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

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

S.T.E.A.M. 6ᵀᴴ GRADE ACADEMY

Submitted on Behalf of the Luther Burbank Community
January 11, 2009

Operating New Schools and Improving Underperforming Schools
Application

Introduction

Rationale for Creation of the Luther Burbank Learning Complex

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.

This school community has been exposed to the research of Balfanz and MacIver from Johns Hopkins University, Kathleen Cotton, Joyce Epstein, Richard DuFour, Doug Reeves and many other experts in the area of middle school education. They have reviewed the California Department of Education's middle school portal, Taking Center Stage Act II; the Schools to Watch criteria; and the LAUSD Board of Education approved policy on small schools. They have studied with interest Freeport Intermediate School (Brazosport, Texas), a National Blue Ribbon and Schools to Watch school, and the California Schools to Watch schools such as Millikan and Holmes Middle Schools in LAUSD.

With the knowledge and power of these documents in hand, Luther Burbank Middle School staff, parents, and community have agreed to re-culture this complex through re-naming the site *Luther Burbank Learning Complex (LBLC)*. This complex will be made up of three small pilot schools and two currently existing magnet schools. The Luther Burbank 6th Grade Academy – Science, Technology, English Arts, Mathematics (STEAM), the Luther Burbank Intermediate School for Environmental Studies, and the Luther Burbank Intermediate School for Humanities and the Arts, the Luther Burbank Police Academy Magnet, and the Luther Burbank Math-Science-Technology Magnet will make up the small schools and magnets that will address the educational, social, and emotional needs of the students of this Highland Park community.

Luther Burbank 6th Grade Academy –
Science, Technology, English Arts and Mathematics (STEAM)

1) Executive Summary

a) *Assurances*:

i) The Luther Burbank 6th Grade Academy – Science, Technology, English Arts and Mathematics (STEAM) will be a public school, part of Los Angeles Unified School District.

ii) We will enroll all students who live within the boundaries of the current Luther Burbank Middle School, and any LAUSD identified feeder school. We welcome all students, whether a member of an identified sub-group or not, and their parents. Since we will meet the Consent Decree criteria within our school, we welcome students with disabilities to join us an important member of our community.

iii) We accept that our school will be representative of the student composition of the current Luther Burbank Middle School. Our demographic makeup will match that which currently exists. No student will be excluded from attending our school due to race/ethnicity, gender, socio-economic status, English Learner classification, Standard English Learner classification, students with disabilities, or students placed under foster care. Through a constant review of the demographics of our student body, we will work to maintain and reflect the overall composition of the Highland Park community.

iv) *S.T.E.A.M. 6th Grade Academy* will be part of LAUSD.

v) *STEAM- 6th Grade Academy* will be part of LAUSD and adhere to the terms, conditions and requirements ofhte Modified Consent Decree and any other court orders imposed upon LAUSD. STEAM will also use Welligent as the method of monitoring and tracking special education services.

b) *School Data*

Luther Burbank Middle School (LBMS) 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 6th through 8th grade. Student enrollment is approximately 1313 for the 2009-2010 school year; however, the enrollment has been gradually declining over the last 8 years. The following 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. LBMS opened a Math Science Technology and a Police Academy this year.

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. Currently, there are five SDC self-contained classes, one autistic class, one adapted physical education class, and four resource teachers that collaborate and service students in both English and math classes. LBMS also provides intervention to resource students by way of 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.

Overall Data – Single Plan for Student Achievement, Program Improvement Data LAUSD(Attachments L,M)

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

School data related to mathematics showed even less academic growth when compared to ELA. Students, regardless of sub-group, are still struggling attaining mathematic concepts. A bright spot in data reviewed was the academic growth in social studies and 8th grade science.

Data analysis by subgroups indicate that Latino, Socio-economically-disadvantaged, English Learners and Students with Disabilities have not moved towards proficiency – for instance, it would take 19 years for the Latino subgroup to meet last year's proficiency target defined by Adequate Yearly Progress in ELA.

Student attendance has increased within the last two years and student discipline declined (approximately 30% less suspensions). If students are attending at higher rates and student discipline has declined, in other words, students are in their seats but achievement has not improved. It is at this point the school will reflect upon how best to become more effective in teaching to accelerate student learning.

As the data is examined and matched to the research studies referenced earlier, it becomes quite evident that Burbank Middle School needs to become smaller in order to create an environment where students are known (both personally and academically), where students can be taught with consistent pedagogy and where students will be monitored for their academic growth. Enter STEAM!

c) *Vision, Mission and Philosophy*

STEAM will address the four factors that impact middle school students becoming derailed from graduating on time as illustrated by the study published by John Hopkins University. (Balfanz, Herzog and MacIver) 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.

i) Vision:

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

ii) 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, Science, Technology, English Arts and Mathematics (STEAM) Academy will ensure 6th grade students maximize their potential and are prepared for the 7th/8th grade and beyond.

iii) 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. (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, 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.

