.m. to 4:00 p.m. to monitor and reinforce appropriate behavior.<br>Provide professional development and conferences for all staff members on addressing bullying effectively. | **Teacher X** time to attend training and/or professional development. (Title I)<br>**Staff Conference Attendance** to pay for registration fees. (Title I) | • Increased and improved parent partnerships and welcoming environments<br>• Increased external partnerships to support instructional incentives and parent participation support<br>• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home<br>• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |
| **Decrease the number of suspensions**<br><br>06-07 07-08 08-09 Change<br>83,542 75,049 TBD TBD | 25% | All students | Use progressive discipline such as :<br>• Counseling<br>• Nutrition and Lunch Detention<br>• Parent Conferences<br>• Student Success Team<br>• Teacher-Student Conferences<br>• Parent-Teacher Conferences<br>• Spread students throughout the campus to sit in another teacher's class to receive instruction for the.<br>• In-house suspension | **Clerical Overtime** will be funded to support parent communication and conferences afterschool. (Title I)<br>**Teacher X-time** to facilitate counseling and parent conferences (Title I) | • Decrease non-mandatory suspension rates at all schools by 25%.<br>• Increase the number of preventive school-wide discipline plans that are effectively implemented<br>• Team Implementation Checklist<br>• Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |
| **Increase attendance of staff and students**<br><br>07-08 08-09 Change<br>Students: 93.99% TBD TBD<br>Staff: 93% TBD TBD | 96%<br>96% | All students | • Recognize exemplar teachers at Staff meetings and "Friday Focus".<br>• Send Connect ED calls to parents of students who are absent or tardy.<br>• PSA provides direct individual and family counseling intervention service to students with excessive absences. | **Counselor, PSA** provides services that increase students' attendance. (Title I) | • Increase attendance incentives/rewards systems<br>• School-wide recognition<br>• Increase attendance incentives/rewards systems<br>• School-wide recognition | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |

**(Name) School**

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## School Organization/Support Services

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| **Increase in the number of Title 1 Schools meeting AYP for two consecutive years** | | All students | Categorical Program Advisor conducts professional development and facilitates effectiveness of instructional programs, conducting program/student evaluation activities.<br>PSA counselor will assist in increasing pupil attendance.<br>Counselor will provide follow-up counseling and referrals to the school's intervention program.<br>School nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns.<br>Psychologist provides specialized pupil services and suggests prescriptive activities for teachers.<br>Psychiatric Social Worker provides specialized service to remove emotional, behavioral, and family crisis barriers to learning. | **Categorica Program Advisor** ensures the compliant functioning of advisory committes and support the instructional and program needs. (Title I)<br>**Educational Aide 2** performs clerical tasks related to categorical programs and assists in communication with parents. (Title I)<br>**Counselor, PSA** provides services that increase students' attendance. (Title I)<br>**Counselor, PSA** provides direct individual and family counseling. (Title I)<br>**School Psychologist and Psychiatric Social Worker** will provide counseling, consultation and assessment to support student achievement. (Title I) | • Schools meet CST annual measurable objective targets or<br>• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year<br>• Schools meet or exceed 95% participation rate<br>• Schools meet or exceed API target<br>• Schools meet or exceed graduation rate target | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |
| **Decrease in the number of Title 1 Schools In PI status** | | All students | Intervention programs will target students functioning below grade level and also targeting students to meet proficiency objectives. | **Intervention Coordinator** will facilitate intervention programs (Title I) | • Schools meet CST annual measurable objective targets or<br>• Decrease by at least 10 percent the percentage of students performing below | Administrators Counselor, Teachers, Coordinator | February 2010 and ongoing |

**(Name) School**

**Los Angeles Unified School District**
**Single Plan for Student Achievement Accountability Matrix**

## School Organization/Support Services

| Accountabilities | LAUSD Target | Subgroup(s)<br>*List the subgroups.* | Strategies/Activities<br>*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.* | Resources/Proposed Funding Sources<br>*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.* | Means of Evaluating Progress<br>*What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?* | Staff Responsible<br>*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?* | Start/Completion Date<br>*Indicate when the strategy will be implemented and projected date of completion.* |
|---|---|---|---|---|---|---|---|
| | | | • Restructure classroom organization and academic instruction to support underperforming students.<br>• After school tutoring<br>• Counseling<br>• Saturday school<br>• Provide small group instruction to provide a more personalized learning environment to allow for checking for understanding and closer monitoring of student progress<br>• Use Learning Center to reinforce concepts | **Categorical Program Advisor** will facilitate intervention programs (Title I)<br>**CPA Differential** will allow for after school activities (Title I)<br>**Off-norm teacher** will provide in class intervention support. (Title I)<br>**Teacher X-time** to facilitate counseling and parent conferences (Title I) | proficient level in either ELA or math from the preceding school year<br>• Schools meet or exceed 95% participation rate<br>• Schools meet or exceed API target<br>• Schools meet or exceed graduation rate target | | |
| **Increase in the number of QEIA schools meeting annual targets** | | | Not applicable | | • ⅔ implementation of Class Size Reduction target<br>• ⅔ implementation of 300:1 student to counselor ratio. | | |

# TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114
# COMPONENTS FOR IMPLEMENTATION

1. Describe how the school provides increased learning time to underperforming students outside the school day.

Luther Burbank Middle School has budgeted for an afterschool and Saturday program for students who are underperforming. We are currently offering tutoring classes in the following areas: English Immersion, Advanced ESL or PRP, Algebra Readiness, Algebra, Math 6, Math 7, and Read 180. We have class open for students in SDC.

2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).

**The following strategies will be utilized to meet the educational needs of Migrant Students:**

- Ensure that the Family Questionnaire will be part of the enrollment packet.
- The Principal will designate a contact person for matters pertaining to migrant children and the contact person will be the Assistant Principal.
- Complete, analyze and monitor the Individual Learning Plan.
- Assure that recommended support services are provided.
- Provide/facilitate in-service to staff and parents on the Migrant Education Program.
- Make sure Individual Learning Plan is kept on file in the student's cumulative records.
- Contact Migrant Education Office for support.

**The following strategies will be utilized to meet the educational needs of Homeless Students:**

- Include the Student Residency Questionnaire in school enrollment packet and ensure the questionnaire will be given to students who are already enrolled but have since become homeless.
- The Student Residency Questionnaire will be disseminated annually.
- The Student Residency Questionnaire for identified homeless students will be faxed to the Homeless Education Program upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will be the Assistant Principal. He/she will adhere to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services.

**The following strategies will be utilized to meet the educational needs of American Indian Students:**

- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the Assistant Principal.

3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high caliber teachers.

To assist in this effort, LAUSD maintains an aggressive and far reaching recruitment plan. The district offers over 1,000 early entry contracts to outstanding highly qualified credentialed teachers to secure them for employment. The district also utilizes UCLA's Center X Program and Teach For America students, all of who are credentialed or interns and committed to inner city schools. LAUSD provides a rigorous test preparation program for the limited number of provisional teachers (currently 0.6% of the total teaching force) to assist them in meeting the subject matter requirement for highly qualified teachers. LAUSD is the only school district in the nation to use the Virtual Resume System, a web based software program that enables Program Improvement Year 4 and Year 5 schools and schools in deciles 1 – 3 first priority to fully credentialed teachers. Lastly, principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with NCLB. Beginning in 2008-09, LAUSD began offering a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become NCLB compliant in all subjects taught.

# TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114
# COMPONENTS FOR IMPLEMENTATION
# (continued)

4. Describe how the school will coordinate and integrate federal, state, and local services and programs.

Luther Burbank Middle School will use a needs assessment to determine appropriate programs needed to increase students achievement. Staff member specialized in particular programs will provide input and assist in coordinating and integrating these programs. The School Site Council will evaluate the effectiveness of these programs to determine any changes, needs, or improvements to these programs.

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of *Single Plan for Student Achievement*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the action plans have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

**Burbank Middle School**

## TITLE IV / Tobacco Use Prevention Education (TUPE) PROGRAMS
## COMPONENTS FOR IMPLEMENTATION

| |
|---|
| 1. Describe how the school implements the science-based, research-validated State approved curricular programs *Project Toward No Drug Abuse* taught to all students in Grade 9th grade health class and *Minnesota Smoking Prevention* taught in Grade 9 health class in TUPE high schools with fidelity in the classroom to prevent illegal drug, alcohol and tobacco use and to reduce violence.<br>• Records show that all appropriate teachers have been trained in *Project Toward No Drug Abuse and Minnesota Smoking Prevention*.<br>• Compliance and accountability forms indicate that teachers completed *Project Toward No Drug Abuse and Minnesota Smoking Prevention*.<br>• Curriculum was taught following the publisher's guidelines.<br>• Accurate inventory lists of curriculum and materials are kept by the administrator/designee at the school site.<br>• Compliance and accountability forms are completed by the TUPE Coordinator or administrator/designee. |
| 2. Describe the staff development opportunities offered to individuals who implement the scientific research-based, State approved programs addressing alcohol, drug, and tobacco use and violence prevention and intervention.<br>• TUPE Coordinator or administrator/designee keeps sign-ins and agendas of trainings provided.<br>• Coordinator or administrator/designee completes compliance documentation to demonstrate implementation.<br>• TUPE Coordinator or administrator/designee set up trainings with local district Health Education Programs (HEP) advisor. |
| 3. Describe how intentional positive youth development and asset building strategies and activities have been implemented at the school site.<br>• TUPE Coordinator or administrator/designee works with other school staff to promote asset development through positive activities such as after school programs, cross-age tutoring, clubs, peer counseling and community service work.<br>• School shows evidence of intentional efforts to ensure that the teachers have high expectation responses and concern for all students.<br>• School provides opportunities for meaningful participation in their educational process. |
| 4. Describe how school staff receives Bulletin No. 3277.0 (Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, and Tobacco) and Bulletin No. 3276.1 (Compliance on Services for Pregnant Minors and Parenting Minors).<br>• Faculty agendas and sign-in sheets documenting the presentation of Bulletins 3276.1 and 3277.0. |
| 5. Describe how school is adhering to the regulations for posting Tobacco Free Facility Signs.<br>• Signs are posted at all entrances of the school.<br>• The no smoking policy is enforced by administrators at the school site.<br>• Do You Want to Quit? signs are posted in the faculty lounge and classrooms.<br>• Penal code 308(b) signs are posted in all secondary classrooms. |
| 6. Describe intervention strategies that are used after a student is identified as "at risk" because of his/her use or possession of alcohol, drugs, or tobacco or because of violent behavior.<br>• IMPACT and TUPE Coordinators keep accurate attendance rosters and tracking forms of students participating in IMPACT groups, *TEG* and *TAP*, and *I Quit.*<br>• IMPACT and TUPE documentation is sent to the HEP Office.<br>• A list of interventions is kept at the school site. |

## TITLE IV / Tobacco Use Prevention Education (TUPE) PROGRAMS
## COMPONENTS FOR IMPLEMENTATION
## (continued)

| |
|---|
| 7. Describe how parental notification of prevention, intervention, and cessation services for their students is provided.<br>• Documentation of all parent newsletters containing Title IV, TUPE, and IMPACT information.<br>• Documentation that the parent/student handbook has been distributed to all students.<br>• A listing of programs offered to parents and parent informational meetings concerning drug-, alcohol-, tobacco-, and violence prevention is a part of the school's safety plan.<br>• TUPE and IMPACT Coordinators keep parent permission documentation at the school site for students referred to IMPACT, *TEG* and *TAP*, or *I Quit* smoking cessation groups.<br>• TUPE Coordinator keeps accurate records of all TUPE expenditures. |
| 8. Describe what services are available to pregnant minors and minor parents about tobacco-use prevention and cessation at the school site.<br>• TUPE Coordinator provides staff awareness of pregnant minors and minor parent services through distribution of BUL-3276.1.<br>• School nurse keeps documentation of the pregnant minors who have received instruction in *Make Yours a Fresh Start Family* or *Tobacco Free Generations* and received information about other support services. |

# PARENT INVOLVEMENT POLICY

**PART I. GENERAL EXPECTATIONS**

Luther Burbank Middle School agrees to implement the following statutory requirements:

- jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- make the School Parental Involvement Policy available to the local community.
- update the School Parental Involvement Policy annually to meet the changing needs of parents and Luther Burbank Middle School
- adopt Luther Burbank Middle School's school-parent compact as a component of its School Parental Involvement Policy.
- provide to the extent possible child care, translation services for all parent activities, events, parents meetings ex. (Advisory Committees, IEPs, Disciplinary meetings), accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- agree to be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making (SSC & LSLC) and on advisory committees (CEAC & ELAC) to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. IMPLEMENTATION OF SCHOOL PARENTAL INVOLVEMENT POLICY**

1. Luther Burbank Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.
2. Luther Burbank Middle School will distribute to parents of participating children and make available to the local community, the School Parental Involvement Policy:

- give a copy to each student to take home to their parent.
- provide additional copies during the Annual Title I Meeting.
- provide additional copies in the Parent Center, the Main Office, the Attendance Office, the Counseling Office, and the Main Entrance to the School.

3. Luther Burbank Middle School will review annually its School Parental Involvement Policy to meet the changing needs of parents and the school as needed:
   - disseminating to parents the existing Luther Burbank Middle School Parental Involvement Policy, the School-Parent Compact, and Parent Notices.
   - solicit written input from parents
   - convene meeting(s) as needed for discussion purposes and consensus building.

4. Luther Burbank Middle School will convene at least one annual meeting to inform parents of the following:
   - that their child's school participates in Title I.
   - about the requirements of Title I.
   - of their rights to be involved.
   - about their school's participation in Title I.

   Flyers sent with their child and a phone call to the home will be used to invite parents to attend the annual Title I meeting.

5. Luther Burbank Middle School will hold at least 8 CEAC and ELAC informational meeting throughout the year to better inform parents about the school and how they could be involved in their child's education.

6. Luther Burbank Middle School will provide timely information about Title I programs to parents of participating children in a timely manner:
   - sending home flyers with the students.
   - calling the home to inform parents.
   - to the extent possible hang posters/banners in front of the school to announce meetings.

7. Luther Burbank Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
   - by providing to parents a copy of a teacher's course description and classroom management plan.

8. Luther Burbank Middle School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

9. Luther Burbank Middle School will submit to the District any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
   - collect written comments from parents and submit them to the District.

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Luther Burbank Middle School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
   - hold Compensatory Education Advisory meetings with the support of the principal, Title I Coordinator, or an administrator.
   - hold English Learner Advisory Committee meetings with the support of the principal, Bilingual Coordinator, or an administrator.

- hold the Annual Title I meeting with the support of the Title I Coordinator.
- hold School Site Council meetings where parents will participate in the revision of the Single Plan for student achievement.
- hold Local School Leadership Council meetings.

2. Luther Burbank Middle School will incorporate the school-parent compact as a component of its School Parental Involvement Policy in which they will receive detailed information on the shared responsibilities of a high quality education and its academic progress to assure parent and community participation. The school will provide parent training on the parent policy and the school compact.

**PART IV. ACCESSIBILITY**

In carrying out the parental involvement requirements of this part, Luther Burbank Middle School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

1. Luther Burbank Middle School will, with the support of Local District 4, provide services to parents to better understand the following:
   - the State's academic content standards.
   - the State's student academic achievement standards.
   - the State and local academic assessments including alternate assessments.
   - the requirements of Title I.
   - how to monitor their child's progress.
   - how to work with educators.
   - discipline and safety.
   - by holding parent workshops and conferences.

2. Luther Burbank Middle School will, with the assistance of Local District 4, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by holding parent workshops and conferences.

3. Luther Burbank Middle School will, with the assistance of Local District 4 and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by holding in-services.

4. Luther Burbank Middle School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities through the parent center that encourage and support parents in more fully participating in the education of their children, by holding parent workshops.

5. Luther Burbank Middle School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format and to the extent practicable, in a language the parents can understand:
   - send home flyers and school information with every student to take home to their parents.
   - make phone calls to the home to inform the parents of upcoming meetings.
   - provide to the extant possible translation services.

- send through mail a copy of the Parent Involvement Policy.

**PART V. ADOPTION**

Luther Burbank Middle Schools' Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Site Council minutes.

This policy was adopted by Luther Burbank Middle School on May 12, 2009 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children in September 2009. It will be made available to the local community in September 2009. Luther Burbank Middle Schools' notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

PARENT INVOLVEMENT POLICY

# Insert
# Parent Involvement Policy

*Each school in LAUSD is required to develop a written parent involvement policy. This policy describes how the school will support and increase parent involvement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.*

*Schools not receiving categorical funds must develop a written parent involvement policy with the participation of parents and community members that describes how the school will:*

*(a) engage parents in their children's education*
*(b) inform parents that they can directly effect the success of their children's learning*
*(c) build consistent and effective communication between the home and school*
*(d) train teachers and administrators to communicate effectively with parents*
*(e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

*Questions regarding this requirement should be addressed to the Local District Parent Ombudsperson or School, Family and Parent/Community Services Branch at (213) 481-3350.*

| Committees | Chairperson | | Check | | Date of review by Committee |
|---|---|---|---|---|---|
| | Print Name | Signature | Parent | Staff | |
| Compensatory Education Advisory | | | | | |
| English Learner Advisory | | | | | |

| Committees | Chairperson | | Check | | Date of review and approval by Council |
|---|---|---|---|---|---|
| | Print Name | Signature | Parent | Staff | |
| School Site Council | | | | | |

| Person(s) Responsible for Parental Involvement Activities at the School Print Name (s) | Signature(s) |
|---|---|
| | |

# School-Parent Compact

*Section 1118 of NCLB advocates shared responsibilities for high student academic achievement. The school-parent compact is a component of the Parent Involvement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.*

Luther Burbank Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2008-2009 school year.