A Day in a Student's Life:

As a 6th grade students enrolled in the STEAM Pilot School, they will be slowly transitioned to middle school life. This carefully planned transition will occur by intentionally creating a setting similar to the elementary school. Instead of one teacher, they will experience 2 to 4 teachers in their first year, but 86% of instructional time will be spent with just 2 teachers. The primary focus will be to prepare all 6th grade students to be successful and engaged as they move forward in their educational career – specifically, to be successful in the 7 and 8th grade. To this end, literacy and numeracy at grade level will be a primary goal. A day in a student's life will look as follows:

- Many students will be part of a broad selection of resources and learning opportunities offered in the 75 minutes prior to the start of school.
- The academic core classes will be programmed in blocks to allow maximum time to devoted daily to literacy and numeracy. Teachers will present content in an interdisciplinary manner.
- All academic will be conducted in small, contiguous portion of the Learning Center complex.
- All students will have language arts and math daily.
- Each block of time in the academic core classes on regular days will be 110 minutes long. Other classes including exploratory classes and physical education will be 53 minutes long or less.
- Students will experience interdisciplinary/project based instruction crossing content lines between all classes.
- Students' work will be published, and shared with classroom peers.
- Assessment of student learning will be an ongoing and grades will be accessible by students and parents at least once a week.
- On-demand assessments, requiring students to perform a task/assignment in class with limited time may be assigned at any time.
- Students will track their own performance, including on time completion of work, quality of work, and grades earned.
- Students will see their teachers and all other adult staff as their trusted advisors.
- Parents will be seen in and around this school frequently
- Technology will be an integral part of the learning environment of every class.
- Ubiquitous access to digital Technology will include access to various digital communication devices during and outside of class time.
- Students will have multiple modes of securing files and accessing those files from multiple points.
- After school students will have many opportunities to remain on the campus working with teachers or other adults beyond the school day

d) Edu*cational Plan*

All students will experience curricula rooted in the important and essential ideas of the content and requires them to think and exhibit at high levels. STEAM does not subscribe to the practice of particular groups of students obtaining a more meaningful learning experience due to being gifted, more language proficient or a particular type of learner. All 6th grade students will be introduced to their Individual Learning Plan per LAUSD to gain a broad sense of what they will be acquiring regarding skills and academic knowledge.

The instructional model Understanding by Design (UbD) (Wiggins/McTighe) will be used as a framework of content delivery and planning. 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.

All teachers will be using UbD planning templates (Attachment B) to assist in focusing o important content in the backward planning process. In using the template as a framework for planning, it requires all teachers to keep in mind the learning is evidence based and purposeful in building enduring understanding, knowledge and skills.

The UbD planning templates also require teachers to collaborate and build agreements related to not only content standard acquisition, but the "how" in attainment. This process will transcend the collaboration of 6th grade teachers, but facilitate the conversations with 5th and 7th/8th grade teachers. 6th grade students experience project-based learning and 6th grade teachers will be able to align key concepts through conversations with the 7th/8th grade teachers within the Learning Complex.

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. (Attachment – Digital Natives, Digital Immigrants) All teachers guided by accepted learning principals reinforce student learning with the end in mind – students becoming independent learners.

e) *Community Impact and involvement*

A key study by Linda Darling Hammond, professor at Stanford University states that the number one predictor for a student being successful as a learner, is the degree the student has a relationship with one nurturing adult.(which does not always mean the parent) As we review academic and behavior data, it becomes evident that the Highland Park youth is hungry to be connected – to peers and/or adults.

As we reviewed the results of the parent survey compiled for the Single Plan, the findings clearly stated that parents did "agree" the school offers: activities during times they can attend, opportunities to participate in councils, committees, etc., and offers trainings and workshops. However, the findings also stated that parents felt they did not volunteer at their child's school nor did they talk to other parents about school meetings and events. In conversations with all parents from the feeder elementary schools, the opposite seemed to be true. Parents did volunteer at their child's school and there was agreement that parents were very active with each other.

Considering these issues, STEAM's mission will be to have a high level of participation and interaction with parents and community. All parents will be asked to provide 10 hours of volunteer time to the school. A menu of opportunities will be given to each family as to how they can support the school. Community members will also have access to the menu of volunteer services. STEAM believes before we can ask parents and community members to become involved, we must create meaningful ways that one can become involved. An example of how parent/community members can become involved with the school's mission will be to provide and support students that do not have a relationship with a nurturing adult. If all students are to participate in student led conferences, a student may not have a parent available for the experience. A parent volunteer can "sit-in" so that all students can still experience leading a conference related to their own learning. STEAM believes parents and community can become integral in achieving our mission of increasing student achievement by helping to support students in very intentional ways.

f) *Leadership/Governance*

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. As part of the Election to Work Agreement, teachers will participate in a distributed leadership/shared decision –making model. All stakeholders will participate regularly in collegial discussion related to school policy, curricula and goal setting. As a pilot school, autonomies provide more opportunities to innovate, however, STEAM feels with innovation comes a self-imposed sense of responsibility for results. It is our belief that all conversations and actions related to governance should be related to our mission. (Attachment N)

g) *Fiscal Plan*

STEAM will be a Pilot school that will be using the Pilot-Per-Pupil budgeting formula. Our budget has yet to be determined 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.
- Two weeks of 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.

2. Curriculum and Instruction

a. *Curriculum Map and Summary*

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.

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 stated earlier, considering the student data, 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, the more "language" used, the more "thought" being 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 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)

Teacher collaboration around student work based on a personal understanding of each student's learning style will drive the instructional practices much more than in the past. Common strategies, practices and procedures will be clearly apparent in each class. Students will be expected to be active learners, and will build on their own prior knowledge and personal experiences to a much greater degree than in most schools.

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 substaniate or defend a position or idea. All teachers guided by accepted learning principals reinforce student learning with the end in mind – students becoming independent learners. 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

-

b. ***Track Record of Proposed Curriculum***

The Current LAUSD curriculum meets the requirements presented for plan acceptance. It will be an effective curriculum when presented in a way that addresses the needs of each student through the use of differentiation, embedded intervention and re-teaching, scaffolding of learning, highly motivating classroom experiences, celebration of both small and large learning successes, ongoing assessment, and all within a coordinated and teacher team organizational structure. There is no need to alter the curriculum at this time, but through improved delivery (UbD), increased parent involvement, and strategic use of data to redirect the instructional efforts, students of this school will reach the expectations that they set for themselves and for those expectations that their teachers and parents hold for them.

c. ***Addressing the Needs of All Students***

Considering school data, improving language acquisition must be a priority. Using the instructional strategies of Aida Walqui (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 in every lesson. STEAM's belief that language is the main vehicle of thought, therefore, tasks will be embedded in lessons to increase academic language use. Social interactions and apprenticeships (using language and hearing language being used) will be a part of ongoing teacher professional development. STEAM being a small 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)

This Pilot school expects that our intervention practices will improve dramatically on the intervention efforts previously tried. Intervention in our instructional environment implies a change in program structure, instructional design or curricular objective that is motivated by evidence of student need. This need will be defined by quantifiable test data and by other less formal measures. The intervention will occur within the classroom instructional milieu and in activities outside the classroom before school, during school hours, on campus after school and any other non-school time including vacations and weekends.

The instructional team of this school will employ the full range of principles and techniques of RtI2 (Response to Intervention) to meet the needs of each student. [more verbiage explaining RtI2 goes here] All teachers will attain professional mastery of the My Data online system for tracking student information. All teachers' planning for initial instruction will be guided by data from that and other sources. All teachers will employ a method to report student progress in real time or once a week at the most. methods might include an online gradebook accessible to parents and students or the Dashboard technique for gathering and publishing student performance data.

Student Success teams will be formed to intervene in the school life of students with special challenges, either cognitive or emotional. These teams will include the student, a parent, a teacher and an administrator. This team will assist the student and the school community in addressing the student's issues in a positive, proactive manner.

Activities outside the classroom before school, during school hours, on campus after school and any other non-school time will address the need for extended academic learning time and for the development of the students' intellectual, athletic, social and emotional skills. The intervention programs that are put into place will always consider the expected outcomes for each child, including what is addressed on their IEP and Individual Learning Plan, and the State Standards that the students are expected to understand at a proficient level. Intervention programs will be tied directly to the core curriculum, and will no longer be a non-connected activity where students feel that the program effort is a punishment without reward for success.

Student self-assessment and parent assessment of their child's progress will be elements of application of intervention techniques. Students will use a variety of meta-cognitive processes to monitor and control their learning. They will assess the task at hand, evaluate their own strengths and weaknesses and plan their approach to the task. Finally they will routinely reflect on the degree to which the approach is working. All classes will conduct student-led parent conferences.

Students will produce a digitalized portfolio of their best work during their years at Burbank. They will track their own data, and periodically set goals and objectives using tables, spreadsheets, graphs and databases. This will promote continuous learning for students, educators and parents and build 21st century communication skills.

The digital aspect of the student self-assessment will be facilitated by ubiquitous access to the tools of digital communication for all students and staff.

Parent assessment of their child's progress is important because what they see as areas where support is needed allows the school staff and parents to work together to develop a school/home intervention strategy. No longer will the parent be seen as an outsider in their own school, being told where student weaknesses are but not being offered the chance to help to ameliorate the existing learning situation for their child.

d. **Accelerated Learning**:

GATE students will be programmed in general education classrooms with non-GATE students. Teachers will differentiate instruction by manipulating the environment within these mixed ability classrooms. Teachers will plan instruction for students based on the theory of multiple intelligences, and individual learning styles.

During the learning process, activities and strategies will provide GATE students with means varying provide appropriate opportunities for students to explore and manipulate the ideas embedded within the concept. These paths may include graphic organizers of varying complexity, displays, charts, maps, diagrams, oral presentations, or multimedia projects to display their comprehension of concepts covered. Varying the complexity of these paths will effectively facilitate differing levels of cognitive processing for students of differing ability. Project based learning, independent study, career explorations, collaborative and group projects, will be used as instructional activities that will be the vehicle for in-depth student learning.

As teachers differentiate the work product, students will the opportunity to demonstrate competence in a variety of ways. Project based learning, student independent and collaborative presentations, will be used do differentiate the student product. GATE students will produce work that requires more complex or more advanced thinking. Teachers may assign, and students may choose or design, the work product they will use, such as designing and experiment, writing a computer program, presenting opinions in editorial or cartoon format, letter writing, or other project.

Teachers will be encouraged to differentiate instruction for students who are not identified as GATE students, but who need more of a challenge in the classroom. All students will be encouraged to develop areas of talent, skill, and individual interest. The school will promote opportunities for enrichment for all students. Teachers and staff will recognize and develop talents and higher level critical thinking skills, particularly among minority students and students with disabilities. Also, see Educational Goals/Metrics Section 4g.

e. **Instructional Strategies**:

All students will experience curricula rooted in the important and essential ideas of the content and requires them to think and exhibit at high levels. **STEAM does not subscribe to the practice of particular groups of students obtaining a more meaningful learning experience due to being gifted, more language proficient or a particular type of learner.**

The instructional model Understanding by Design (UbD) (Wiggins/McTighe) will be used as a framework of content delivery and planning. 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.

All teachers will be using UbD planning templates to assist in focusing of important content in the backward planning process. In using the template as a framework for planning, it requires all teachers to keep in mind the learning is evidence based and purposeful in building enduring understanding, knowledge and skills.

The UbD planning templates also require teachers to collaborate and build agreements related to not only content standard acquisition, but the "how" in attainment. This process will transcend the collaboration of 6th grade teachers, but facilitate the conversations with 5th and 7th/8th grade teachers.