**School Responsibilities**

Luther Burbank Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
   - Teach grade level Standards, skills, and concepts.
   - Teach and involve students in classes that are interesting and challenging.
   - Become responsible to motivate students to achieve high academic performance.
   - Communicate high expectations for every student.
   - Reinforce rules equitably and involve students in creating a learning environment that is warm, safe, caring, and positive in the school.

2. Hold parent-teacher conferences during which an agreement is reached as it relates to the individual child's achievement.
   - Parent-teacher conferences will be held twice a year, once during the Fall semester and a second during the Spring semester.
   - Additional parent-teacher conferences can be arranged by parent or teacher request at any time during the year and to be held during the teacher's conference period.

3. Provide parents with frequent reports on their children's progress.
   - Two student fall progress reports and a final Fall Report Card will be issued.
   - Three student spring progress reports and a final Spring Report Card will be issued.

4. Provide parents reasonable access to staff.

- Teachers have the responsibility to be available for meetings, during their conference period, with parents when an agreed upon meeting place, date, and time between the two is scheduled.
- Other certificated staff at the school can be available for consultation with both parents and staff, according to the student's needs.

5. Provide parents opportunities to volunteer at the school and participate in their child's class, and to observe classroom activities.
- Encourage respect to students and parents.
- Provide the community opportunities to assist and support in all of the school's needs.
- Encourage parents to register with LAUSD in order to become a parent volunteer.
- Provide parent volunteers instruction and training for their role as a volunteer working within the school.
- Provide parents the opportunity to observe school activities when an arrangement has been previously agreed to by the teacher.

_____ _____ _____
Principal's Signature (on behalf of staff) Teacher Representative Date

**Parent Responsibilities**

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will carry out the following responsibilities:
- Talk to my child everyday about the value of education.
- Always communicate with the school to be informed of my child's academic achievement.
- Stay informed about my child's education by promptly reading all notices from Luther Burbank Middle School and the Los Angeles Unified School District either received by my child or by mail and responding as appropriate.
- Monitor TV viewing and make sure that my child reads everyday for at least 30 minutes.
- Provide a quiet place and time for my child to do homework.
- Make sure that my child attends school and all classes everyday, on time, with homework completed and also sign his/her LBMS Agenda/Planner daily.
- Support Luther Burbank Middle School's and Los Angeles Unified School District discipline policies.
- Be informed of my child's academic progress.
- I must attend Luther Burbank Middle School events, such as parent-teacher conferences, Back-to-School Night, and Open House, when the school has notified me in a timely manner.
- Ensure that my child gets adequate sleep and proper nutrition.
- Promote positive use of my child's extracurricular time.
- Participate in shared decision making with school staff and other families for the benefit of the students.
- Respect Luther Burbank Middle School, teachers, staff, students, and families.
- Parents will involve the community in a positive manner to support the school's high academic achievement.

_____ _____ _____
Parent's Name (Please Print) Parent's Signature Date

**Student Responsibilities**

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Believe that I can learn and will learn.
- Respect Luther Burbank Middle School and classroom rules.
- Have respect for Luther Burbank Middle School, my classmates, the staff, and my family.
- Come to class on time, ready to learn and with assignments completed including having my LBMS Agenda/Planner signed by my parent or guardian daily.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Regularly talk to my parents and my teachers about my progress in school.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from Luther Burbank Middle School every day.

_____ _____ _____ _____
Student's Name (Please Print) Student's Signature Grade Date

**Burbank Middle School**

# MONITORING

*A comprehensive and multi-level monitoring process will assist the school and the Local District in evaluating the implementation of "Action Plans" and inform future practice. Required monitoring includes the following:*

1. *The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.*
2. *The school and the Local District will participate collaboratively in monitoring, evaluating and reporting results.*
3. *Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.*

**Directions**: Provide a succinct description of how the school will monitor the "Action Plans" and include members of the monitoring committee, frequency of the meetings and the process for reporting the committee's findings with stakeholder groups.

| **Description of School Monitoring Process** ***(Include monitoring of "Action Plan" activities by assessing "Evidence of Progress". Additionally, include a schedule of sessions for: (a) analyzing data from the District's "Diagnostic Periodic Assessments" and (b) examining student work samples in order to inform future instruction/learning.)*** | **Members of Monitoring Team Reporting to SSC** | **Process for Reporting Results** | **Timeline (Frequency)** |
|---|---|---|---|
| Evidence of progress will be based upon students' CST results, District periodic assessment results, and a sampling of student work from the core academic subjects. | Administrators, Coordinators, Counseling, and Teachers | Upon receiving and/or compiling data, reporting members will inform the School Site Council. | Monthly periodic updates and when new information is available. |
| **Description of Local District Monitoring Process** ***(An attachment may be provided by the Local District which includes analysis of "Evidence of Progress", alignment of appropriate textbooks/supplementary materials, and use of diagnostic periodic assessments to inform instruction and improve academic achievement. The Superintendent has delegated authority to the Local Districts to closely monitor the academic program and related expenditures in all Program Improvement schools.)*** | **Members of Monitoring Team** | **Process for Reporting Results** | **Timeline (Frequency)** |
| | | | |

**BUDGET**

# Insert

## Budget Pages found at:

www.lausd.k12.ca.us/fsep

**Budget Funding**

**2009-2010 Assurances & Justifications Budget Pages**

# ATTACHMENTS

***Directions:*** *Attach materials which include the following:*

## Submit with Plan:

- **SSC Approval of SPSA** (CPM: Governance and Administration)
  - Include copies of agenda and minutes verifying approval of the SPSA.
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
  - Documentation (i.e., agendas, sign-ins, minutes) must remain at school site for five years.
- **Annual Title I Meeting** (CPM: Governance and Administration)
  Evidence of yearly Title I parent meeting. (Agenda and flier)
- **Parents-Right-to-Know Letter** (CPM: Staffing) (If applicable)
  Section 1111 of NCLB requires that parents of students attending Title I schools be notified of their right to request and receive timely information on the professional qualifications of their children's classroom teachers. The LAUSD Parent/Student Handbook also contains information on parental rights.
- **Parent Involvement Policy**
- **School-Parent Compact**

## Retain at the School:

- **Small Learning Community Plan**
- **GATE Plan**
- **Grants**
  Include plans for any grants received by the school.
- **Safe School Plan**

**Burbank Middle School**

## Seven Dimensions for Categorical Program Monitoring (CPM) Alignment to the *Single Plan for Student Achievement* (SPSA)

| SEVEN DIMENSIONS FOR CPM | HOW THE SEVEN DIMENSIONS FOR CPM ALIGNS WITH THE SPSA |
|---|---|
| **I. Involvement**<br>Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs. | ▪ School, Family, and Community Partnerships Survey Results<br>▪ Parent Involvement Policy<br>▪ School-Parent Compact |
| **II. Governance and Administration**<br>Policies, plans, and administration of categorical programs meet statutory requirements. | ▪ School Program Identification<br>▪ School Site Council Composition<br>▪ Committee Recommendations and Assurances<br>▪ Mission Statements and School Profile Descriptions<br>▪ Components for Implementation<br>▪ Monitoring |
| **III. Funding**<br>Allocation and use of funds meet statutory requirements for allowable expenditures. | ▪ Action Plans<br>▪ Budget<br>▪ Components for Implementation |
| **IV. Standards, Assessment, and Accountability**<br>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program. | ▪ Key Findings and Action Plans<br>▪ Components for Implementation |
| **V. Staffing and Professional Development**<br>Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program. | ▪ Key Findings and Action Plans<br>▪ Components for Implementation |
| **VI. Opportunity and Equal Educational Access**<br>Participants have equitable access to all programs provided by the local educational agency, as required by law. | ▪ Key Findings and Action Plans |
| **VII. Teaching and Learning**<br>Participants receive core and categorical program services that meet their assessed needs. | ▪ Key Findings and Action Plans<br>▪ Components for Implementation |

## Educational Goals and Metrics for YEAR ONE 2010-2011

| INDICATORS / TARGETS | CURRENT | GOAL |
|---|---|---|
| **English Language Arts*** | | |
| % 6th Grade 2009 @ Grade-level ELA | 29.4 % | 44% |
| % 6th Grade 2009 @ Basic | 30.9% | 26% |
| % 6th Grade 2009 @ BelowBasic | 22.7% | 19% |
| % 6th Grade 2009 @ FarBelowBasic | 17% | 11% |
| % 6th Grade Special Ed Basic or Above | 7% | 15% |
| % 6th Grade ELL @ Proficient | 3% | 15% |
| % 6th Grade Latino @ Proficient | 28% | 46% |
| % 6th Grade Gifted | 84% | Increase 15% |
| | | |
| | | |
| **Mathematics*** | | |
| %6th Grade 2009 @ Grade –Level Math | 21.3% | 32% |
| % 6th Grade 2009 @ Basic | 29.2% | 40% |
| % 6th Grade 2009 @ BelowBasic | 31.9% | 17% |
| % 6th Grade 2009 @ FarBelowBasic | 18% | 11% |
| % 6th Grade Special Ed Basic or Above | 5% | 10% |
| % 6th Grade ELL | 7% | 15% |
| % 6th Grade Latino @ Proficient | 21% | 38% |
| % 6th Grade Gifted | 76% | Increase 15% |
| **Grades** | | |
| 6th Grade - % of D's / F's | 40% | No Fails |
| 6th Grade - % of U's | Fall 12%(6+U's) Sp (15%) 19% had 6+ U's for one or both semesters | 5% |
| 6th Grade - Suspensions | 31 Days | Reduce 50% |
| **English Learners** | | |
| Increase Level on CELDT | 34.7% | 60% |
| Scored Early Adv / Adv | 37% | 53% |
| Scoring Prof on AYP | 21% | 30% |
| Reclassification Rate | 16.3% | 25% |
| | | |
| **Attendance** | | |
| STAFF | 94% | 95% |
| STUDENTS | 94.8% | 95% |
| | | |
| **Parents** | | |
| Responding to survey | 22.6% | 75% |
| % of parent volunteers | N/A | |
| # of community volunteers | N/A | |

- ELA / Mathematic Clusters will be determined by content standards as reported on the 2009 CST.

Assessments to be used to monitor continuing improvement towards targets.

ELA –

- 4 Periodic Assessments per LAUSD.
- Accelerated Reader for content strands – Word Analysis and Vocabulary / Reading Comprehension.
- Weekly on-demand assessments - Literary Response & Analysis, Reading Comprehension, Written Conventions and Writing Strategies

Dashboard

Dashboard created for each student - Attachment F- Each 6th grade student will have a "dashboard" that will be updated frequently and used weekly with students, parents and advisors. The dashboard will be a graphic representation to quickly check for growth and patterns related to all of the key attributes STEAM will be tracking for growth.

**BURBANK MS**
6460 N FIGUEROA ST
LOS ANGELES 90042

**Met AYP in 2009: No** (Criteria met = **10** Criteria possible = **21**)
**Program Improvement Status: Year 5**
Year Entered PI: 2004-2005

## SCHOOL OVERVIEW 2008-2009

Total Students Enrolled: **1,457**

| | | | |
|---|---|---|---|
| African American | **2%** | Special Education | **15%** |
| American Indian | **1%** | Gifted and Talented | **13%** |
| Asian | **2%** | Economically disadvantaged | **80%** |
| Filipino | **3%** | English Learners | **25%** |
| Latino | **92%** | Reclassified as Fluent | **37%** |
| Pacific Islander | **0%** | English Proficient | |
| White(not Latino) | **1%** | | |

## API

| | BASE | GROWTH | PTS | MET ALL |
|---|---|---|---|---|
| 2004-05: | 621 | 653 | 32 | No |
| 2005-06: | 653 | 647 | -6 | No |
| 2006-07: | 646 | 650 | 4 | No |
| 2007-08: | 650 | 669 | 19 | No |
| 2008-09: | 663 | 628 | -35 | No |

## SAFE SCHOOLS

| | 2008 | 2009 | Chg |
|---|---|---|---|
| **Discipline** | | | |
| Students Suspended: | 39.3% | 11.1% | -28.2% |
| **Attendance** | | | |
| Staff | 93.1% | 94.0% | 0.9% |
| Student | 94.6% | 94.8% | 0.2% |
| Student transciency | 26.0% | 22.4% | -3.6% |
| **Student Survey** | | | |
| % of Students that responded | N/A | 0.0% | N/A |
| % strong Agree or Agree: | | | |
| Feel safe in their school | N/A | | N/A |

## STUDENT WITH DISABILITIES(SWD) - CST

| % Scoring Basic and Above | 2008 | 2009 | Chg |
|---|---|---|---|
| **% Scoring Basic and Above** | | | |
| ELA | 18.9% | 21.3% | 2.4% |
| Math | 10.6% | 12.2% | 1.6% |

## GIFTED

| | 2008 | 2009 | Chg |
|---|---|---|---|
| Identifed Gifted - All | 11.9% | 13.2% | 1.3% |
| Identifed Gifted - African Amer | 16.7% | 12.5% | -4.2% |
| Identifed Gifted - Hispanic | 10.6% | 12.0% | 1.4% |

## PARENT AND COMMUNITY ENGAGEMENT

| Parent Survey | 2009 |
|---|---|
| % of Parents that responded | 22.6% |
| % Strong Agree or Agree | |
| Opportunities for Involvement | 86.5% |
| Feel Welcome at school | 87.9% |
| High Level of Reported Involvement | 30.4% |

## ENGLISH LEARNERS (EL)

| | 2008 | 2009 | Chg |
|---|---|---|---|
| Increased Level on CELDT | 48.3% | 34.7% | -13.6% |
| Scored Early Adv & Adv on CELDT | 45.1% | 37.0% | -8.1% |
| Scoring Prof on AYP | 23.5% | 21.0% | -2.5% |
| Reclassification Rate | 22.8% | 16.3% | -6.5% |

## CST TRENDS*

### English Language Arts

| Subgroup | Students Tested | | | | | % Proficient & Advanced | | | | | 1 yr Change | 5 yr Change | Avg per yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | | | |
| All Students | 1,997 | 1,801 | 1,704 | 1,527 | 1,423 | 24.5% | 25.1% | 26.9% | 30.8% | 29.3% | -1.5% | 4.8% | 1.2% |
| African American | 34 | 31 | 28 | 28 | 24 | 20.6% | 19.4% | 42.9% | 42.9% | 20.8% | -22.1% | 0.2% | 0.0% |
| Hispanic | 1,819 | 1,641 | 1,556 | 1,398 | 1,302 | 22.4% | 23.4% | 25.1% | 29.0% | 27.3% | -1.7% | 4.9% | 1.2% |
| White | 31 | 24 | 22 | 12 | 10 | 45.2% | 29.2% | 22.7% | 25.0% | 30.0% | | | |
| Socio-Econ Disadv. | 1,694 | 1,526 | 1,435 | 1,221 | 1,143 | 24.3% | 24.0% | 26.1% | 30.5% | 28.2% | -2.3% | 3.9% | 1.0% |
| English Learner | 774 | 552 | 526 | 464 | 393 | 4.8% | 2.0% | 2.9% | 3.2% | 3.3% | 0.1% | -1.5% | -0.4% |
| SWD | 281 | 229 | 210 | 185 | 197 | 2.5% | 4.8% | 4.3% | 4.3% | 5.1% | 0.8% | 2.6% | 0.7% |

### Mathematics

| Subgroup | Students Tested | | | | | % Proficient & Advanced | | | | | 1 yr Change | 5 yr Change | Avg per yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | | | |
| All Students | 1,969 | 1,795 | 1,689 | 1,483 | 1,421 | 19.1% | 18.3% | 19.2% | 19.8% | 17.8% | -2.0% | -1.3% | -0.3% |
| African American | 33 | 30 | 27 | 28 | 23 | 6.1% | 20.0% | 22.2% | 14.3% | 8.7% | -5.6% | 2.6% | 0.7% |
| Hispanic | 1,797 | 1,636 | 1,542 | 1,354 | 1,301 | 18.0% | 16.8% | 17.7% | 17.9% | 16.2% | -1.7% | -1.8% | -0.5% |
| White | 29 | 24 | 22 | 12 | 10 | 17.2% | 12.5% | 9.1% | 16.7% | 0.0% | | | |
| Socio-Econ Disadv. | 1,673 | 1,520 | 1,422 | 1,191 | 1,140 | 20.0% | 18.8% | 19.6% | 20.3% | 16.6% | -3.7% | -3.4% | -0.9% |
| English Learner | 767 | 551 | 521 | 444 | 393 | 6.3% | 3.1% | 4.4% | 5.0% | 2.3% | -2.7% | -4.0% | -1.0% |
| SWD | 279 | 228 | 208 | 180 | 197 | 5.0% | 3.9% | 3.8% | 3.9% | 4.1% | 0.2% | -0.9% | -0.2% |

## CALIFORNIA STANDARDS TEST

| CALIFORNIA STANDARDS TESTS (CST) (2008-09) | | | | | | | CHANGE IN PROF/ADV | | | CHANGE IN BB/FBB | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | #Tested | %ADV | %PROF | %BASIC | %BB | %FBB | 2008 | 2009 | Chg | 2008 | 2009 | Chg |
| ELA Gr 6 | 418 | **7.2%** | **22.2%** | 30.9% | 22.7% | 17.0% | 27.8% | 29.4% | 1.6% | 31.6% | 39.7% | 8.1% |
| ELA Gr 7 | 476 | **6.5%** | **24.8%** | 33.0% | 16.6% | 19.1% | 35.4% | 31.3% | -4.1% | 33.1% | 35.7% | 2.6% |
| ELA Gr 8 | 529 | **9.5%** | **18.0%** | 32.7% | 21.4% | 18.5% | 28.9% | 27.4% | -1.5% | 36.3% | 39.9% | 3.6% |
| Math Gr 6 | 414 | **6.3%** | **15.0%** | 29.2% | 31.9% | 17.6% | 21.8% | 21.3% | -0.5% | 41.2% | 49.5% | 8.3% |
| Math Gr 7 | 481 | **2.1%** | **13.3%** | 35.1% | 32.4% | 17.0% | 24.8% | 15.4% | -9.4% | 44.6% | 49.4% | 4.8% |
| General Math | 86 | **2.3%** | **9.3%** | 17.4% | 40.7% | 30.2% | 3.3% | 11.6% | 8.3% | 82.5% | 70.9% | -11.6% |
| Algebra I | 440 | **3.4%** | **15.0%** | 20.5% | 37.5% | 23.6% | 15.8% | 18.4% | 2.6% | 62.5% | 61.1% | -1.4% |
| History-Soc Sci | 528 | **5.9%** | **16.5%** | 31.1% | 19.5% | 27.1% | 24.8% | 22.3% | -2.5% | 38.5% | 46.6% | 8.1% |
| Science Gr 8 | 523 | **12.2%** | **14.7%** | 16.6% | 19.7% | 36.7% | 32.5% | 27.0% | -5.5% | 40.0% | 56.4% | 16.4% |

*CST Trends data is based on CST test results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

**May 2009**

# Overview of California's 2008-09 Accountability Progress Reporting System

This overview provides summary information designed to assist accountability coordinators, management staff, and boards of education at local educational agencies (LEAs) in understanding academic accountability requirements in California.