Teachers will use anchoring activities to keep all students, including identified GATE, students with disabilities, English Learners, Standard English Learners, and students of poverty, engaged, challenged, and motivated within mixed ability classrooms. These anchoring activities will include a variety of strategies, including: learning contracts; student interest and student designed proposals and projects; collaborative and independent learning projects; peer tutoring; flexible grouping; accelerating/ decelerating instruction; adjusting questioning; compacting the curriculum; and tiered assignments of varying complexity **(Reference- Taking Center Stage-Tomlinson and Universal Access**).

3 School Culture and Climate

a. *Description of Culture*

STEAM developed the shared ideas from 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. This blend 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. 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.

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.

As part of the Election to Work Agreement, (Attachment K) teachers will visit one of their student's homes monthly. This activity is primarily for the benefit of the teacher. As teachers become more aware of their students and the environment / community from which the student resides, a broader understanding of the student body emerges. To this end, all STEAM teachers will attend (a minimum of 2) student activities/performances.

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.

b. *College and Career Readiness*

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 (Attachment G) that are required of students entering colleges and universities through out this nation. These skills include:

- the ability to use the current technology as a learning tool, research tool, a presentation tool
- the ability to gather and share information and knowledge in creative and compelling ways, both orally and in written formats
- the ability to use information critically and systemically
- the ability to generate high level questions around the learning concepts, formulate a plan, and find solutions to real life problems
- the ability to collaborate and develop interpersonal working relationships with those of diverse backgrounds and interests
- 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 (Attachment P) 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 the intermediate school into their high school.

c. *School Calendar/Schedule:*

STEAM will have a flexible schedule model that will provide students an opportunity to explore interests as well as focused intervention during the school day. (Attachment P) For the sake of continuity, our school will also begin early enough in August to allow the completion of the first semester before the winter break in December.

Our daily schedule will allow us to offer students additional support in mathematics and English Language Arts as has been found necessary based on our analysis of school data for the past five years. We will also be able to address specific learning weaknesses for students requiring intervention experiences. By utilizing the research of Richard DuFour in his highly acclaimed study of top educational institutions in the United States, Whatever It Takes, the intervention program will be built into the school day using "short term, specific, and immediate" intervention strategies for supporting student learning.

Students who are proficient in all content courses, will have the opportunity to extend their learning experiences within the school day. During their enrichment period they will be provided the opportunity to take their learning to levels of skill development beyond what is normally offered in their core classes. Students will use this time to make real life connections between the State Standards, their own personal experiences, and the environment of this locality and city. The goal is that all students will eventually be able to take advantage of the enrichment opportunities made available to students.

This schedule also provides for time to be made available in each period supportive of engaging student learning using the strategies and practices agreed to by staff members. This schedule provides time for teachers to meet together during their daily conference period to plan interdisciplinary lessons, meet with parents, and address the other needs that are part of being a responsible member of a small school community.

d. *athletic programs and other extracurricular*

Although there is no formal athletic program, as exists in the high schools of Los Angeles, there are a variety of co-curricular and extra-curricular activities that will be shared by all students who are in attendance at the Luther Burbank Learning Complex.

Included in the list of extra-curricular activities are:

- All Beyond the Bell programs currently or that will be in place on this site

- Youth Service competitive sports teams including but not limited to soccer, basketball, flag football, softball, and track and field for both boys and girls

- Programs provided by our community partners such as the Hathaway House and the Highland Park Police Explorers

Parents / Community partners will be organized to offer extra curricular activities. STEAM believes that every student will be connected to an extra curricular activity – i.e. club, athletic team, community service, etc.

Shared facilities will be made available to students beyond the school day, as well.

- The Library Media Center will be available for research, homework, or quiet working opportunities

- The Library Teacher will be available to deepen students understanding of the research skills needed to successfully produce student projects in their core courses

- The Technology Lab will be available for students to use the current available technology to complete or do research for course presentations, or to learn or further develop the student's technology skills

e. *Student discipline*

Discipline is often associated with punitive outcomes. STEAM believes that behavior, positive or negative is a personal choice. STEAM teachers will incorporate teaching and reinforcing positive behavior throughout the day. STEAM will focus on the dignity and respect of all stakeholders in the school building – student to student, teacher to student, teacher to parent, etc. Each inappropriate behavior will be viewed as a learning opportunity for students / adults and an opportunity to improve our engagement with each other. Only in the most severe cases will discipline have a punitive appearance. Examples of the most serious cases leading to punitive responses will be possession and/or use of a weapon on campus; possession and/or sale of drugs, paraphernalia, or alcohol; or assault and battery that would be deemed to be beyond the normal adolescent actions that are not acceptable, but are common to this age.

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.

This approach to school discipline will reduce many of the anti-social behaviors that comprehensive middle schools see and are unable to address. The small size of the school provides great opportunities for minimizing students' need to act in inappropriate ways. Since all students are well known and recognized by the school adults in their life, and since the school and parents have positive and constructive relationships, students will feel the positive power that comes with this type of support. Much of the need for acting out behaviors will be reduced or eliminated in this school setting.

f. *Student health.*

Due to the relationships that exist in this pilot model school, the health and health care mandates that are often a stumbling block for students, families, and the school will be minimized as teachers and parents will work as a collaborative team from the beginning of 7th grade until the child successfully completes the intermediate school experience at the end of the 8th grade. Although Section 504 Plans and IEPs will continue to be used as required by District, State and Federal mandates, these plans will be developed by the team working with the child everyday, and will be implemented as a function of preparing the student to meet the goals established by the

school community. These plans will no longer be seen as a hindrance to the educational process, but rather will become a useful and valuable tool that will benefit the student, teachers, and the family of each student.

g. *Nutritional needs of students.*

The nutritional requirements established by LAUSD will continue to be invoked through the cafeteria, student store, and in all classrooms. The health and well being, both now and for their future, is of the utmost importance of every adult within the school community.

The Luther Burbank Learning Complex will have a community garden central to the school. It is our hope that the garden becomes a focus of growing vegetables and fruit not familiar to many of the students. A culminating activity during the season would be to harvest the vegetables and have community/parents come in and cook using what had been planted. It will offer students to explore vegetables presented in a variety of ways. It will also be an opportunity for the community/parent to connect with students.

4. **Assessments and School Data**
   a. ***Educational and Operational Goals and Metrics**: (Single Plan- Attachment L)*

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

School data relating to mathematics showed even less academic growth when compared to ELA. Students, regardless of sub-group, are still struggling to attain the mathematic concepts that will allow them to reach a proficient level or higher. A bright spot in data reviewed was the academic growth in social studies and 8th grade science.

Data analysis by subgroups indicates that Latino, Socio-economically-disadvantaged, English Learners and Students with Disabilities have not moved towards proficiency – for instance, it would take 19 years for the Latino subgroup to meet last year's proficiency target defined by Adequate Yearly Progress in ELA within the current school environment.

Student attendance has increased within the last two years and student discipline declined (approximately 30% less suspensions). If students are attending at higher rates and student discipline has declined, in other words, students are in their seats but achievement has not improved. It is at this point the school community has determined that we will reflect upon how best to become more effective in teaching to accelerate student learning of all students. We will hold ourselves to a continuous growth model. We will work to raise our AYP each year by improving our instructional practices in order to move students up the proficiency levels that have been established with our long term goals of moving all students into the proficient and advanced levels based on the CST. We support the continuous growth report model of the API, where we expect that our API scores will continue to make growth each year over the next five. However, due to implementation of this small school structure, we believe that our metrics should extend beyond these two State and Federal accountability indicators, but we wish to look at areas that will benefit from the smallness. (Cotton) We expect to see a continuous increase in our student and staff attendance rates. We expect to see an increase in the number of students being redesignated out of ESL. We expect to see an increase in students moving successfully out of PRP into the regular education program. We expect to see a continued reduction in student discipline, and an increase in parent involvement. We believe that our students will feel more connected to the adults at school, and they will be more connected to the school through the student activities that they will be encouraged to participate in. We will use multiple measures to determine if we are making the kind of progress and rapidly enough to reach the goals that this community has set for itself.

STEAM will be using the goals already established in *Luther Burbank Middle School's Single Plan for Achievement 2009-2010*. Alterations to the single plan for student achievement will be made during our first year in operation. Our agreed upon quantifiable educational/operational goals and metrics for the first year of the pilot school are illustrated on Attachment J.

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

a. ***Student Assessment Plan***

We will initially use the State and LAUSD developed assessments to inform our instructional practices and to determine whether students are successfully moving toward standards-based proficiency. We expect to alter the delivery dates of some periodic assessments in order to better coordinate the work between teachers of different content disciplines. Over time, and with increased opportunity for our school teams to work cohesively, we plan to develop our own embedded assessments to replace those currently available from LAUSD.   We believe that our embedded assessments will allow us to measure student progress using the shared instructional strategies that we will begin implementing immediately. We believe that embedded assessments provide students with greater opportunity to learn and practice on demand requirements that are more frequently found in the real world of work or college. We will continue to use both summative as well as formative assessments on a regular basis through out the school year. This will allow us to share with parents at any time the progress being made by their child. We will use the ongoing assessments as a way to early identify students in need of intervention. We recognize that identifying students in need of additional support quickly and accurately will give us the best opportunity to reach our assessment goals each year.

STEAM will administer summative and formative assessments that measure students' mastery of the state standards. Each school year will begin with a review of CST, CELDT, and Periodic Assessment scores in order to evaluate the specific needs of the students.

STEAM will also incorporate as a routine for gathering formative data, "on-demand" tasks. On-demand tasks will be tasks that all students must complete in a finite period of time without assistance.   On-demand tasks will provide students to demonstrate what they really know and are able to do. On-demand tasks also provide teachers to gather formative data for intervention decisions, as well as re-crafting lessons to accommodate student learning.

b. ***Data Team and Instructional Team***

Our educational model calls for the school staff to meet regularly around the work and needs of our students. The school administrator and counselor will be part of all student meetings. The review of student data on an ongoing basis allows us, as a team, to reflect on our own work and the progress that we are making for the good of our students. Since we feel sincere responsibility for the academic outcomes of each of our students, we understand how important it is that we work as a team to address each child's individual needs. We can only do this through our own collaboration, and with the support of data that is easily attainable.

By meeting regularly as a result of the common planning time schedule being implemented, instructional teams will use formative assessments on an ongoing basis to gage student progress and to reflect on teaching strategies being utilized. Summative assessments, such as the Periodic Assessments and teacher developed assessments, will be given at the appropriate times to mark the end of units of curriculum and used to evaluate teaching and learning progress by the instructional team. All assessment results will be shared among faculty and with the students and their family. Adjustments to the instructional program will be made after a consensus of the faculty within the same subject matter.

Through team data reflection, our professional development needs will be determined by the teachers in order to improve their teaching practices and to better serve our students. Team data reflection will assist in identifying student progress that requires celebration and recognition; and also will identify student needs that require increased staff parent interaction to benefit the student's learning.