California's comprehensive accountability system monitors the academic achievement of all the state's public schools, including charter schools, and LEAs that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the No Child Left Behind (NCLB) Act of 2001.

## Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The table below shows the reports included in APR for 2008-09. State-required reports include Base and Growth Academic Performance Index (API) results. Federal-required reports include Adequate Yearly Progress (AYP) and Program Improvement (PI) results. The reports are located on the CDE APR Web page at http://www.cde.ca.gov/apr/.

2008-09 APR System

| State Accountability Requirements | Federal Accountability Requirements |
|---|---|
| ▪ 2008 Base API Report (release May 2009)<br>▪ 2009 Growth API Report (release September 2009) | ▪ 2009 AYP Report (release September 2009)<br>▪ 2009-10 PI Report (release September 2009) |

## State Accountability Requirements

State results focus on how much schools are improving academically from year-to-year, based on results of statewide testing. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools. Each school has unique API growth targets (described on page 3).

### Test Results Used in the API

California's accountability system measures the performance and progress of a school or LEA based on results of statewide tests at grades two through twelve. A school's API is a composite number representing the results of these tests. The left column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in the API.

### Relative Emphases of Tests Used in the API

The test results used in calculating a school's API have different relative emphases. The amount of emphasis each content area has in the API for a particular school or LEA (called the content area weights) is determined by statewide test weights and by the number of students taking each type of test. The following table shows the relative emphases of different content areas in the API for the most common school types.

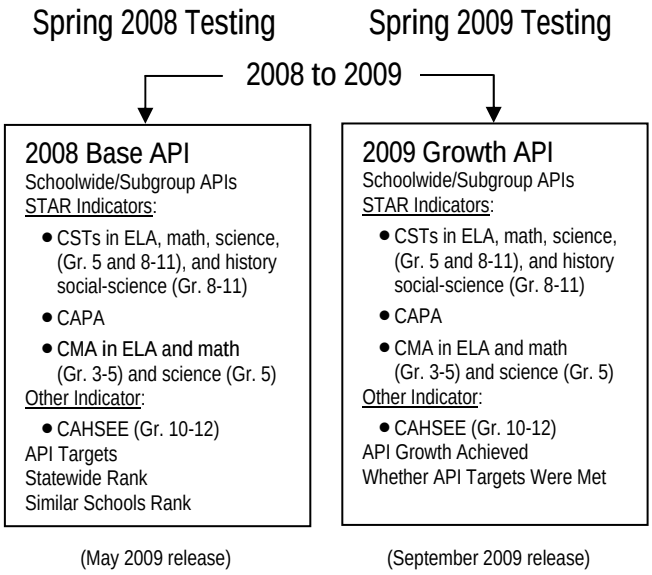
School Content Area Weights for the Most Common Grade Spans, 2008-09 API

| Content Areas | K–5 | 6–8 | 9–12 |
|---|---|---|---|
| CSTs, CMA, and CAPA | | | |
| English-Language Arts | 56% | 52% | 27% |
| Mathematics | 38% | 34% | 18% |
| Science | 6% | 7% | 23% |
| History-Social Science | N/A | 7% | 14% |
| CAHSEE | | | |
| English-Language Arts | N/A | N/A | 9% |
| Mathematics | N/A | N/A | 9% |

Note: Assumes an equal number of student test results at each grade level and no missing data.

## Base and Growth APIs

The API is a numeric index (or scale) ranging from 200 to 1000. Schools receive state-required accountability information in API reports. In order to allow for phase-in of new indicators, each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing. For example, the 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009. The Growth API, released after the Base API, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but from test results of the following year. For example, the 2009 Growth is calculated from results of statewide testing in spring 2009 and is released in September 2009. **The year of the API corresponds to the year of testing:**




## API Reporting Cycles

The graphic on the left shows the 2008-09 API reporting cycle. The indicators are the same for the Base and Growth APIs, but the 2008 Base includes 2008 test results whereas the 2009 Growth includes 2009 test results. The 2008 Base API is subtracted from the 2009 Growth API to show how much a school's API changed from 2008 to 2009 (referred to as 2008-09 API growth). This determines whether a school meets its API growth target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met. Detailed information about the API calculation is provided in the *2008-09 Academic Performance Index Reports Information Guide* and in the "Calculation Spreadsheets Base and Growth," which allow users to estimate the APIs of their schools. These documents are located on the CDE API Web page at http://www.cde.ca.gov/api/.

### State Test Results Used in API and AYP Calculations

| Academic Performance Index (API) | Adequate Yearly Progress (AYP) |
|---|---|
| **California Standards Tests (CSTs)** | |
| English-language arts, mathematics, history-social science, and science<br>▪ Grades two through eleven | English language arts and mathematics<br>▪ Grades two through eight |
| **California Modified Assessment (CMA)** | |
| English-language arts, mathematics, and science<br>▪ Grades three through five | English-language arts and mathematics<br>▪ Grades three through five |
| **California Alternate Performance Assessment (CAPA)** | |
| English-language arts and mathematics<br>▪ Grades two through eleven | English-language arts and mathematics<br>▪ Grades two through eight and ten |
| **California High School Exit Examination (CAHSEE)** | |
| English-language arts and mathematics<br>▪ Grade ten (and eleven and twelve if the student passed)<br>▪ Passed = score of 350 or above | English-language arts and mathematics<br>▪ Grade ten<br>▪ Proficient = score of 380 or above |

Notes: More information about these tests is located on the CDE Testing Web page at http://www.cde.ca.gov/ta/tg/. The CSTs, CMA, CAPA, and CAHSEE are aligned to state-adopted standards, which describe the knowledge and skills that students should master at each grade level. The CMA is based on modified achievement standards and was developed in response to federal regulations. The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications. The CSTs in history-social science are only included for grades eight through eleven. The CSTs in science are only included at grades five and eight through eleven, which include the CSTs in science at grades five, eight, and ten (life science) that were developed to meet federal NCLB requirements. The CMA in science is only included at grade five.

### API Growth Targets

State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. (Subgroups are defined on page 4.) The annual growth target for a school or subgroup is defined as follows:

- If the school's or subgroup's Base API is between 200 and 690, the growth target is five percent of the difference between its Base API and the statewide performance target of 800.
- If the school's or subgroup's Base API is between 691 and 795, the growth target is a gain of five points.
- If the school's or subgroup's Base API is between 796 and 799, the growth target is the following:
  - API of 796 – a gain of four points
  - API of 797 – a gain of three points
  - API of 798 – a gain of two points
  - API of 799 – a gain of one point
- If the school's or subgroup's Base API is 800 or more, the school or subgroup must maintain an API of at least 800.

LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

### API Ranks

API ranks are provided in the Base API reports. Schools are ranked in ten categories of equal size, called deciles, from 10 (highest) to 1 (lowest). A school's **statewide** rank compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A school's **similar schools rank** compares its API to the APIs of 100 other schools of the same type that have similar opportunities and challenges.

Statewide Similar Schools API Ranks

| Statewide Ranks | Similar Schools Ranks |
|---|---|
| ▪ Calculated separately by school type (elementary, middle, or high school)<br>▪ School's API compared to all other schools in the state of the same type | ▪ Calculated separately by school type (elementary, middle, or high school)<br>▪ School's API compared to 100 other schools of the same type that have similar opportunities and challenges |

LEAs and schools in the ASAM do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. (Asterisks denote APIs and ranks that are based on small numbers of test results. These APIs and ranks are less reliable and, therefore, should be carefully interpreted.)

### How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School, National Blue Ribbon School, or Title I Academic Achievement Awards School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

## Federal Accountability Requirements

Federal results are reported in August and focus on how well schools and LEAs are meeting common standards of academic performance. The ultimate objective for schools and LEAs under NCLB is for 100 percent of students to achieve proficiency in English-language arts and mathematics by 2013-14.

### Federal AYP

Federal results are reported in terms of how well schools and LEAs meet AYP criteria (also referred to as AYP targets). NCLB requires that all schools or LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2013-14 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on statewide tests.

### Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. The right column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in AYP calculations.

### AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type (see the table on page 4). The requirements include: (1) student participation rate on statewide tests; (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests; (3) Growth API; and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet anticipation rate and percent proficient requirements.

Statewide AYP Requirements for 2008-09 School Year

| Type of School or LEA | Participation Rate* | Percent Proficient in English-Language Arts* | Percent Proficient in Mathematics* | API Growth | Graduation Rate (if high school students enrolled) |
|---|---|---|---|---|---|
| Elementary Schools, Middle Schools, and Elementary School Districts | 95% | 46.0% | 47.5% | 650 or 1 point growth | N/A |
| High Schools and High School Districts (with grades 9-12) | | 44.5% | 43.5% | | 83.1% or +0.1% one-year change or +0.2% two-year change |
| Unified School Districts, High School Districts, and County Offices of Education (with grades 2-8 and 9-12) | | 45.0% | 45.5% | | |

* Numerically significant subgroups also must meet participation rate and percent proficient requirements.

**These 2008-09 AYP requirements reflect increases from the prior year. AYP targets will continue to increase annually until 2014**. A complete listing of all AYP targets for 2002 through 2014 are shown on pages 23 through 25 in the *2008 Adequate Yearly Progress Report Information Guide* on the CDE AYP Web page at http://www.cde.ca.gov/ayp/.

### Federal PI

Federal accountability results, reported in August, also include information about whether a school or an LEA receiving federal Title I, Part A, Basic, funds has been identified for PI because it has not met AYP targets for two consecutive years within specific areas.

Schools and LEAs in PI must implement additional federal requirements. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years. If a school or an LEA is identified for PI, it must provide certain types of required services and/or interventions. Information about PI reports and identification is located on the CDE AYP Web page at http://www.cde.ca.gov/ayp/. Information about PI required services and/or interventions is located on the CDE PI Web page at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp.

## Subgroups for API and AYP

Subgroup results for API and AYP are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

To be considered "numerically significant" for the API, a subgroup must have **either**: (1) at least 50 students with valid test scores who make up at least 15 percent of the total valid scores, or (2) at least 100 students with valid test scores.

In determining percent proficient calculations under AYP, the definition of numerical significance is the same as the API definition. However, in determining participation rate calculations under AYP, the definition is based on enrollment rather than the number of valid scores.

## API Differs in State and Federal Criteria

The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain a score of 800 or above. To meet federal AYP criteria, a school or an LEA must have a minimum API or have at least one point growth in the schoolwide API. This is in addition to the other federal requirements (participation rate, percent proficient, and graduation rate if high school students are enrolled).

## Federal Requirements for English Learners

NCLB also requires LEAs and Title III consortia that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and demonstrating English language proficiency. The test used in California to measure English proficiency is the California English Language Development Test (CELDT). Separate from the AYP and PI reports, the Title III Accountability Report is released in September and provides results of how well LEAs and consortia met the Title III accountability targets.

# Frequently Asked Questions

### What measure is the most important—growth or performance?

Both measures are important for evaluating a school's academic achievement. The percentage of students' test scores at the proficient level or above is one important way to view the overall achievement of a school. At the same time, the growth measure also is important. API growth measures the change in academic achievement for students from one year to the next. Even a school with 90 percent or more of its students' scores at the proficient level or above has room for students to grow academically each year.

### How can a school be high performing for the API and not make AYP?

Although a school could have high API growth and/or performance, it could fall short on participation rate, percent proficient, or graduation rate (if it enrolls high school students) and not make AYP. This is because criteria for API and AYP are different.

The API measures a school's composite academic growth from one year to the next. A school and its numerically significant subgroups must meet API growth targets (up to 11 criteria) annually.

AYP measures school performance differently. To meet AYP, a school and LEA as well as subgroups must meet established performance targets, annually.

### How do the state content standards fit into accountability?

The State Board of Education (SBE) has adopted state content standards to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The API and AYP are calculated from the results of statewide testing that is aligned with those content standards.

### How does the API model fit with federal AYP requirements?

The API functions as a catalyst for significant improvements in student achievement. In addition, federal AYP requirements provide incentives for schools and LEAs to strive toward increasing the numbers of students who reach proficiency. These combined goals are working to move California toward the elimination of achievement gaps between student subgroups.

### How can high-performing schools still meet their growth targets year after year?

While it may seem more difficult for schools with a high percentage of students' scores at the proficient level or above to continue meeting growth expectations, it is possible for them to do so. Even if all students in a school scored at the proficient level or above last year, those same students are challenged by new material the following year (in the next grade level). The growth measure inherently provides students with an opportunity to demonstrate growth as they learn new material.

### What happens to low-performing schools?

There are a number of different state and federally funded programs and resources available to low-performing schools to assist them in their improvement efforts. Information about these programs can be found on the CDE High Priority/Interventions Web page at http://www.cde.ca.gov/ta/lp/.

# Additional Information

The following CDE resources provide further information about the state and federal accountability system:

- **Testing** — http://www.cde.ca.gov/ta/tg/
  phone: 916-445-9441
  e-mail: sad@cde.ca.gov
- **API** — http://www.cde.ca.gov/api/
  phone: 916-319-0863
  e-mail: aau@cde.ca.gov
- **AYP** — http://www.cde.ca.gov/ayp/
  phone: 916-319-0863
  e-mail: aau@cde.ca.gov
- **PI Identification** — http://www.cde.ca.gov/ayp/
  phone: 916-319-0875
  e-mail: evaluation@cde.ca.gov
- **PI Requirements** —
  http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
  phone: 916-319-0854
  e-mail: pi@cde.ca.gov
- **Title III Accountability** —
  http://www.cde.ca.gov/ta/ac/t3/
  phone: 916-319-0863
  e-mail: amao@cde.ca.gov
- **ASAM** — http://www.cde.ca.gov/ta/ac/am/
  phone: 916-319-0875
  e-mail: asam@cde.ca.gov
- **School/Teacher Recognition** —
  http://www.cde.ca.gov/ta/sr/
  phone: 916-319-0866
  e-mail: awards@cde.ca.gov
- **High Priority/Interventions** —
  http://www.cde.ca.gov/ta/lp/
  phone: 916-319-0774

# STEAM Learning Principles

STEAM has agreed that the following Learning Principles will be the basis for all future planning and implementation efforts within this school community. We believe that these principles if implemented faithfully will lead to improving the academic achievement of all students, and will hold accountable and responsible for student learning all members of the Luther Burbank Middle School community. These research-based principles support the LAUSD and STEAM educational goals and vision.

## 1. Students' prior knowledge can help or hinder learning.

Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. If students' prior knowledge is robust and accurate *and activated at the appropriate time*, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning.