STEAM will also provide a "dashboard" for every 6th grade student. (Attachment F) The dashboard will be an ongoing document where every student, parent, teacher and counselor can quickly track the student's growth academically and socially.

c. *Data Systems.*

We will continue to use the LAUSD Modified Consent Decree indicators to measure the progress of our students with disabilities. Having our own special education teachers, both special day and resource teachers, as part of our school team, we will have knowledgeable educators who can help us all to understand better the role that we play in addressing all of the Consent Decree indicators. They will also provide us with the information about specific students and help us to implement the IEP much more successfully than we have in the past.

The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System ("ISIS"), and Welligent, which is a District-wide web-based software system for online IEPs and for tracking of related services provided to students during the course of their education. Any staff members not fully trained in these resources will be given professional development time to become competent users of the technology. The District's Modified Consent Decree (MCD) will be followed. Should the district alter or improve the existing system, this school will willingly continue to meet the LAUSD requirements.

d. *LAUSD School Report Card.*

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

STEAM will initially follow all requirements for meeting the data needs for the LAUSD School Report Card. During the first year, we will determine if the LAUSD student and parent surveys best support our goals or whether a new survey will better address the needs of our community and support the academic achievement of our students. STEAM will ask staff/parents/students to complete surveys that will be shared and referenced in order to create ongoing actions and goals.

e. *Research and Evaluation:*

We understand that our successes can become beneficial for the educators, students, and families from around the district. We have no problem sharing our experiences for the continuous learning experiences of everyone. We have learned from others in developing this plan. We expect to continue to learn from others over time. We all want the same thing, which is the best education possible for every child in LAUSD. We will proudly be part of everyone's learning experiences.

Our faculty will support LAUSD's effort to learn from the successes or lack of for each PCS school. We recognize the value of learning from the experiences of others, especially of school efforts within our district. We recognize the need of being continuous learners, and learning from each other and others who work with similar student populations to our own is a special opportunity. We expect that our learning will extend beyond the district to our community partners including: local artists, business leaders, local museums and galleries, and from our college and university partners.   To this end, STEAM will be working with Dr. Ronald W. Solorzano, Professor and Chair Department of Education at Occidental College as a vehicle to research and study the practice of teaching and learning in small schools. Dr. Solorzano has expressed an area of interest for his graduate students will be the relationship of the three schools and the impact particularly to the Latino community of Highland Park. (Attachment Q) Dr. Solorzano has been very generous with his time and support with research his students are currently undertaking. (eg. High-Achieving Middle Schools for Latino Students in Poverty, Journal of Education for Students Placed at Risk)

f. ***Educational / Operational Goals and Metrics***.

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%	90%
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%	80%
Grades		
6th Grade - % of D's / F's	40%	20%
6th Grade - % of U's	Fall 12%(6+U's) Sp (15%) 19% had 6+ U's for one or both semesters	
6th Grade - Suspensions		
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

MATH-

- Ratios, Proportions, Percentages, & Negative Fractions
- Operations & Problem Soving with Fractions
- Algebra & Fuctions
- Measurement & Geometry
- Statistics, Data Analysis, & Probability

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.

5. *Professional Development Program*

a. ***Professional Development****: Describe the school's goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance (leadership development).*

STEAM believes that a rigorous curriculum is only as effective as teacher development. STEAM will create "model classrooms" as a means to build capacity for teaching and learning. Model classrooms will "model" those attributes that teachers have agreed are essential for student learning. Models for student collaboration, project-based learning, UbD units, etc will be openly communicated so new teachers, staff and community can study and improve teacher practice. Model classrooms will not be a "perfect" classroom or just a few classrooms – rather, they can be every classroom "modeling" specific attributes being studied by teachers. One teacher can be a model classroom for orchestrating academic language while the classroom next-door be a model for classroom management. We also believe we must prepare all of our students with 21st Century skills (Attachment G) to this end, we will use the attributes defined by the Metiri Group to guide our planning. Students will all be supported in Digital-Age Literacy, Inventive Thinking, Effective Communication and High Productivity as defined by the research of the Metiri Group.

Professional development will be weekly as to provide support for content knowledge, reflective practice, student / parent engagement and intervention. Quarterly professional development will address connections and issues of transitions. Collaborative meetings with feeder elementary schools and the 7th/8th pilot middle schools will be centered upon readiness for students at all levels. Specific student data related to EL and special education students will be a focus. For example, data reveals that approximately 200 ELL students did not show any growth in their CELDT level. Professional development would be related to teacher execution of strategies related to language acquisition, i.e. content vocabulary and oral practice using content vocabulary embedded in group work.

Additionally, integrating parent involvement for elementary and middle school through common planned events. STEAM would require all parents to volunteer a minimum of 10 hours per year. Parents will have a menu of volunteer opportunities given to them at the beginning of the year.   During the informational meetings with the elementary and 7th/8th grade middle parents, the parent pact will be presented.

Professional development will be organized by a team of school educators who will represent the needs of the total faculty. This professional development committee will organize, facilitate, and when necessary find outside expertise to lead the professional development practices for the staff. All professional development will be driven by the instructional data gained from State, district, and school developed assessments.