*Each student enters our classes with previously gained knowledge, skills, beliefs, and attitudes which they have learned from their personal lives and from previously academic experiences. We know that these previously gained experiences influence how and what our students will learn in our classes. If we appropriately tap into the experiences that students bring as prior knowledge to our classrooms, we can help them build a stronger learning foundation that will carry them on successfully for all future educational opportunities. However, we also understand that when our students do not bring sufficient experiences and knowledge to our classrooms, it can be detrimental to their learning. Therefore, it is partially the responsibility of the school to build successful learning experiences for every students in order to provide them a strong learning foundation.*

## 2. How students organize knowledge influences how they learn and apply what they know.

Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

*Research tells us that when students make connections between learning experiences and pieces of knowledge that we are helping them to*

*make sense and learn what we are expected to teach. When content is taught in isolation, it is likely that students will have difficulty tapping into the knowledge in any useful way. Therefore, it is important that teaching and learning is organized in a way that assists our students to make connections between the content of different disciplines and between the school required content and their own life experiences.*

## 3. Students' motivation determines, directs, and sustains what they do to learn.

As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

*Student motivation to learn is an important and very strong component of student learning. The motivation of students comes in many forms, but the research is clear that when instruction is guided, persistent, relevant, and engaging we offer students the best possible conditions for their own learning motivation. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn. Therefore, it is critical that the structures put in place at LBMS provide the content and interpersonal motivation necessary for every student to internally accept their own responsibility for learning.*

## 4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

*Our students need to be prepared to enter the world of college and work in the 21st century. In both cases, our students need to learn the 21st century skills that will give them the best opportunity for academic success now and in the future and workplace success during and following their formal educational experiences. Students must be provided regular learning experiences that introduce them to and help*

*them to become proficient at the following skills:*

- *Written and oral communication*
- *Creativity and intellectual curiosity*
- *Critical thinking and systems understanding*
- *Information and media literacy*
- *Interpersonal and collaboration*
- *Problem identification, formulation, and solution*
- *Social responsibility and ability to work well with people different from themselves*
- *Accountability and adaptability*
- *Self direction and initiative*

## 5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

*Students learn and perform best when they are engaged in activities that focus on specific goals,that challenges students appropriately, and is of sufficient quantity and frequency to support their learning experiences. Therefore, we will see classrooms where multiple levels of questions are asked and responded to; where frequent and constructive feedback is provided; where multiple assessment tools will be utilized; where homework and other classroom practices are used to deepen student learning in a coordinated and thoughtful way.*

## 6. Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.

*Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students'*

*learning. Therefore, we will see classroom environments and school settings that are respectful, trusting, and allow for safe and engaging student/adult interaction around academic content and issues of that our middle school students are faced with regularly in their own lives both in and outside of school.*

7. **To become self-directed learners, students must learn to monitor and adjust their approaches to learning.**

Learners may engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

*Students and adults will be reflective learners. They will be taught a variety of metacognitive strategies to help them to monitor their own learning. Strategies such as evaluating their own strengths and weaknesses, planning their own future, and reflecting on what they are learning and how they will deepen their learning in every class will be expected in all areas of the school environment. Therefore, each student with the support of their parents, teachers, counselors and other school staff will prepare an Individualized Learning Plan that will be updated and reviewed regularly and known by all adults in the students life.*

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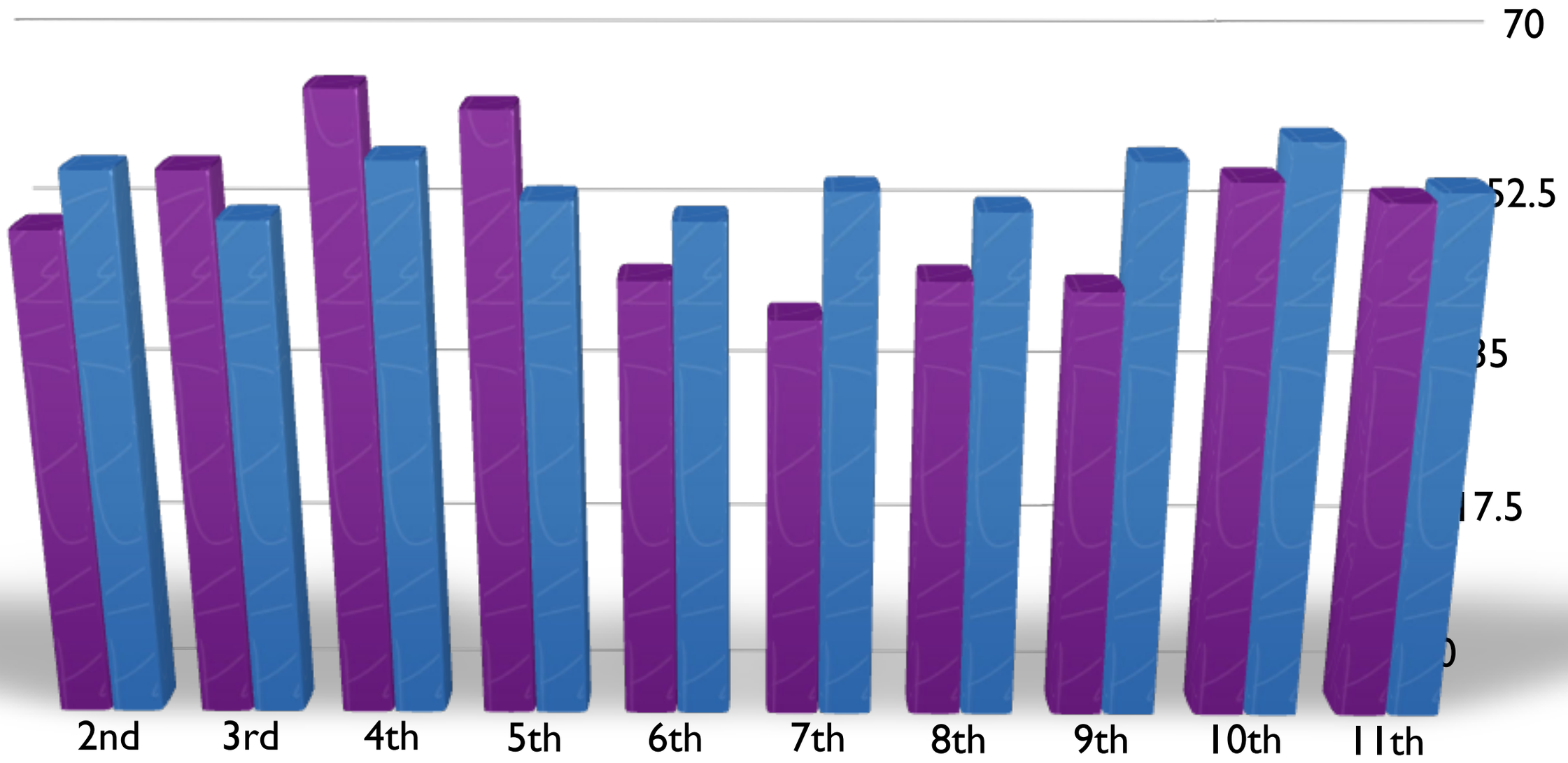
CST - Avg % Correct / Writing Strategies

CST - Avg % Correct / Reading Comprehension

CST - Avg % Correct / Writing Strategies

CST - Avg % Correct / Reading Comprehension

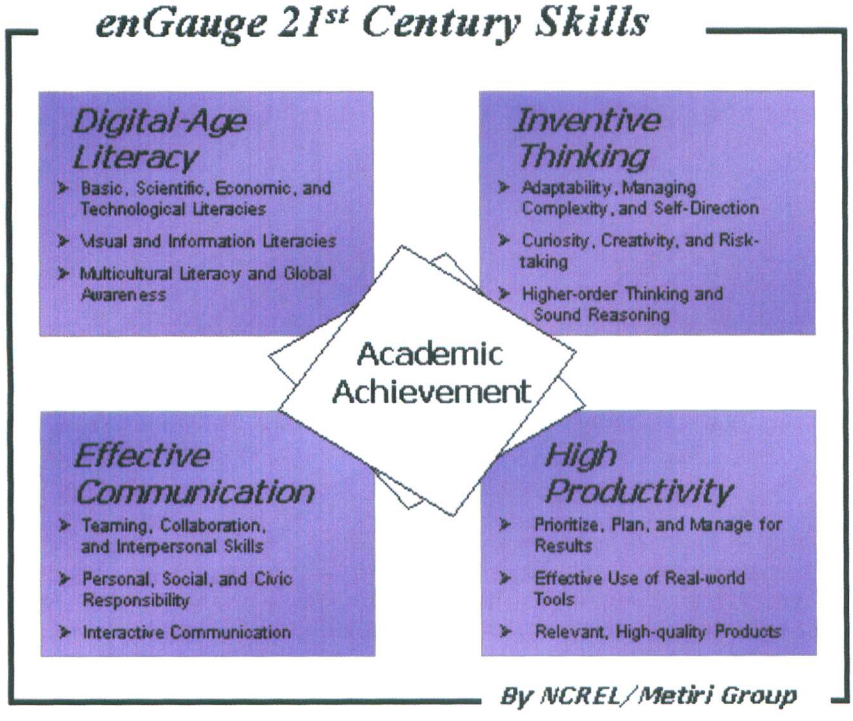


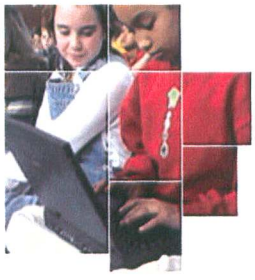
METIRI Group

## What's so different about the 21st century?

In this digital age, intellectual capital drives progress, so political, social, and economic advances in the 21st century will be possible only if the intellectual potential of America's youth is well developed. To accomplish this, we must meet the changing learning needs of all students.

The enGauge 21st Century Skills were developed through a process that included literature reviews, research on emerging characteristics of the Net-Generation, a review of current reports on workforce trends from business and industry, analysis of nationally recognized skill sets, input from educators, data from educator surveys, and reactions from constituent groups. Sources are listed and cross-matched in a matrix included in the full report (http://www.ncrel.org/engauge).



21st Century Skills Brief Briefing (PDF 99 KB)

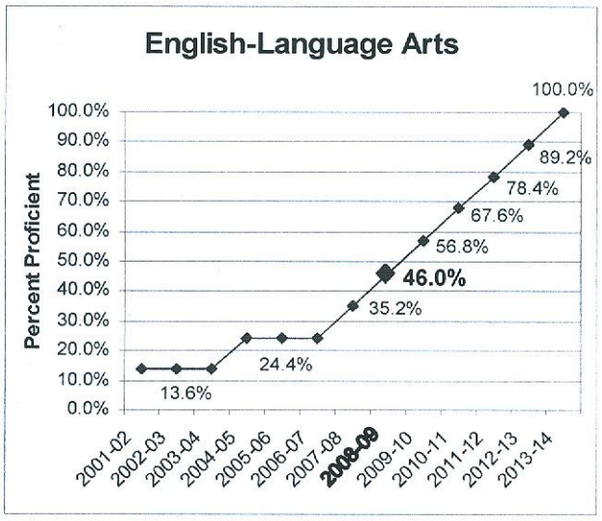
21st Century Skills Text Full Document (Word 3.0 MB)

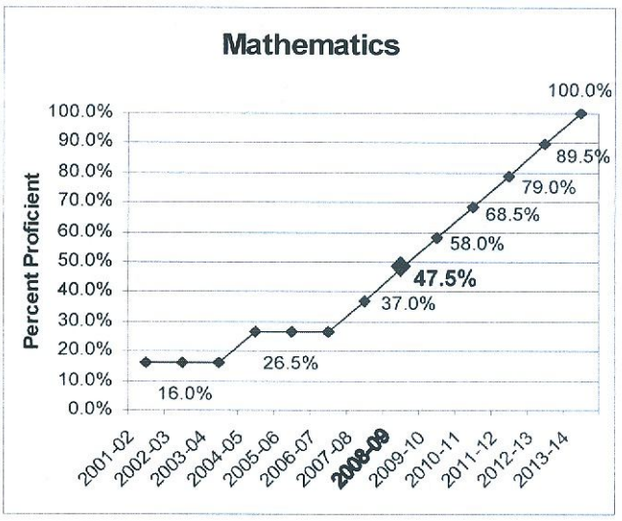
Cross Match with Other Skill Sets (Word 200 KB)

Continua of Progress (Word 450KB)

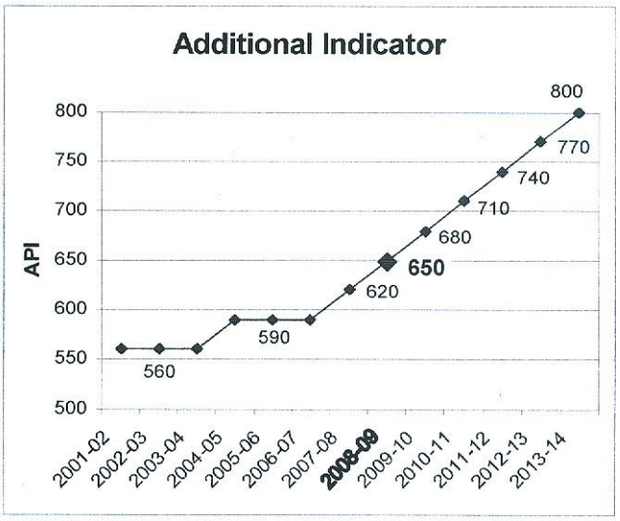
# AYP Targets, 2002-2014
# Elementary Schools, Middle Schools, and Elementary School Districts

- **Participation Rate – 95 percent** (schoolwide/LEA-wide and subgroups)
- **Percent Proficient – AMOs** (schoolwide/LEA-wide and subgroups)



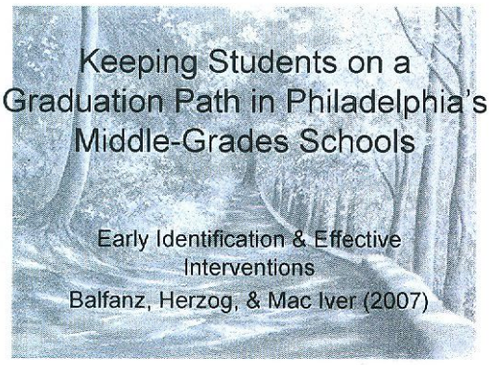




- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/LEA-wide)




Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

# Keeping Students on a Graduation Path in Philadelphia's Middle-Grades Schools



Early Identification & Effective Interventions

Balfanz, Herzog, & Mac Iver (2007)



## Research Questions

1. How many students exhibit early warning signs that they are beginning to disengage from schooling at the start of the middle grades in high poverty schools?
2. Can schools easily identify and effectively rescue students who have high odds of ultimately dropping out?



## Data and Methods

- We followed all 13,000 of Philadelphia's public school students who were enrolled in the 6th grade in October 1996. We followed them through October 2004 (*1.25 years beyond their expected graduation date)*
- We also looked at 3 more recent cohorts of Philadelphia's 6th-graders and at cohorts in two other cities to verify our findings



## Cont. – Data and Methods

- We did a preliminary screen of about 20 variables *(e.g., test scores, over age for grade, course marks, course failures, attendance, behavior marks, status and demographic indicators)* to see which, if any, could identify as early as 6th grade students at high risk for slipping off a graduation pathway
- We looked for variables with a *high yield* (i.e., about 75% or more of students with this characteristic do not make it to 12th grade on time)

## Cont. – Data and Methods

- Once we identified these flags, we then examined how well they predicted a student's success in graduating from the Philadelphia school district on time or within one and a quarter extra years.
- The graduation rates we report are lower than official calculations because they don't adjust for transfers out of the district. 15% of those who left the district were transfers out.

Balfanz, Herzog, & Mac Iver 2007

## Findings – 4 Powerful 6th Grade Predictors of "Slipping Off Path"

- Attending school 80% or less of the time
- Receiving a poor final behavior mark or a suspension
- Failing Math
- Failing English

Balfanz, Herzog, & Mac Iver 2007

## 6th-Grade Course Failure as a Predictor of Not Graduating

- Course failure was a much better predictor of not graduating than were low test scores.
- Students who failed either a math course or an English/Reading course in sixth grade rarely graduated from the district.

Balfanz, Herzog, & Mac Iver 2007

Did 6th-graders who FAILED MATH in 1997 (n=1801) Graduate On Time or 1 Yr. Late?

| % who were in .... | In 2003 (on time) | In 2004 (1 yr. late) |
|---|---|---|
| 9th grade | 4 | 1 |
| 10th grade | 9 | 1 |
| 11th grade | 8 | 2 |
| 12th grade | 19 | 8 |
| % of students who actually graduated | **13** | **6** |
| Cum. % who left the District | 61 | 75 |

Did 6th-graders who FAILED ENGLISH in 1997 (n=1409) Graduate On Time or 1 Yr. Late?

| % who were in .... | In 2003 (on time) | In 2004 (1 yr. late) |
|---|---|---|
| 9th grade | 5 | 1 |
| 10th grade | 9 | 2 |
| 11th grade | 8 | 2 |
| 12th grade | 16 | 9 |
| % of students who actually graduated | **12** | **6** |
| Cum. % who left the District | 62 | 74 |

## 6th-Grade Attendance as a Predictor of Not Graduating

- Attending school less than 90% of the time increases the odds that a student will not graduate.
- When a sixth-grader's attendance dips below 80% (missing 36 days or more in the year), the student has only a 1 in 6 chance of graduating from the district on time or one-year late.

Balfanz, Herzog, & Mac Iver 2007

Did LOW ATTENDING 6TH Graders in 1997 (n=1934) Graduate On Time or 1 Yr. Late?

| % who were in .... | In 2003 (on time) | In 2004 (1 yr. late) |
|---|---|---|
| 9th grade | 3 | 1 |
| 10th grade | 6 | 1 |
| 11th grade | 4 | 1 |
| 12th grade | 17 | 5 |
| % of students who actually graduated | **13** | **4** |
| Cum. % who left the District | 69 | 79 |

## Poor Behavior in 6th-Grade as a Predictor of Not Graduating

- Students who were suspended slipped off the graduation path in large numbers.
- 845 (6%) of the sixth-graders received one or more out of school suspensions. Only 20% of these students graduated on time or one year late.
- 222 sixth-graders received in-school suspensions. Only 17% graduated on time or one year late.

Balfanz, Herzog, & Mac Iver 2007

## Poor Behavior (cont.)

- Receiving a final unsatisfactory behavior grade in any subject in the sixth-grade significantly reduced the chances that sixth-graders would graduate from the school district.
- A very large number (4,893) and percent (38%) received at least one final unsatisfactory behavior grade.

Balfanz, Herzog, & Mac Iver 2007

Did 6th-Graders With an Unsatisfactory Behavior Grade in 1997 (n=4893) Graduate On Time or 1 Yr. Late?

| % who were in .... | In 2003 (on time) | In 2004 (1 yr. late) |
|---|---|---|
| 9th grade | 3 | 1 |
| 10th grade | 7 | 1 |
| 11th grade | 7 | 2 |
| 12th grade | 31 | 8 |
| % of students who actually graduated | **24** | **5** |
| Cum. % who left the District | 52 | 64 |

Percent of Sixth-Graders Graduating on Time or 1 Year Late

| **Failure & Behavior Combinations** | **On-Time Grads** | **1-Yr-Late Grads** |
|---|---|---|
| Fail English but Good Behavior (n=176) | 14% | 7% |
| Fail English & Poor Beh. (n=725) | 6% | 5% |
| Fail Math but Good Behavior (n=298) | 16% | 8% |
| Fail Math & Poor Beh. (n=1006) | 8% | 5% |

Graduation rates for 6th Graders with Different Numbers of Risk Factors

| **# of Risk Factors** | **N** | **Percent Who Graduate** |
|---|---|---|
| None | 6265 | 56% |
| Only 1 | 3498 | 36% |
| 2 | 1329 | 21% |
| 3 | 619 | 13% |
| 4 | 326 | 7% |
| 1 or more | 5772 | 29% |

## Discussion

- We were able to find four variables with a very high predictive yield that identify the majority of sixth-graders who fall off the graduation path
- These variables are each commonly measured and collectively capture a significant portion of a district's future dropouts



## Implications

- Students fall off the graduation path in different but identifiable ways.
- In 6th grade, most future dropouts have just one of the big four risk factors – especially poor behavior or poor attendance
- Some have two risk factors, especially poor behavior plus course failure (in English or mathematics)
- Less than 8% of the sixth-graders had more than two of the big four indicators.