Five areas for professional development have been identified early on by the STEAM staff. These five areas will not require dramatic changes in practices initially; however, by implementing these practices student achievement will improve while teachers are working together to improve the new practices that will best address the needs of their students.   The five immediate areas are:

- Raise the level of questions by teachers and students in the classroom so that at least 50% of the questions are at the higher levels of Bloom's Taxonomy. The goal is for at least 80% of questions to move from low to high levels on the Taxonomy.
- Increase the constructive feedback used for learning within this small school. Teacher feedback to students and peer to peer feedback should be ongoing, regular, constructive, and supportive.
- Common understanding of language and school culture will be developed. In order to have a commonly shared culture, it is necessary for the educators to have a common vocabulary. It is also necessary that the shared vocabulary has common behaviors attached to it. Therefore, if this small school defines rigorous instruction, the practices identified as rigorous must match the verbal definition used by the educators. (Elmore, Rounds)

- A safe and caring classroom environment must exist where students feel that it is safe to ask questions, and where they are not embarrassed when they attempt to answer questions, and their answers are incorrect. We wish to use mistakes as learning opportunities, not as an opportunity to put students down or for students to be made fun of by their peers.
- Strong relationships will be developed between teachers and students in each class. These relationships will become a motivational tool for students; especially for those who do not have long term goals established that will help them to see value in their education. Relationships will also be created by the teacher for students by making the content and educational experiences relevant. Instruction will be connected to the lives of each student.
- In order for professional development to have the expected positive impact on the instructional program, it will be necessary for support to be provided. This support will be made available in several ways:
- Professional development will not be one shot and move on, but rather a well planned and sequential program organized by the educators for the educators.
- Administrators will monitor each classroom for levels of implementation of the professional development, and offer support to those having difficulty with the newly presented strategies, practices, and ideas.
- Peer to peer support through teacher collaboration, shared classroom visits, and formal and informal conversations will occur regularly during and after school hours.
- Common planning time and small school meetings will provide regularly scheduled time for staff to learn together to improve their own practices and knowledge of content and pedagogy.

Most professional development will be organized by this small school for this small school. However, due to the proximity of teachers of the same content area on a shared campus, professional development by content areas will bring content teachers from each of the small schools together. This will allow for teachers to deepen their own knowledge of their content and their content specific pedagogy. This cross-school professional development will also assist in the transition work between schools from elementary to the 6th grade to the intermediate school and onto the feeder high school.

Transition of students from one school to the next has been determined by research to be a major issue for underperforming students, so professional development between the schools, from elementary to high school will be important for seamless educational transitions to occur.

Through a blending of small school instructional opportunities, content specific training, and transitional work between teachers of different educational levels, we believe that the teaching and learning practices of our small school will increase the academic achievement for all students.

b. *Teacher Orientation*

Sustainability of a new school model is extremely important and must be planned for early on the in the developmental process. It is expected that all staff that open the school will be accepting of the school vision and accepting of the new learning experiences required for successful implementation. Since training for the opening of this school will begin February 2010, all teachers opening this new school will have sufficient opportunity to prepare themselves for this new experience.

Planning for new teachers and administrators who are not part of the designing of the initial plan is critical for the long term success of this organization. Therefore, the induction of new staff will become an important role shared by all members of the community. The school administrator, counselor, teachers, and parents will all be asked to take an active role in bringing new staff into the school. Since a healthy school culture will be in place, it is important that each new staff member accept the culture, understand the culture and know what is necessary to support the culture of the school.

As a pilot school, the culture is clearly delineated within the five addendum items approved by the Pilot Office of the LAUSD. Staff entering the community will be given early understanding of the expectations that all staff are held to by themselves and by all other community members. Established teachers will be asked to mentor their new team mate and guide them through the early days of work in this community. The administrator will provide additional support and monitoring of the new staff member to give them every chance to fit into the community, and to succeed at the work they have asked to accomplish. Parents will meet and greet new staff members to provide the new staff members with a clear understanding that parents are part of the educational team of each child. This is a community that holds itself and all of its members to the highest possible expectations.

New teachers will be asked to clear their calendar for two weeks prior to the opening of school. During these two weeks, the school plan will be explained in detail; the most significant teaching strategies (UbD training) will be explained by members of the teacher's team; the classified staff will provide the information on how the staff works cohesively together using logistics and technology known by everyone; and the parents will address the school/family relationship expectations and provide tools to make that relationship a positive and constructive one. This induction process offers the greatest opportunity for the sustainability of this school for many years, and for the sense of satisfaction of knowing that you are helping many students during the most difficult years of their life that educators want so badly to experience.

c. *PD Calendar*:

Professional development will occur regularly through out the school year. There will be a two week period for professional development prior to the opening of school each year. There will be ongoing professional development through out the school year. One day per week, Tuesdays, will be set aside for staff driven professional development. Two days per week, at minimum, teachers will use time during their conference periods to work closely with their teammates to discuss, share, and create improved instructional opportunities for the students that they are responsible for at that time.

On Tuesdays, the normal starting and ending time school schedule will be altered. School will be dismissed early on this day to accommodate the professional development requirements for the school staff. These minutes will be made up on Monday, Wednesday, Thursday, and Friday each week in order to bank sufficient instructional minutes to allow for this time to be available within the constraints of the instructional minutes requirements of LAUSD and the California Department of Education.

d. *Program Evaluation*:

The evaluation of the professional development will be ongoing. The evaluation process will be focused upon agreed student data that can be reviewed for growth. The educators will voice their comments through individual written evaluations, and in public educator planning meetings. Since, this is a team of teachers within a single small community, it is expected that strong interpersonal relationships will exist between all members, and constructive and honest responses to the work of the school will be accepted, appreciated, and acted on. These open meetings will lead to modifications that are necessary to address the needs of the staff. Also, by chronically reviewing student data, the direction of the professional development can be changed quickly and professionally.