## Why do you think so few sixth-graders recover once they display one of the big four warning signs?



## Implications

- Academic and behavioral problems at the start of the middle grades **do not self-correct** (at least in Philadelphia and the two other cities where we have replicated this work)
- The most common and very harmful response to students who struggle in 6th grade is to wait and "hope they grow out of it". But, they do not typically recover, they drop out.
- Early intervention is absolutely essential.

## Effective Interventions

- Research comparing outcomes in Talent Development Middle Schools with matched other schools in Philadelphia suggest that comprehensive school reform can significantly reduce the number of students who develop a poor attendance habit, who fail math, or who fail English and can produce significantly higher graduation rates.

Balfanz, Herzog, & Mac Iver 2007

## Comprehensive Reforms Must be Combined with Targeted Interventions

- Additional interventions specifically focused on improving behavior and attendance must be added

Balfanz, Herzog, & Mac Iver 2007

## What characterizes effective interventions for behavior and attendance?

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## Common Features of Effective Interventions for Behavior and Attendance

- Positive behavior and good attendance is constantly recognized, modeled, and promoted
- The first absence or incident of misbehavior brings a consistent, appropriate response
- The intervention uses simple data collection and analysis tools that enable teachers and administrators to better understand the school's absenteeism or misbehavior problems
- Attendance and behavior teams regularly meet to analyze data and devise solutions

Balfanz, Herzog, & Mac Iver 2007

## Shepherding of the Initially Unresponsive

- If the student is a low attender, the shepherd might call the student each day the student is absent to communicate that the student is missed and to ask the reason for non-attendance.
- If the student has behavior problems, shepherding might involve asking each of the student's teachers to complete a simple behavioral record and then checking at the end of the day how the student did.

Balfanz, Herzog, & Mac Iver 2007

## A 3-Stage Intervention Model

1. Schoolwide reforms aimed at alleviating 75% or so of the problem behaviors including poor attendance
2. Shepherding for the 15% to 20% of students who need additional supports beyond the schoolwide reforms
3. Intensive efforts involving specialists (counselors, social workers) for the 5% to 10% who need more clinical types of support

Balfanz, Herzog, & Mac Iver 2007

## A Promising Path to Higher Graduation Rates

- Identify those who need sustained intervention
- Provide both comprehensive schoolwide reforms and more targeted and individually-focused interventions to prevent and alleviate student disengagement

Balfanz, Herzog, & Mac Iver 2007

# Luther Burbank 6th Grade School Bell Schedule

| Regular Day | | official minutes | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P0 | 7:15 – 8:25 | 0 | | | | | | | |
| P1 | 8:30 – 9:23 | 53 | Block 1 | 110 minutes | | | | | |
| pass | 9:23 – 9:27 | 4 | | | | | | | |
| P2 | 9:27 – 10:20 | 53 | | | | | | | |
| Nut. | 10:20 – 10:40 | 4 | | | | | | | |
| P3 | 10:44 – 11:37 | 53 | Block 2 | 110 minutes | | | | | |
| pass | 11:37 – 11:41 | 4 | | | | | | | |
| P4 | 11:41 – 12:34 | 53 | | | | | | | |
| Lun | 12:34 – 1:04 | 4 | | | | | | | |
| P5 | 1:08 – 2:01 | 53 | Block 3 | 110 minutes | | | | | |
| pass | 2:01 – 2:05 | 4 | | | | | | | |
| P6 | 2:05 – 2:58 | 53 | | | | | | | |
| pass | 2:58 – 3:02 | 4 | | | | | | | |
| P7 | 3:02 – 3:38 | 36 | Extra Period | 36 minutes | | | | | |
| | Total | 378 | minutes | | | | | | |

# Science, Technology, English Arts & Mathematics (STEAM)
# 6th Grade Academy
# Election to Work Agreement
# 2010-2011

In order to prepare our 6th grade students to be contributing citizens for the 21st Century, STEAM 6th Grade Academy, which includes students, staff, parents and community will collaborate, connect and contribute to create an academically successful and sustainable school environment.

Mission:

We are a learning community that models shared leadership and accountability through collaboration of solutions, building of relationships and providing a multitude of opportunities where students are required to demonstrate and participate in their development. We will provide and support all 6th grade students to have the skills necessary for success in the 21st Century. To this end, STEAM will ensure 6th grade students maximize their potential and are prepared for the 7th/8th grade and beyond.

Philosophy:

If water at 211 degrees changes into "steam" by adding "one" degree, we believe that anything is possible with that extra degree of commitment, effort and will! We believe in the Seven Learning Principles accepted by our school staff and community. These principles are built around the needs of our students as identified using the educational data, input from our parents, and the experiences of our teachers who have worked with the middle grade students of this community for many years. At STEAM, our principle goal is to inspire students to grow, fulfill their dreams and become stewards for their community. We believe it is our job to develop their; ability to problem-solve, capacity to be creative, and construct knowledge rather than just consume knowledge. To this end, all STEAM staff will provide multiple opportunities for students to learn those "habits of mind" that effectively achieves this goal as contributors for the 21st Century.

As part of the school's professional community, all teachers will strive to meet the following expectations. **Teachers will:**

- Work to set and achieve school-wide attendance and achievement goals
- Produce and teach at least one interdisciplinary lesson or unit during the course of each semester and submit these lessons and unit plans to the school curriculum library.
- Attend a minimum of one 5th grade recruitment fair, event or orientation.
- Plan and participate in the peer observation process (teach, plan, reflect) as part of the collaborative, professional culture.
- Plan, schedule, and participate monthly in community-building activities such as conferences, student art exhibitions, competitions, culmination, etc.
- Participate in an "open door" approach to teaching in which other teachers, staff and parents are welcome at all times in the classroom.

- Seek and welcome constructive criticism from peers, administrators, students, community members, and families.
- Make one monthly home visit to become familiar with our families and the community.
- Provide at least two hours after school tutoring weekly and be available to students outside of class time; these hours must be documented and submitted on a weekly basis
- Participate in IEP, SST, and intervention meetings as needed to support student achievement.
- Prepare and fulfill a personal professional development plan annually. Planning does not constitute professional development.
- Recognize that all teachers must contribute the time and resources above if the school is to be successful
- Faculty will dress professionally; Professional dress is defined as:
  Men: wear dress shirts, ties, and slacks (no jeans), or polo shirts with school logos, and hard soled closed toe shoes for safety
  Women: wear well tailored, conservative, non-revealing attire, or polo shirts with school logo, and hard soled closed toe shoes for safety.
  Beach wear, such as shorts (except by P.E. Teachers) and thong type sandals are safety hazards.
  All staff will refrain from visible tattoos.

**Communication**

All employees will utilize digital technology on a daily basis to empower teaching and learning. All employees will have access to LAUSD email in their classrooms and are expected to check it at least once per day as well as read email outlining upcoming events sent each weekend in preparation for the week. Email will increasingly be used as a forum for collegial discussion of whole-school issues.

**Distributed Leadership in a Pilot School**

The distributed leadership/shared decision making model used by this and other pilot schools necessitates collegial and frequent dialogue among staff, administrators, students, and families about every aspect of the school. This is an additional responsibility that requires teachers to:

• Participate in formal and informal committees to be developed to meet school needs
• Be willing to accept the responsibilities of leadership for the betterment of the school community
• Participate in regular collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations
• Contribute to dialogue around school issues in a collegial, productive, friendly manner
• Seek ways to facilitate rather than hinder distributed leadership
• Bring concerns, ideas, questions, and proposals to colleagues through transparent channels during whole faculty meetings
• Expect to take responsibility for implementing such changes in school operations or proposals, rather than view this as the domain of "administration"
• Work with administrative personnel in positive and constructive, rather than adversarial ways
• Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school and for the student outcomes.

**Required Duties**

All employees will work 2.5 days in June reviewing and evaluating the previous year and completing activities after the close of school.

## First and Second Year Teachers

In lieu of taking on key leadership roles, new teachers will participate in BTSA Support meetings or the new teacher induction program and be expected to complete all requirements by the end of their 2nd year.

## Mentoring and Professional Support

Teachers with a minimum of 5 or more years may be asked to support new teachers by working with them on lesson planning, classroom management, grading support and in-class assistance.

## Salary, benefits seniority, and membership in bargaining unit

Teachers at STEAM will continue to accrue seniority as they would if working elsewhere in the Los Angeles Unified School District. Anyone hired as a teacher will receive the wages and benefits established in the LAUSD Teacher's Contract. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit.

## Compensation for additional hours

Every effort will be made to compensate teachers above and beyond all hours required by the UTLA contract. Compensation will depend on availability of funds.

## Excising at the end of the year

Teachers may unilaterally excess themselves from the STEAM at the end of the school year. When voluntarily terminating service, teachers are required to inform the principal verbally by the end of March and in writing by April 15. *The principal will invite teachers to return or* inform them of dismissal by April 15. The School will observe due process in supervision and dismissal procedures.

## Dismissal

Teachers will be subject to dismissal in accordance with existing laws and regulations as outlined in the UTLA Contract and by this Elect-to-Work Agreement. Teachers are expected to fulfill all UTLA contractual obligations including but not limited to attending regularly and punctually, providing lesson plans when out, calling for a substitute, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. Moreover, teachers are expected to fulfill obligations outlined in this Elect-to-Work Agreement. Failure to do so satisfactorily may result in dismissal. The Advisory Board reserves the right to change rules and regulations regarding dismissal on an annual basis.

## Workday

- The workday for teachers will be from 8:15 a.m. to 3:45 p.m.
- Teachers will attend 3 hours of professional development per week

## The School Year

The school year for students will consist of 180 days of instruction. The contractual year begins July 1, 2010 and ends on June 30, 2011. Teachers, counselors and coordinators will work additional days according to the following schedule:

- Five days of professional development during the week prior to the school year
- One mid-year full-day staff development event
- One to three days of reflection and planning at the end of each school year, at the discretion of the faculty
- Teachers will also meet with teaching team members during vacations until curriculum for the year is satisfactorily planned, reviewed and revised.

**Performance Evaluation**
Process and procedures for performance evaluations will be determined by the School Site Council.

**Dispute Resolutions**
Process and procedures for dispute resolution will be determined by the School Site Council.

By signing this Election to Work Agreement, I acknowledge that I have read all its provisions, including the attached job description and dispute resolution guidelines incorporated herein, and that I agree to all terms and conditions of employment stated herein.

SIGNATURE:

_____ _____
Name of Employee Date

STEAM 6th Grade Academy Principal

_____

# Scaffolding Instruction for English Language Learners: A Conceptual Framework

*Aída Walqui*
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**Adolescent students learning academic subject matter in a new language face a number of challenges, both local and global in nature, as they negotiate the linguistic, academic and social world of schooling. Making a case for a pedagogy of rigour and hope, the author presents a model of scaffolding that emphasises the interactive social nature of learning and the contingent, collaborative nature of support and development. Drawing on Sociocultural Theory, as well as a large body of empirical research on effective practices with second language learners, the author examines the use of specific types of scaffolding to promote linguistic and academic development. The model, developed by the author, conceives of scaffolding as both structure and process, weaving together several levels of pedagogical support, from macro-level planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold.**

**Keywords:** second language learners, English Language Learners, scaffolding, sociocultural theory

The linguistic landscape of American schools is changing rapidly. In the decade between 1992 and 2002, the enrolment of English Language Learners (ELLs) grew by 84% while the total K-12 population grew by only 10%. ELLs are no longer exclusively new immigrants to the USA. In middle and high schools, 57% of them represent the second or third generation of immigrants to the USA (Batalova & Fix, 2005). Although these adolescents have been educated exclusively in US schools, they are still learning English, failing academically and dropping out of school in large numbers (Fry, 2003; Ruiz de Velasco & Fix, 2000).

There is an urgent need to turn around this situation. In this paper I present a pedagogy of rigour and hope. I maintain that it is possible for second language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential. While the focus of the paper is on secondary English Language Learners learning via the medium of English, the ideas presented here also apply to elementary schooling and to the teaching of academic courses in students' native languages.

Education never takes place in a vacuum but is deeply embedded in a sociocultural milieu. Thus learning is a matter not only of cognitive development but also of shared social practices. The cognitive and the social go hand in hand in classroom learning. The primary process by which learning takes place is *interaction*, more specifically, an engagement with other learners

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and teachers in joint activities that focus on matters of shared interest and that contain opportunities for learning.

The social nature of learning has consequences at several different levels. At the global level, English Language Learners' perceptions of how the majority society accepts or rejects the culture and language they bring to school are extremely important for their eventual success in school (Cummins, 1984; Skutnabb-Kangas, 1984; Verhoeven, 1990). In every programme for English Language Learners, students' culture and language need to be appreciated and validated through class practices. Such validation of students' identity can only occur at levels that are deep and genuine rather than superficial.

Learners need to experience the global and local contexts in which their academic life is embedded as consistent and positive. If they are, then learners can develop their academic identity, because they will be treated with respect and they will be valued and listened to as 'speakers in their own right' (Kramsch, 1996). In such a climate, learners can develop skills of language use and argumentation in the different subject matter areas. They will have the 'right to speak' (Peirce, 1995) in class, and they will participate actively in their own and each other's academic development. In accordance with Lave and Wenger's theory of situated learning, their participation may be 'peripheral' at first, but it is always 'legitimate' (Lave & Wenger, 1991). In other words, students who are learning the language and practices of the discipline – mathematics, for example – may at first feel hesitant to contribute, and they may not have full control of the register and discourse of the subject matter. They will, however, feel legitimate if they recognise that the expectation of teachers and other more capable peers is that they, too, will soon become full-fledged members of that community as they become more socialised into it. There are a number of ways in which teachers can assist students in developing language and subject matter knowledge from the interactive, sociocultural perspective sketched here. One such way, *scaffolding*, is particularly consonant with sociocultural theory (SCT) and is well suited to English Language Learners.

## Learning from a Sociocultural Perspective

SCT is based primarily on the work of Lev Vygotsky, a Russian psychologist, educator, philosopher and art critic, who lived from 1896 to 1934. The main tenets of Vygotsky's learning theory can be summarised as follows:

- Learning precedes development.
- Language is the main vehicle (tool) of thought.
- Mediation is central to learning.
- Social interaction is the basis of learning and development. Learning is a process of apprenticeship and internalisation in which skills and knowledge are transformed from the social into the cognitive plane.
- The Zone of Proximal Development (ZPD) is the primary activity space in which learning occurs.

Let's look at these main features in turn.

### Learning precedes development

Vygotsky takes issue with traditional psychology for assuming that development is a prerequisite of learning. Traditional psychology assumes that learning can only be successful after the learner shows that the relevant mental functions have already matured. From this standpoint, all else would be premature instruction and would therefore be useless. Instead, Vygotsky proposes that learning is only useful if it is ahead of development, that is, if it challenges learners to think and act in advance of their actual level of development.

### Language is the main vehicle of thought

Vygotsky does not claim that there is no thought before language. Rather, he claims that thought and language arise separately but that when language arrives on the scene, thinking and speech intermingle and merge, and in so doing transform one another so that both become quite different as a result of their 'merger'. Language starts as social speech, as dialogue. In fact, Vygotsky, like his contemporary, the Russian linguist Bakhtin (1981), considers all language, spoken and written, as dialogical rather than monological. This means that the basic unit of language is conversational interaction, not sentence structure or grammatical pattern.

The internalisation of social speech, of dialogue, is mediated by private speech, as when a child speaks to herself to facilitate a difficult task. For example, she might be thinking to herself, 'Hmm . . .let's see . . .what if I . . .no, no, no, that wouldn't work, but what if I . . .' and so on, clearly using language that is social in origin. Whenever a task is very difficult, inner speech can be made overt in order to mediate between the task demands and the available resources. By talking to herself the child (or learner) attempts to marshal resources and control the task. Gradually, as speech is internalised, it changes shape, both syntactically and semantically, but even so it remains essentially social and dialogical.

### Mediation is central to learning

The difficult concept of mediation is generally regarded as the centrepiece of Vygotsky's theory of learning. In its most literal sense, mediation is the use of a tool to accomplish some action. To till the soil, the farmer uses a spade or a plough. The spade or plough mediates between the farmer and the soil, making the desired result – soil that is ready for sowing and planting – easier to accomplish. The child learns to use tools of various kinds: sticks, cups, spoons and so on. Many of those tools are culturally and historically produced. They are made available to the child in social interaction, thus adding another layer of mediation: activity mediated by tools is mediated by social interaction. When language comes along, it provides the most powerful mediation tool of all: mediation by signs, or semiotic mediation. Pointing is accompanied or replaced by linguistic reference, the immediate environment becomes describable and can be commented upon, expectations can be raised about future talk (e.g. when children learn to use phrases such as 'Guess what?'), past experiences can be recounted and relationships can be described.

Thought can be socially shared and can break away from the bounds of the here-and-now.

## Social interaction and internalisation

The basis for all learning is social interaction. Vygotsky emphasises that social interaction precedes the development of knowledge and ability. Consciousness, the notions of self and identity, physical skills and mental abilities, all these have their origin in social interaction between the child and parent, and between the child, peers and others, including teachers. Vygotsky (1978: 88) points out that 'human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them.' In addition, he asserts that 'every function in the child's cultural development appears twice, on two levels. First, on the social, and later on the psychological level; first, between people as an interpsychological category, and then inside the child, as an intrapsychological category' (Vygotsky, 1978: 128). An important consideration that Vygotsky stresses is that the social function and the corresponding mental function are not the same: the process of internalisation is a process of transformation, involving appropriation and reconstruction. Solitary work, either in tests or in classroom activities, is incompatible with Vygotsky's conception of pedagogy. As all knowledge and ability arises in social activity, all learning is co-constructed, and nothing is ever gained by taking the interactional dimension out of the equation. There is a role for individual work in SCT, but only in the context of collaborative work.

## The Zone of Proximal Development (ZPD)

The ZPD is the best known construct in SCT. The most straightforward and most often quoted definition of ZPD is the following:

> It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978: 86)

While the concept of the ZPD is widely known, it is also frequently misunderstood. The common failure to see the connections between the concept and Vygotsky's theory as a whole means that the ZPD concept is difficult to differentiate from other instructional techniques that systematically lead children, with the help of an adult, through a number of steps in the process of learning some set of skills. For Vygotsky, the context in which the interactions occur is of crucial importance (Tudge, 1990).

The ZPD was developed as a research tool, as a means of establishing the developmental/learning potential of children, particularly children with learning disabilities (such as deaf or blind children) in the Institute of Defectology, which Vygotsky was then directing. He complained that traditional mental tests only tested the already achieved level of competence ('the past'), but that if children received appropriate assistance, their performance would be more predictive of what they might be able to achieve ('the future'). Thus he made mental testing a more collaborative, guided experience instead

of the solitary, individual performance it had hitherto been. He conducted rigorous experimental studies that showed clear evidence that his ZPD-based testing was a better predictor of success than the traditional individual test. It is interesting to note that assessment and testing have, to this day, never managed to incorporate the collaborative features that Vygotsky introduced the better part of a century ago. Individual, solitary performance continues to be the norm in educational testing at all levels. Even though alternative assessments, in the form of portfolios or collaborative projects, are an accepted practice in many schools, they are not accorded significance in the debate about school performance rankings and accountability measures.

Vygotsky extended the concept of the ZPD to pedagogical activity, even though he did not work out a detailed theory of instruction using the ZPD as a guiding metaphor (Wells, 1999). This work was left to others, after Vygotsky's death. In the USA and other Western countries, Vygotsky's thinking, and the ideas flowing from the ZPD, did not begin to have an impact on education until the 1980s.

## Scaffolding

Creating contexts for linguistic and academic learning in the ZPD occurs in part through the scaffolding of social interaction. Scaffolding is closely related to the ZPD. In fact, it is only within the ZPD that scaffolding can occur. As we saw above, working in the ZPD means that the learner is assisted by others to be able to achieve more than he or she would be able to achieve alone. Scaffolding refers to the detailed circumstances of such work in the ZPD.

According to David Wood, scaffolding is tutorial behaviour that is contingent, collaborative and interactive (Wood, 1988: 96). Behaviour is contingent when an action depends on (i.e. influences and is influenced by) other actions. It is collaborative when the end result, whether it is a conversation or the solution to a problem, is jointly achieved. And it is interactive when it includes the activity of two or more people who are mutually engaged.

### Scaffolding as structure and process

The original idea of scaffolding comes from the work of Jerome Bruner, who defines scaffolding as follows:

> a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it. (Bruner, 1983: 60)

Bruner's notion of scaffolding was developed in the 1970s in the context of an intensive investigation of six infants (ages 7–18 months) over a period of 10 months, as they and their mothers played games. The researchers focused particularly on the game of 'peekaboo', which was played frequently over the entire period. The game consists of an initial contact, the establishment of joint attention, disappearance, reappearance and re-establishment of contact. These are the obligatory features of the 'syntax' of the game, whereas other features, such as vocalisations to sustain the infant's interest, responses to the infant's

attempts to uncover the mother's face, etc. are optional. These 'non-rule bound' parts of the game are an instance of the mother providing a 'scaffold' for the child (Bruner & Sherwood, 1975: 280).

The game becomes conventionalised, a ritual, but at the same time it allows for variations. Gradually there is a shift in agency, a 'take-over', with the child becoming self-directed and the roles of agent and recipient being reversed. Eventually the child can play the peekaboo game on her own, with a toy animal, or with other children or adults.

There are two distinct but related elements in this example. On the one hand we have the conventionalised, ritual structure that is more or less constant (though flexible), and on the other hand we have an interactional process that is jointly constructed from moment to moment. Just as in the case of the scaffolding around a building, there is a facilitative structure of supports and boards (temporal and changeable, which the workers need to carry out their work), and there is the actual work that is being carried out.

In pedagogical contexts, scaffolding has come to refer to both aspects of the construction site: the supportive structure (which is relatively stable, though easy to assemble and reassemble) and the collaborative construction work that is carried out. Some educators are uneasy with the term scaffolding, because in normal usage it refers to a rigid structure, not the fluid dynamics of collaborative work that we associate with working in the ZPD (Gibbons, 2003). Indeed, if we think only of the support structure without focusing on the actual construction work, then such a reservation is justified. Most importantly, then, the dynamics between the scaffolding structure and the scaffolding process must be kept in mind. The process is enabled by the scaffolding structure, and a constant evaluation of the process indicates when parts of the scaffolding structure can be dismantled or shifted elsewhere.

In education, scaffolding can be thought of as three related pedagogical 'scales'. First, there is the meaning of providing a support structure to enable certain activities and skills to develop. Second, there is the actual carrying out of particular activities in class. And, third, there is the assistance provided in moment-to-moment interaction. Schematically, this can be represented in the following way:

| | |
|---|---|
| Scaffolding 1 | Planned curriculum progression over time (e.g. a series of tasks over time, a project, a classroom ritual) |
| Scaffolding 2 | The procedures used in a particular activity (an instantiation of Scaffolding 1) |
| Scaffolding 3 | The collaborative process of interaction (the process of achieving Scaffolding 2) |

We can see how the sequence here moves from macro to micro, from planned to improvised, and from structure to process (Gibbons, 2003; van Lier, 1996). As we all know, plans have a way of changing as they are being carried out. In particular, pedagogical action is always a blend of the planned and the improvised, the predicted and the unpredictable, routine and innovation.

So, even though the three scales suggest a top-down structure, there is also bottom-up change that can affect and transform the scaffolding at the top. As

scaffolding is premised upon the notion of handing over (by the teacher) and taking over (by the student), assistance provided should always be only 'just enough' and 'just in time'. As the students are able to do more and gradually come to be more in charge of their own learning, the upper-level (macro) scaffolds are changed, transformed, restructured or dismantled.

### Features of pedagogical scaffolding

All three scales of pedagogical scaffolding have six central features, according to van Lier (2004). As in any type of scaffolding, they are contingent, collaborative and interactive. However, in an educational setting, these features are further refined and features specific to schooling are added:

*Continuity*

Tasks are repeated, with variations and connected to one another (e.g. as part of projects).

*Contextual support*

Exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

*Intersubjectivity*

Mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice.

*Contingency*

Task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be co-constructed (or, see below, vertically constructed).

*Handover/takeover*

There is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to take over increasing parts of the action.

*Flow*

Skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other.

### Scaffolded interaction differentiated from IRF

Often the scaffolding process arises in a context of spoken interaction, when the utterance of one participant is completed or taken further by the utterance of another participant. Bruner has called this kind of collaborative talk 'ratchet-like' (cited in Cazden, 1992: 103). Scollon, in an investigation of mother–child discourse, has labelled it 'vertical construction', as the utterances are produced interactively and, once transcribed, are read down the page (Scollon, 1976).

In classroom settings, it is important to understand the difference between spoken interaction that scaffolds student learning and interaction that imposes a 'recitation script', as Tharp and Gallimore (1988) call it. Most teacher–student talk is of the scripted type (Wells, 1999) and is commonly known as

During IRF, as in the example above, the teacher wants students to demonstrate that they know a particular word, to practise pronouncing words or phrases, or to display knowledge of facts. In scaffolded talk, as illustrated, the teacher is intent on letting the students speak for themselves and encourages them to be precise and to present a clear argument. Such interactions scaffold students' discipline and language learning simultaneously.

### Beyond the expert–novice context

So far we have discussed the ZPD and scaffolding from the perspective of a more knowledgeable person (a teacher or parent) interacting with a less knowledgeable person (a student or child). However, in the work of several researchers (Donato, 1994; Gibbons, 2002; Mercer, 1995; Rogoff, 1995), the idea of scaffolding has been expanded to include not only an expert–novice relationship, but also a relationship of equal knowledge, such as in a group of learners working on a shared task. Such scaffolding can be called 'collective scaffolding' (Donato, 1994; Moll, 1990), and researchers have shown that students working in groups can produce results that none of them would have been capable of producing on their own. In such circumstances learners create zones of proximal development for each other and engage in mutual scaffolding. As an example, Gibbons (2002: 19) reports a small group's process of planning how to report a science experiment. One participant, Emily, is a fully bilingual speaker of Chinese and English and the others are English Language Learners. The following is a brief extract of the interaction, and we can see how it illustrates both the vertical construction and the collective scaffolding that we have described:

> **Milad:** It stuck together because...
> **Maroun:** And it stuck together because it was...
> **Emily:** It was on a different side.
> **Gina:** It was on a different side and the other one's and...
> **Emily:** And the poles are different.
> **Gina:** And the poles are different.
> **Milad:** And em...when we put on the first side it stuck together...

At the end of this group activity, one of the learners, Gina, is chosen to report the group's findings to the whole class. Gibbons reports that Gina's performance was more fluent than it was likely to have been 'without the initial talk in a group' (Gibbons, 2002: 20). Gibbons also points out that the spoken language used in the group report begins 'to sound more like "written" language' (p. 20). The suggestion is that scaffolded interaction among peers connects conversational language to academic discourse, both written and spoken.

In addition to the two contexts of scaffolding discussed so far, the expert–novice context and the collective scaffolding context, van Lier (1996) suggests two further contexts in which students can work within their ZPD.

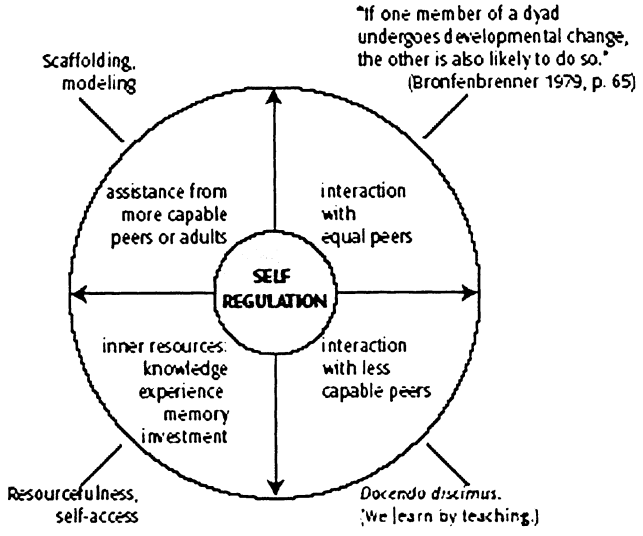


**Figure 1** Expanded ZPD (van Lier, 2004)

They can work with someone who is at a lower level of understanding, and the need to teach the other person is an opportunity to verbalise, clarify and extend their own knowledge of the subject matter. Finally, they can draw on their own resources – the models remembered from their teachers and peers and other resources in their environment – to supplement the shortcomings of their own knowledge and skills. Thus, the student has available at least the following four sources of scaffolding:

(1) being assisted by an expert, when the learner receives guidance, advice and modelling;
(2) collaborating with other learners, when learning is constructed together;
(3) assisting a lower-level learner, when both have opportunities to learn; and
(4) working alone, when internalised practices and strategies, inner speech, inner resources and experimentation are used.

In all four participation contexts, the learner has opportunities to learn, but of different kinds. When assisted by a more capable other, a learner can experience models of successful learning or participate in more complex social activities, as suggested in Vygotsky's original ZPD (see also Lave & Wenger, 1991). When working together with other learners, discovery and joint construction occur; when one learner discovers something new, the partner will experience this discovery too. When teaching a less accomplished peer, a learner needs to organise her thoughts and actions and achieve maximum clarity of expression. We learn by teaching, as the ancient saying goes. Finally, a learner can internalise teaching and learning strategies, rely on inner resources, and experiment and try new angles, in a self-directed way.

Figure 1 shows these four potential contexts of learning as aspects of an expanded ZPD.

Los Angeles Unified School District

**Academic English Mastery/Closing the Achievement Gap Branch**

# CRRE QUALITY INDICATORS

Guide to Culturally Relevant and Responsive Education

*Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.*

*The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).*

*This guide provides teachers, administrators, and parents with a "quick-look" at teacher and student CRRE quality indicators and their alignment with the Principles of Learning.*

- ❑ The **teacher** incorporates Culturally Responsive Pedagogy into rigorous classroom instruction. (Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective).
- ❑ All ***students*** are responding to instruction in productive comfort zones and demonstrating sustained effort in meeting high standards.
- ❑ The **teacher** creates an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued, and respected and authentic accomplishments are regularly recognized.
- ❑ The ***students*** are relaxed, comfortable, eager to learn and willing to take risks and put forth and sustain high levels of effort.
- ❑ The **teacher** infuses culturally relevant literature and instructional materials into academically rigorous curricula organized around concepts that students are expected to know deeply.
- ❑ The ***students*** engage in active reasoning about important concepts supported by a wide selection of culturally relevant instructional materials, books, and resources.
- ❑ The **teacher** demonstrates knowledge and understanding of issues of language variation in SELs (Standard English Learners) and ELs (English Learners) and incorporates appropriate strategies to support academic English mastery.
- ❑ The ***students*** are engaged in activities that show understanding and awareness of the linguistic structures of academic language as differentiated from their home language.

**Continues...**

# CRRE Quality Indicators continue...

GUIDE

- ❑ The ***teacher*** employs strategies throughout the curriculum- including “contrastive analysis” “personal thesaurus” and “accountable talk” that facilitate the students' mastery of Academic English and use of language that sustains learning.
- ❑ The ***students*** are actively engaged in activities that facilitate mastery of standard/academic English, including classroom talk that is accountable to the learning community, to accurate knowledge, and to rigorous thinking.
- ❑ The ***teacher*** promotes increased confidence, problem solving behaviors, and the development in students of habits of mind that empower them to achieve their full potential.
- ❑ The **classroom** is student-centered so that the students have opportunities to problem solve, question, collaborate, explore and to make structured decisions.
- ❑ The ***teacher*** demonstrates knowledge of the learning styles and strengths of culturally diverse students and builds upon students' learning strengths to develop self-monitoring and self-management skills to promote academic growth.
- ❑ The ***students*** are visibly engaged in rigorous activities which tap into their personal learning styles and are making use of higher-order thinking and metacognitive skills to manage their own learning .
- ❑ The **classroom** environment is culturally relevant and responsive to the students and sets “clear expectations” by defining what students are expected to learn and displaying criteria and models of work that meet standards.
- ❑ The ***students*** make positive connections to high achievers in their culture, set goals for their own effort and learn to see themselves as scholars.

# Freeport Intermediate School: Doing "Whatever It Takes" to Close Achievement Gaps

Clara Sale-Davis, Principal; Nivia Gardner and Kristi Traylor, Assistant Principals
Freeport Intermediate School, Freeport, Texas

## Introduction

Freeport Intermediate School, one of 19 schools that make up the Brazosport Independent School
District, is located on the Gulf Coast in Freeport, Texas. One of a number of small communities in Brazoria County, the birthplace of the great state of Texas, Freeport is situated approximately 60 miles south of Houston. The neighboring community of Jones Creek is the site where Stephen F. Austin first brought his band of 300 to settle in Texas very near the site of old Fort Velasco. Freeport has the distinction of being the "shrimp capitol" of Texas, which draws a large migrant population. This also translates into a high student mobility rate for Freeport Intermediate School.

The 617 7th and 8th grade students attend school here in a beautiful building that opened in August 1998, less than a mile from the site of the 60-year-old school building it replaced. In addition to its own rich historical background, the area also boasts of the rich and proud heritage of the Texas Gulf Coast, the home for many international corporations such as Dole Banana, American Rice, BASF, Shintech, Rhodia, Hoffman-LaRouche, Schenectady International, and Dow Chemical.

Freeport Intermediate School is a success story that very few people would have thought possible
in 1991–92 when it was designated a low-performing school. By some 10 years later, the school had risen to the top and was recognized that year as a 5-Star School in *Texas Monthly* (2002). The students and their academic success are the living proof that validates Freeport Intermediate School's current motto, "The place where great things happen." The vision statement of Freeport Intermediate School is "Success for all," which supports our mission, "Whatever it takes." Posted throughout the school, it serves as a constant reminder of the incredible journey that has unfolded over the past 13 years.

With a new administration and a staff of believers, this school has transitioned from a low performing and low-morale school to one of four schools in the nation chosen by the National Forum to Accelerate Middle Grades Reform as a National School to Watch and a National Blue Ribbon School.

Through the years, Freeport Intermediate School has received numerous awards and recognition for academic, extracurricular, and athletic success. It was selected to participate in the National Association of Secondary School Principals national study of highly successful schools (NASSP, 2004). In October 2000, Freeport Intermediate School was featured in *Middle Ground*, the magazine of middle level education published by the National Middle School Association, and in *Education Week Special Report*. NASSP highlighted Freeport Intermediate in *Creating a Culture of Literacy: A Guide for Middle and High School Principals* (NASSP, 2005) and also in the most recent publication on middle level reform, *Breaking Ranks in the Middle* (NASSP, 2006). These honors affirm the staff's inherent belief

that all students can be successful when educated in a supportive environment that promotes academic excellence, social equity, and a rigorous curriculum with programs that are responsive to young adolescents and their unique needs.

In addition to being a state and national award–winning school, Freeport Intermediate was one of
64 Texas Mentor Schools. Areas of expertise include creating high-performing student achievement with children of poverty and diversity while maintaining a safe, orderly, and enjoyable climate that promotes outstanding attendance and self-discipline. Student successes and accomplishments are celebrated with a tremendous amount of parental and community involvement. FIS exemplifies the definition of an "effective" school. With high levels of mastery and no discernible difference in any student group, this school can serve as a ray of hope for all schools across the state and the nation.

**Demographics**
Our student population consists of 617 7th and 8th grade students, with approximately 57% Hispanic, 13% African American, and 29% White. Approximately 75% of our students meet the criteria for being economically disadvantaged. A large sector of our population is comprised of single-parent households that receive public housing assistance, and the mobility rate is 20.5%. Because shrimping is a major seasonal industry in Freeport, 7% of our students are identified as migrant. Four percent of our students are identified as limited English proficient (LEP). In addition, we also serve 102 students in the area of special education (SE), 10 of whom are served in self-contained classes for students with severe disabilities.

**Meeting the Needs of All Students**
The goal for Freeport Intermediate School is to have no significant achievement gaps among student groups. The Texas Assessment of Knowledge and Skills (TAKS) is the driving force that creates for each teacher, student, and parent a pervasive sense of personal accountability for student learning and success. Academic success for each student is the foremost goal at Freeport, and the TAKS, which is key to promotion and graduation, underlines the need for schools to focus on instruction. Freeport has embraced accountability when it comes to students passing the state standardized test, but test results are not the only measure of success. The staff takes the written curriculum—Texas Essential Knowledge and Skills (TEKS)—to a much higher level by incorporating creative methodology that enhances the delivery of instruction and keeps students on the edge of their seats engaged in real-world connections. Students are not only armed with tools for passing the test but also gain confidence for the transition to high school.

At Freeport, data drives the instruction provided, including to whom, when, and how. We analyze
the results from the state tests for weaknesses to make sure we cover the required skills and tailor future instructional time so that the proper amount of time is spent in each area. To evaluate how well the curriculum is being addressed, teachers conduct ongoing student assessments and share results with colleagues. Often these assessments allow teams to see who has been particularly effective in teaching a skill, which in turn may prompt the team as a whole to adopt or replicate that successful practice.

To provide additional time to students who need tutorials and to allow enrichment or extensions
for those who have mastered the core curriculum as measured by the regular assessments, we have created a "Team Time" hour in the master schedule. The academic teams group and regroup students according to individual needs and assessment results. These Team Time groups are ever changing, so students benefit from receiving instruction from a variety of "voices" with various areas of expertise. Students who are still unable to demonstrate mastery are offered a "pyramid of interventions." During the spring semester, we offer an extended day program for all students who are in danger of failing or who still need additional time for mastery. Rather than penalize a student for doing poorly during the school year by requiring his or her attendance at summer school, this is a proactive approach to help students before they fail. As a check on progress, team teachers, assisted by the counselors, track students who are not demonstrating success. They determine whether the problems are academic or social/emotional. **Working collaboratively** has proven to be successful in creating high performance on TAKS and **has caused a dramatic decrease in failure rates**. On average, only two students have been retained each year over the past 5 years (usually due to truancy or failure to attend summer school).
Summer school is offered for students who fail two or more core courses; enrollment has declined as a result of the successful intervention offered by the extended day program. In the summer 2000, we served 65 students; in 2001, 39 students; and in 2005, 16 students—all but two successfully completing the summer school program.

Another measure of our success is that enrollment in the high school math prep
program has reduced the need from 10 classes to 2. Over the summer, members of our Math Department carefully analyze every test item to determine the direction we need to take in creating the instructional calendars. We have become concerned with the fact that scores in math have dropped below the 90th percentile. Our challenge will be in closing the gap for one of our student groups that showed a decline in math. In this student group, we found a direct correlation between low performance and students being sent to an alternative setting (boot camp) after committing a felony. Now we must decide where to build the pyramid of intervention in order
to close the gap once again. We have started discussions about serving students in those alternative settings; we are not letting go, even though they are not being served in our building.

Another challenge will be the performance of special education students who have been in feeder
school pull-out programs and are now merging into the mainstream. Meeting adequate yearly progress (AYP) is always a priority. We hold firm to the fact that standardized tests are not "one size fits all," and we are grateful that are state acknowledges that fact by allowing us to give a State Developed Alternative Assessment (SDAA) that measures whether or not we have met the expectations outlined in individual education plans (IEPs). Although we believe that all students can learn, we also believe that students with disabilities should not be measured with an inappropriate standardized assessment, which is the reasoning behind individual education plans.

In addition to focusing on special education performance, we will begin conversations about helping our gifted and talented students reach "commended performance"—a recognition that

should boost their confidence and qualify them to enter more advanced classes in high school. Our counselors also meet with individual gifted and talented students in the spring of their 8th
grade year to help them make choices for high school.

**Professional Learning Communities**

To involve all stakeholders in the campus improvement process, Freeport Intermediate School
works in organized cadres to ensure a Plan-Do-Check-Act (PDCA) Model, based on the Deming model of Total Quality Management and the work of Dr. Rick DuFour. These cadres were designed to deal with issues that embrace all areas of school improvement, and each cadre is responsible for driving the school improvement plan. Every staff member is required to be
on a cadre. The leaders and coleaders of each cadre make up the Campus Advisory Team (CAT). Each cadre serves as an advisory in five areas:

· Curriculum and instruction--focuses on the rigor and relevance of teaching and learning for all
students (research and data based).
· Staff development—focuses on quality, relevance, certification requirements, and innovative
professional development throughout the year.
· Planning—focuses on student and faculty attendance and special projects to promote relevance, rigor, and fun.
· Communication—focuses on effective communication between home and school, intraschool,
and school and community.
· School climate—focuses on student and staff morale and schoolwide discipline; develops plans based on student, staff, parent, and community surveys.

The cadres have the autonomy to set up their own meeting times, but the goals established in the
Campus Improvement Plan (CIP) are the driving force of their agendas. The leaders and co-leaders of each cadre also work as a School Leadership Team to set the school budget and monitor the CIP. The leaders and co-leaders are chosen by cadre consensus and work collaboratively with the principal to ensure that goals are being met. The Campus Advisory Team meets during a summer retreat to study school-wide data in order to set the goals outlined in the CIP. When school in-service programs begin, it is the responsibility of the leaders to report back to their cadres the information shared at the retreat. At that time, they present and discuss new goals, and each cadre brings its individual action plan.

These organizational structures create “focused cells” for continuous improvement in almost every critical issue. The key to the success of these cadres is providing leadership training and drawing on the strengths that everyone brings to the table. At Freeport Intermediate School, we have succeeded in ensuring that these systems are not “principal codependent”—they can be sustained when the principal is not around.

Transformational changes began to emerge as we started working not only in cadres but also as
Inter-disciplinary teams and departments. The culture of working in isolation began to dissolve as the culture of teamwork emerged. As a direct result of this transformation, students began to benefit from more creative lessons and from seeing their teachers actually enjoy teaching! Cooperative teaching created cooperative learning, and cooperative learning created lots of risk taking. Our collaborative work allowed us to begin to examine and reflect on what needed to be
accomplished. Once our mission became clear, we created a laser-like focus on preparing students to use the state test as a tool to help them think more deeply about why and how they learn. We are often criticized for "teaching the test," but our goal actually is to teach the standards that are clearly outlined and to work collectively to improve student achievement. Our state tests became a means of creating unity of purpose. The test challenged us to reflect intensely on how we taught. We discovered that we often used common practices instead of common sense. Among other things, this reflection prompted us to move away from clustering English language learners and special education students in pull-outs, a practice that delivered dismal results, and to move toward an inclusive model that has created a culture of serving all students, resulting in higher performance and lower failure rates.

**Block Scheduling: Welcome to the Tribe!**
Freeport Intermediate School implements A/B block scheduling in order to ensure that the core
curriculum, consisting of language arts, mathematics, science, and social studies, receives the greatest amount of time for instruction. The implementation of A/B block scheduling has afforded students the opportunity to receive instruction in each of these subjects every day and/or every other day for one and one-half hours. Demographic information, student achievement data, and individual needs of the students became the driving force of this scheduling opportunity. We provided training in teaching in the block schedule format to ensure that the extra 45 minutes available are utilized for direct instruction and extended time opportunities rather than for homework.

As mentioned earlier, the Team Time hour that is scheduled at the end of each day provides additional real-world learning activities. Interdisciplinary teams and departments create video presentations ranging from creative instructional motivators to team building and provide the students a sense of family entertainment while learning.

A unique organizational feature afforded teachers is that the core curriculum teachers, or inter-disciplinary "tribes," share a common planning period on A days, and each department (vertical team) shares a common planning period on B days. This common planning time between interdisciplinary teams and departments facilitates a process of collaborative planning and fosters collegiality. Each tribe and department meets weekly and submits agendas to the principal. The approximately 150 students per tribe see instructors as being their teacher, while all teachers demonstrate their expertise as instructional leaders and facilitators in a variety of academic and nonacademic settings.

The core of our effort to create a personalized environment that supports each student's intellectual, ethical, social, and physical development is our tightly knit structure of tribes. The structure allows teachers to regularly discuss their students' academic and emotional

needs and ensures that each student is known by several faculty members. The school actually operates as multiple "schools-within-a-school" by dividing the students into four academic teams, or tribes: two 7th grade tribes and two 8th grade tribes. Each tribe has its own name, colors, and chant. All teachers in the tribe feel a sense of responsibility and a desire for each student's success. Elective teachers and support staff attach themselves to a tribe. Students assigned to the tribe are grouped heterogeneously, including English language learners, special education students, and migrant students. Gifted and talented students are grouped for core classes so that a differentiated gifted curriculum can be delivered. All others are mainstreamed and are a part of the inclusion team.

Special education teachers and paraprofessionals travel to various classes to help provide small-group instruction and modifications. Severely mentally challenged students receive instruction in a loving life-skills classroom and are included in the mainstream as much as possible.

Tribes improve student self-esteem by providing a sense of home to students and a sense of safety, security, and belonging. Cultural differences are set aside, and students and teachers form a lasting bond. The tribe teachers attempt to extend this sense of family to the actual families of each of their students. Often when parents are unable to come to a tribe meeting because of work schedules, the tribe accommodates the parents by making a home visit after school. If it is impossible to meet, the tribe schedules a conference call and takes written minutes of the conversation. For our team, meeting outside contractual hours is not a problem if that's what it takes to make the contact. We understand our blue collar environment often does not allow parents to take time away from work.

**Creative Curriculum and Instruction**

Our school's overall approach to assessment supports our vision, "Success for all." FIS uses assessments frequently to gain the data to initiate actions to help students learn. As part of the instructional process, an assessment is administered after instruction to identify proficiency, mastery, and nonmastery students. An assessment utilizes a variety of formal and informal measures. Sometimes it is a quick check administered after an objective has been taught, or it could be a formal exam covering 6 weeks. An assessment might also be a benchmark or a cumulative test. Teachers often use observation techniques or daily oral reviews to gauge learning and student progress. Experience indicates that frequent assessments are more useful.

Assessments give teachers a choice to "course-correct" their delivery of instruction based on assessment outcomes. Assessments must be aligned with the instructional focus, TEKS, and the national standards.

The written assessments usually have the look and feel of accountability tests in order to provide students with experience in responding to the test items. Practice based on research is the key component of creative instruction at FIS. We analyze national standards to ensure that our curriculum goals are on target with these expectations. After the assessment, FIS teachers collaborate to review how students fared on the tests. During these meetings, the instructional calendar—a scope and sequence timeline—is adjusted based on areas that need additional emphasis. Results are always shared with students so that they are able to set goals for improvement and celebrate their accomplishments.

The tribe philosophy of providing academic teams and focusing on relationships between students
and teachers is based on the report by the Carnegie Council on Adolescent Development, *Turning Points 2000* (Jackson & Davis, 2000). This book provided the model for the themes of teaming and creating a community of learners at FIS. In addition, the school has been deeply influenced over the last decade by the works of Dr. John Goodlad, Dr. W. E. Deming, and Dr. Richard DuFour. Their work helped create a mind-set of shared decision making and continuous improvement using the tools of TQM..

TQM and professional learning communities also stress the importance of team-based problem solving. This brings a no-excuses attitude and an acceptance of personal accountability for success of all students. Team Time, the last hour of the day, epitomizes the philosophy of shared decision making and teamwork. It is a time "where great things happen" instructionally. Teachers collaborate and determine which areas within the core subjects need additional attention for mastery. To this end, teachers become extremely creative and use a variety of methods to engage students. During the television broadcasts, students are mesmerized as they watch teacher-made, prerecorded instructional videos. The "language arts fairies" flutter in to instruct students in test-taking strategies; the Cherokees ride by on Trigger, the horse, to motivate and inspire students; and the Mayans are sitting pretty as they sing "Passing TAKS" to "Summer Lovin'" from the Broadway musical *Grease.*

The classrooms and hallways of FIS reflect a learner-centered environment: Students sit in reading circles in the hallway; teachers clad in hospital scrubs perform experiments; and student projects are proudly displayed in the Learning Resource Center (LRC). Students are sometimes sighted in the teaching suites working on history projects or outside riding bikes to measure acceleration. Once in a while, you'll find rockets being launched down the hallway. If this does not "rock your world," then saunter on over to "Krakatoa," otherwise known as science class, where you'll see volcanoes made from Duncan Hines cake mixes erupting. Classrooms at FIS are learning laboratories where cooperative groups engage in these learner-centered projects.

Brazosport Independent School District (BISD) and FIS have dedicated themselves to educating
students to excel in a 21st century's global environment. One way this dedication manifests itself is by campus and district technology committees that strongly commit to identifying and improving instructional technology needs. There is a strong emphasis on the integration of instructional technology into every classroom. When the new FIS building was planned, wiring for Internet and network servers along with wiring for Channel One news programming was specified as part of the infrastructure. Each classroom houses a state-of-the-art multimedia teaching workstation with a projection television that is used in the instructional process. It is common to see teachers using a PowerPoint presentation instead of an overhead projector to deliver initial instruction of the TEKS curriculum. Also, teachers are able to use this workstation to import, edit, and export video footage. Each team also has a digital movie camera that they use to film teacher-produced instructional videos.

Another important use of technology is in the ability to serve all students at the same time. For

example, on the day of the state standardized test administration, departments e-mailed tribe members PowerPoint reviews to share. Therefore, all students are receiving a review in that discipline from their core teacher, who is traveling from room to room to deliver personal reviews to all students.

At FIS, two classrooms are equipped with computers that have instructional software load-sets to ensure that students in computer literacy classes are proficient in the TEKS associated with their curriculum. Another lab is set up for Creative Education Institute (CEI), which is a multisensory program to help with reading acquisition. FIS also has a fourth lab for Kurzweil Education Systems, which assists students in reading their textbooks. Online test taking provides easy access for all students to take the Accelerated Reader book tests through the Learning Resource Center and in every language teacher's classroom. With these additions, language teachers have the capability to instantly see the students' results and analyze their progress. Also, the science and history teachers have computer capability to use for their Science Fair and History Day research projects. New next year, all teachers will have LCD projector machines and document cameras that were funded in part by a grant from our community business partner, Dow Chemical USA.

**Academic Achievement: It's All About Relationships**

*"If relationships are wrong between teachers and students, for whatever reason, you can restructure until the cows come home, but transformation won't take place."* —Macguire in Rothman (1992)

This quote is often recited by veteran teachers as they mentor new teachers. Relationships between teachers and students are cultivated, promoted, nourished, and maintained at Freeport Intermediate School. Relationships manifest themselves in learner-centered hallways full of student work, staff participation at sports events, faculty-student basketball games, yearbook parties, music concerts, lock-ins, drama events, school dances, and the academic pep rallies that take place every 6 weeks to recognize and encourage academic excellence.

We stretch the limits to fill in the gaps in students' lives so their essential needs are met, and they can focus on learning. Everyone takes on the role of social worker, addressing fundamental issues such as food, shelter, clothing, medicine, and personal hygiene. In addition, the district employs one social worker, and our school nurse helps numerous families in the community to navigate social service agencies, health insurance companies, and medical offices. Coaches and staff supervise the locker rooms in the morning so students who are unable to wash at home can shower before classes. Students who need clean clothes can find them at school, along with a washer and dryer for their dirty clothes. We understand the harsh realities of children living in poverty. We urgently are teaching them that a good education is their ticket to success and a way to break out of the poverty cycle. By filling in the gaps related to personal needs, we have filled in the academic gaps, eliminating disparities in achievement among student groups, improving attendance, and dramatically decreasing discipline referrals.

Another way we are looking to break cycles and create opportunities is by starting conversations
about completing high school and going on to college—goals that have never been a vision for many of our students. We also solicit volunteers from our business partners, BASF and Dow Chemical Company, to join our staff in mentoring and providing after school enrichment programs. For the past several years, Dow Chemical has sponsored the Comeback Kid Award, which honors a student who has overcome tremendous adversity to become academically successful. Other ways in which our community has helped provide opportunities for students include Dow Chemical's funding participation in state and national academic competitions for our students and the Veterans of Foreign Wars sponsoring annual essay competitions providing recognition and monetary prizes.

We are constantly seeking innovative ways to increase parental involvement, especially for the
hard to reach parent. The largest parent turnouts happen when children perform (e.g., sports events and band concerts), so we make it a point to be there and to schedule PTA meetings before the concert begins. The majority of our parents work, many doing shift work in our plants on the "chemical coast." The stayat- home mom is rare in our area, and many of our children are raised by single parents or grandparents or live in the Brazoria County Youth Home. Rather than use the lack of substantial parental volunteering and involvement as an excuse for low student performance, we build on the strengths of our Parent Teacher Association (PTA) and the community patrons.

Our bilingual staff members have opened many doors and made connections with our Spanishspeaking parents and community members. Two years ago, we replaced our switchboard
operator/receptionist with a bilingual staff member, and 3 years ago we hired a bilingual counselor. We have had numerous successes in encouraging parental participation: Our sign-in logs indicate that we have had more parental participation in special education meetings than ever before, and our academic pep rallies, held every 6 weeks, attract more than 80 parents for each rally. During the summer, we let everyone know the dates so parents can plan to attend.
Our communications to parents include these:
· *Tee Pee Talk,* our school newsletter, which is created and disseminated by the Communication
Cadre, mailed to all PTA members, posted on the Web site, and given to each student to take home. It includes a letter from the Princi-PAL, news from each tribe, a schedule of upcoming events, and a school lunch menu.
·Welcoming brochures that each tribe sends out at the beginning of the school year. The brochures contain a picture of the tribe members and important information (supply list, bell schedule, tribe conference times, e-mail addresses, and phone numbers).
· Positive postcards and e-mails that each teacher sends home on a regular basis to let parents hear good news from school. In this way, we begin to build a level of trust, and parents are always delighted to hear something positive about their children.

We work closely with our PTA Executive Board to ensure that we hear the voices of our customers and share with them our mission and vision. The PTA offers parenting programs as part of many general meetings, and teachers often send requests for volunteers to

compliment the core team of volunteers that assists our teachers with copying, field trips, and hall monitoring during testing week. We are so grateful when a parent offers to help us. Thank-you notes are sent and morale is lifted.

**Leadership: United for Excellence**

Freeport Intermediate School is the training ground for aspiring principals and the model for teacher empowerment. The principal describes herself as the "keeper of dreams," and every decision made is based on collective input from all stakeholders. The final decision is based strongly on what is best for the kids at Freeport Intermediate.

The most important stakeholders are the students, and the principal ensures that their voices are heard and spread among the teaching staff, superintendent, and school board members. Every 6 weeks, she meets with students from each tribe and utilizes the TQM tools to create problem solvers. She asks questions such as, "If you could wave a magic wand over the school, what would you want to change?" The students at FIS know that they have a voice in the decisions being made. The word spreads around when students begin to see the effects of their discussion.

For example, monitors were assigned to locker rooms in the boys' dressing room to avoid any and all types of bullying. Pizza slices went to a uniform size after complaints about selling the "runt" piece for the same price. In addition to this forum, the principal teaches a leadership class (Leadership 101) daily to provide an enrichment opportunity for students that do not need tutorials during Team Time. This class emphasizes effective leadership practices and prerequisites of choosing careers based upon their interests and passions. If the school board becomes involved in dress code issues or hiring a school resource officer, the members of the class write their opinions to the decision makers, demonstrating that the "power of the pen" has more influence than walk-outs or demonstrations. Meeting with this class poses a challenge, but she tries her best to meet with them regardless of her busy schedule and the many meetings
that she must attend.

The Student Council is another student group that assists with campus decisions. The Student Council and sponsors are responsible for sharing their concerns and issues with the administrative team. The principals at FIS frequently roam the hallways and classrooms interacting with
the staff and students, and their doors are always open.

The comfort quotient and trust are evidenced by the constant flow of communication and the invitations principals receive to participate in class activities. Every action and decision involves two things: (1) an instructional focus and (2) motivation to do your best. The philosophy is that all students can learn, and all students can behave.

Each year the administrative team hosts "Tribal Powwows" to discuss the FIS Discipline Plan to ensure that students understand that instruction will not be interrupted by misbehavior. The importance of relationships is evident in the leadership style and the teaching styles. Enthusiasm permeates the building, and there exists an instructional purpose in all campus happenings.

Teachers are empowered to assist in the instructional improvement process by sharing best practices, observing one another, and providing feedback to each other. The teams are actively involved in the interviewing and hiring process and work collaboratively to assist the principal with decision making. The schedule is conducive to collaboration, with the interdisciplinary team meeting on A days and the departments meeting on B days. The tribes, departments, cadres, and Campus Advisory Team ensure that the goals, objectives, and activities are
accomplished and evaluated continuously.

The ongoing communication has a direct effect on student learning. Teachers, principals, parents, and students model a spirit of cooperation and travel the journey together in a quest for excellence through the leadership of all involved.

**Sharing Best Practices**
We believe that all ideas are stolen, modified to look like they are not stolen, and shared among
thieves! Here are just a few ideas—or best practices—that could be easily stolen and replicated by other
middle schools.

**Academic Pep Rallies**
Members from the Freeport Intermediate Campus Renewal Team visited a campus that hosted
academic celebrations and brought these ideas to our staff. Once the school stakeholders bought in and
the events were organized, the creativity began to flow. Each pep rally is a new experience. At the end of every reporting period, the faculty and staff host an academic "pep rally." Each academic team takes a turn hosting these events and encourages parents and students to take an active roll in the preparation. Local businesses and community patrons are invited to take part, along with the central office personnel. Students receive encouragement and inspiration through these academic pep rallies and take an active role. The academic teams chant songs and inspirational rhymes that they have written for the occasion. Each pep rally embraces a theme that permeates the entire school through interdisciplinary lessons. The entire community comes together to celebrate and encourage student achievement.

We decided to implement this best practice because often schools are judged by student demographics and by adversity that occurs in the surrounding community. The staff grew weary of negative public perceptions and decided to take a proactive role in highlighting the positive achievements that are taking place at a school that serves a low socioeconomic and diverse population. The staff wanted to create an environment that supported each student's intellectual, ethical, and social development. We hoped the event would encourage family and community involvement and support. The media coverage has been outstanding. Most important, we turned around the perception of our school. Parents and students were given a "climate" survey in which they were asked, "What are the things you like most
about your school?" We had an overwhelming response in support of academic pep rallies.

**Vertical/Interdisciplinary Teaming**
Teachers share a common planning period within their "tribe" and content area to integrate

curricula across subjects and to work collaboratively to enhance both intellectual and social development of students. Vertical alignment is maintained as a result of block scheduling, which enables all departments to meet on B days and interdisciplinary teams to meet on A days. A built-in Team Time hour at the end of each day groups and regroups students for tutorials and enrichment activities. As a result of this tribe and department collaboration, a set of analytical tools has been developed to provide students with common strategies that are taught schoolwide. The teachers and staff have time to plan, select, and engage in a professional development that is aligned with state-recognized and nationally recognized standards. Teachers and staff collaborate in making decisions about rigorous instruction and effective
curriculum.

To achieve academic excellence, the teachers and staff felt that we needed to share proven and
effective best practices. This has created a unity of purpose in regard to teaching and learning. In the past, students were exposed to an array of instructional strategies that changed from year to year and from teacher to teacher. Collaboration became the key to implement, enhance, and monitor best practices among the teaching staff and teach students learning strategies—especially in reading, writing, and math—to use school-wide. This results in common core material being mastered at a faster rate in order to move deeper into rigorous curriculum.

Effective instruction begins with the knowledge of what students need to learn and what teachers
need to teach, so that all students can move to mastery and beyond. Based on effective school research and *Turning Points*, every student in the middle grades should learn to think critically through mastery of an appropriate body of knowledge. Douglas Reeves (2005), author of *Making Standards Work*, recommends that teachers should identify standards-based assessments that will be used for accountability purposes, identify the best practices in teaching and learning in their areas of expertise, conduct weekly reflective evaluations of classroom practices, and share successes with colleagues.

In addition to higher student performance, there is mutual collaboration, which not only increases
teacher morale but also increases student achievement. Consistent expectations between grade levels have not only resulted in higher academic performance as measured by our state standardized test (TAKS) and cumulative tests but have dramatically improved discipline schoolwide.

**Adolescent Forum**
Each year, the Planning Cadre plans and organizes the Adolescent Forum for all 8th graders to
address the development of social skills. The Cadre designs one program for boys and one for girls. The programs occur on the same day and culminate in a semiformal catered luncheon. The focus of the Adolescent Forum is self-esteem. The program includes discussions about self-confidence, respect, personal hygiene, and appearance. Several of the students are chosen to model clothes from a local department store, and others demonstrate how to use make-up properly or how to style hair in the latest styles. Students from the high school are invited to

come and share high school experiences and to discuss expectations for the year to come. Community patrons are invited to participate, and motivational speakers are hired to speak on responsibilities and respect.

Three years ago, Miss Texas, Stephanie Guerrero, came to speak with the girls about her experiences and encouraged the students to follow their dreams. She set herself up as an example of what each of them could accomplish if they work hard for what they want out of life.

After disaggregating discipline data, it was determined that many referrals dealt with non-compliance to the dress code. Many students were noncompliant because they were trying to "fit in." Taking this into consideration—and the fact that young people today must deal with such problems as eating disorders, depression, self-mutilation, and low self-esteem due to social pressures—the guidance department and the Planning Cadre began to plan the Adolescent Forum. This special day was planned in order to teach acceptable ways to "be cool while being in school."

The Adolescent Forum has contributed to a decrease in discipline referrals, and the gang-related
behaviors have been minimal. We continue to track students throughout their high school career, and there is evidence that the high school dropout rate is less than 1%.

**Ensuring Excellence and Equity in Student Performance**

The effective school philosophies of Dr. Larry Lezotte and the late Dr. Ron Edmonds suggest that
given the time, resources, and opportunity, all children can and will learn. This belief and the practice of disaggregating student data to make quality decisions are paramount at Freeport Intermediate School.

We adhere to an eight-step instructional process to ensure mastery and proficiency in the areas of
reading and mathematics:

1. Disaggregate assessment data to determine areas of improvement.
2. Develop an instructional timeline.
3. Deliver a schoolwide instructional focus.
4. Implement ongoing assessments to track proficiency.
5. Provide tutorials and enrichment opportunities.
6. Provide extended day.
7. Provide ongoing maintenance and reteaching.
8. Provide a monitoring system of student progress and teacher instruction.

Student performance on the state standardized test has enabled Freeport Intermediate School to
serve as a national model school for high performances by high-poverty students.

**Extended Day Program**

If standards are to be successfully implemented, many traditional ways of doing things must

cease. In *Making Standards Work*, Douglas Reeves (2005) emphasizes that students need multiple
opportunities to demonstrate proficiency and that we should not expect students to work at the same pace. The differentiated instruction in place in the Extended Day program engages students with a wide range of instructional strategies to meet their individual needs.

After careful analysis of midyear benchmarks, students are grouped in Team Time classes for remediation and enrichment based on performance and mastery of objectives. Students report to the "experts," depending on their area of deficiency. When the bell rings for dismissal, the selected students (by invitation only), remain in the classroom for an extra one and one-half hours of extended learning. Differentiated instruction is used by selected teachers to ensure mastery of target objectives. Snacks are provided for students who stay for extended day, as well as transportation for those who ride a bus.

As a result of extended day, proficiency levels on the state standardized test for students who attend extended day sessions have improved. There is a decrease in the failure rate as reported each 6 weeks, and there has been a decrease in the number of retentions.

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**Web Sites**

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www.brazosportisd.net/fis/
www.greatschools.net/
www.nsdc.org/library/publications/results/res2-04rich.cfm
www.just4kids.org
www.mgforum.org

# Science, Technology, English Arts & Mathematics (STEAM)
# 6th Grade Academy
# Election to Work Agreement
# 2010-2011

In order to prepare our 6th grade students to be contributing citizens for the 21st Century, STEAM 6th Grade Academy, which includes students, staff, parents and community will collaborate, connect and contribute to create an academically successful and sustainable school environment.

Mission:

We are a learning community that models shared leadership and accountability through collaboration of solutions, building of relationships and providing a multitude of opportunities where students are required to demonstrate and participate in their development. We will provide and support all 6th grade students to have the skills necessary for success in the 21st Century. To this end, STEAM will ensure 6th grade students maximize their potential and are prepared for the 7th/8th grade and beyond.

Philosophy:

If water at 211 degrees changes into "steam" by adding "one" degree, we believe that anything is possible with that extra degree of commitment, effort and will! We believe in the Seven Learning Principles accepted by our school staff and community. These principles are built around the needs of our students as identified using the educational data, input from our parents, and the experiences of our teachers who have worked with the middle grade students of this community for many years. At STEAM, our principle goal is to inspire students to grow, fulfill their dreams and become stewards for their community. We believe it is our job to develop their; ability to problem-solve, capacity to be creative, and construct knowledge rather than just consume knowledge. To this end, all STEAM staff will provide multiple opportunities for students to learn those "habits of mind" that effectively achieves this goal as contributors for the 21st Century.

As part of the school's professional community, all teachers will strive to meet the following expectations. **Teachers will:**

- Work to set and achieve school-wide attendance and achievement goals
- Produce and teach at least one interdisciplinary lesson or unit during the course of each semester and submit these lessons and unit plans to the school curriculum library.
- Attend a minimum of one 5th grade recruitment fair, event or orientation.
- Plan and participate in the peer observation process (teach, plan, reflect) as part of the collaborative, professional culture.
- Plan, schedule, and participate monthly in community-building activities such as conferences, student art exhibitions, competitions, culmination, etc.
- Participate in an "open door" approach to teaching in which other teachers, staff and parents are welcome at all times in the classroom.

- Seek and welcome constructive criticism from peers, administrators, students, community members, and families.
- Make one monthly home visit to become familiar with our families and the community.
- Provide at least two hours after school tutoring weekly and be available to students outside of class time; these hours must be documented and submitted on a weekly basis
- Participate in IEP, SST, and intervention meetings as needed to support student achievement.
- Prepare and fulfill a personal professional development plan annually. Planning does not constitute professional development.
- Recognize that all teachers must contribute the time and resources above if the school is to be successful
- Faculty will dress professionally; Professional dress is defined as:
  Men: wear dress shirts, ties, and slacks (no jeans), or polo shirts with school logos, and hard soled closed toe shoes for safety
  Women: wear well tailored, conservative, non-revealing attire, or polo shirts with school logo, and hard soled closed toe shoes for safety.
  Beach wear, such as shorts (except by P.E. Teachers) and thong type sandals are safety hazards.
  All staff will refrain from visible tattoos.

**Communication**

All employees will utilize digital technology on a daily basis to empower teaching and learning. All employees will have access to LAUSD email in their classrooms and are expected to check it at least once per day as well as read email outlining upcoming events sent each weekend in preparation for the week. Email will increasingly be used as a forum for collegial discussion of whole-school issues.

**Distributed Leadership in a Pilot School**

The distributed leadership/shared decision making model used by this and other pilot schools necessitates collegial and frequent dialogue among staff, administrators, students, and families about every aspect of the school. This is an additional responsibility that requires teachers to:

• Participate in formal and informal committees to be developed to meet school needs
• Be willing to accept the responsibilities of leadership for the betterment of the school community
• Participate in regular collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations
• Contribute to dialogue around school issues in a collegial, productive, friendly manner
• Seek ways to facilitate rather than hinder distributed leadership
• Bring concerns, ideas, questions, and proposals to colleagues through transparent channels during whole faculty meetings
• Expect to take responsibility for implementing such changes in school operations or proposals, rather than view this as the domain of "administration"
• Work with administrative personnel in positive and constructive, rather than adversarial ways
• Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school and for the student outcomes.

**Required Duties**

All employees will work 2.5 days in June reviewing and evaluating the previous year and completing activities after the close of school.

## First and Second Year Teachers

In lieu of taking on key leadership roles, new teachers will participate in BTSA Support meetings or the new teacher induction program and be expected to complete all requirements by the end of their 2nd year.

## Mentoring and Professional Support

Teachers with a minimum of 5 or more years may be asked to support new teachers by working with them on lesson planning, classroom management, grading support and in-class assistance.

## Salary, benefits seniority, and membership in bargaining unit

Teachers at STEAM will continue to accrue seniority as they would if working elsewhere in the Los Angeles Unified School District. Anyone hired as a teacher will receive the wages and benefits established in the LAUSD Teacher's Contract. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit.

## Compensation for additional hours

Every effort will be made to compensate teachers above and beyond all hours required by the UTLA contract. Compensation will depend on availability of funds.

## Excising at the end of the year

Teachers may unilaterally excess themselves from the STEAM at the end of the school year. When voluntarily terminating service, teachers are required to inform the principal verbally by the end of March and in writing by April 15. *The principal will invite teachers to return or* inform them of dismissal by April 15. The School will observe due process in supervision and dismissal procedures.

## Dismissal

Teachers will be subject to dismissal in accordance with existing laws and regulations as outlined in the UTLA Contract and by this Elect-to-Work Agreement. Teachers are expected to fulfill all UTLA contractual obligations including but not limited to attending regularly and punctually, providing lesson plans when out, calling for a substitute, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. Moreover, teachers are expected to fulfill obligations outlined in this Elect-to-Work Agreement. Failure to do so satisfactorily may result in dismissal. The Advisory Board reserves the right to change rules and regulations regarding dismissal on an annual basis.

## Workday

- The workday for teachers will be from 8:15 a.m. to 3:45 p.m.
- Teachers will attend 3 hours of professional development per week

## The School Year

The school year for students will consist of 180 days of instruction. The contractual year begins July 1, 2010 and ends on June 30, 2011. Teachers, counselors and coordinators will work additional days according to the following schedule:

- Five days of professional development during the week prior to the school year
- One mid-year full-day staff development event
- One to three days of reflection and planning at the end of each school year, at the discretion of the faculty
- Teachers will also meet with teaching team members during vacations until curriculum for the year is satisfactorily planned, reviewed and revised.

**Performance Evaluation**
Process and procedures for performance evaluations will be determined by the School Site Council.

**Dispute Resolutions**
Process and procedures for dispute resolution will be determined by the School Site Council.

By signing this Election to Work Agreement, I acknowledge that I have read all its provisions, including the attached job description and dispute resolution guidelines incorporated herein, and that I agree to all terms and conditions of employment stated herein.

SIGNATURE:

_____ _____
Name of Employee Date

STEAM 6th Grade Academy Principal

_____