Program evaluation will also be related to the schoolwide goals set in student achievement and behaviors. Predetermined goals set based upon the previous year's CST scores, attendance rates, student grades, etc., will be the benchmarks established as schoolwide goals to achieve.

6. Professional Culture
a. Professional Culture

All teachers will be expected to accept leadership and mentorship opportunities within the community. The development of a professional portfolio detailing each teachers academic training, personal educational accomplishments, training, and student achievement data will be made available to the public and used as a public relations tool for our school.

Teacher portfolios with examples of past student work, project rubrics, and alternative assessment strategies will be available online. This online portfolio will be a valuable tool for students and families to better understand the expectations of the teacher for any project or product they are expected to produce. It will also help students and parents to understand the level of proficiency that a student needs to show their level of learning.

Ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in professional learning communities focused on classroom practice. Teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. This time will be seen by all in this school culture as highly valued and protected for the good of the students. All teachers will be on a team.

- Teachers will all contribute to the school curriculum/lessons library.
- Teachers will plan and participate in the peer observation process as part of cultivating a collaborative and professional culture. Teachers, like students, will be expected to produce and share quality products.
- Twice a year, students will be surveyed on their experience of the learning process at STEAM.
- All teachers will participate in the IEP and SST process.
- All teachers will be expected to participate as "team" members and "team" leaders.
- Teachers/staff will dress in a professional manner.

b. *Evaluation:*

All teachers will be evaluated on a regular basis by the school administrator using the LAUSD Teacher Performance Evaluation Form, until a new and more valuable tool is developed and approved. The administrator's final evaluation will be based on his/her own observations of the teacher based on the California Standards for the Teaching Profession, review of the peer assessment tool used by all staff, the required student/parent community surveys, teacher/parent interaction log, and student data that shows whether students are making continuous improvement in a variety of measurable areas, both academic and non-academic in nature.

Intra-staff Visitations: Teachers observe each other delivering lessons at least once per month. Visiting teachers provide feedback to teachers based on faculty-derived criteria. The intention is to create consistency within the school, to observe best practices and learn from each other, to cultivate collegial and collaborative responsibility. Intra-staff visitations are teacher driven for each teacher's own professional growth. Teachers will establish the visitation criteria, the focus area for each class visit, and a way of supporting all future learning based on the visit. Teachers that are struggling being effective in the classroom will be supported through mentorships, model lesson observation, co-teaching, additional UbD training and the Peer Assistance Review program.

All educators will be expected to play the role of mentor, school leader, and teacher as learner at some time during their work within this community. Learning Teams and interdisciplinary instructional teams will be the formal groups within which each teacher works to improve their practices, but many other informal learning opportunities will develop within the smallness of this community. It will be expected that the educators and other school staff members have an open, respectful, and trusting relationship that will allow these bold changes of school culture to succeed.

c. *Feedback:*

Students will participate in evaluation of each teacher based on faculty-derived criteria on quarterly basis. Administrators will collate results and provide positive and constructive feedback to each teacher individually. Teachers will use results to help refine their own professional goals as it relates to their teaching and learning practice. Teachers willingly will share what they have learned from their peers as a result of the Intra-staff visitations and will willingly identify areas of support that the principal can provide.

After each unit of teaching, students will be given a form to turn in anonymously that simply states:

I really enjoyed it when you .. or I wish we did more of ….

I wish you would do less of …. Or I wish we did less ….

Like all other aspects of this school, evaluation is a learning opportunity, not a punitive practice that is put in place solely to meet a compliance requirement of LAUSD and the State of California.

7. Serving Specialized Populations

To address the special needs of English Learners, Special Education, GATE, Standard English Learners and the homeless STEAM will implement specific instructional practices that will be used to deliver the core curriculum to specific student groups.

Special Education students working toward grade level standards will have access to the core curriculum. Teaching staff will design and deliver instruction that will provide accommodations and modifications that will help student's access grade level content. Teachers will be knowledgeable about the strategies to help students overcome their disabilities. Collaborative/ co-teaching will provide students with

- more teacher time and attention
- reduced teacher-pupil ratio
- opportunities for individual assistance

All students with disabilities will receive instruction in the least restrictive environment according their IEPs. A culture of inclusion that values and celebrates the successes and accomplishments of all students will be developed around the practice of collaboration between general education and special education teachers and students. By working together, all teachers can ensure better alignment of IEP goals and objectives to grade level standards and insure a free an appropriate education for all special education students.

STEAM will implement and monitor the special education process including assessment, IEPs, and provision of special education supports and services using the LAUSD Policies and Procedures Manual as required by the Modified Consent Decree.

Teachers will adapt the student work product, or assessment, to show mastery of standards. Examples of adaptations to be used include: modified written assignments extended time for assessments/assignment; access to dictionary, word list, journal notes, math aids during assessment; providing structured opportunities for students to reflect on their own learning.

English Learners:

The goal of all English Learners will be to achieve proficiency in English and to master grade level core content area standards, while learning to use the 21st century skills and higher level thinking skills expected of all students.

In order to achieve proficiency in English, all ELs will have daily direct instruction in English Language Development. This instruction will be specific to the student's ELD/ ESL level. Students will be grouped by English Language proficiency and will master the ELD standards for each proficiency level each semester. Students who are reasonably fluent (PRP, CELDT level 5) will continue to receive specific ELD instruction to help them meet reclassification criteria. (Krashen, Cummins).

Special attention will be paid to Preparation for Redesignation (PRP) students who have been classified as English Learners since elementary school, but have not yet met the criteria for reclassification. These students are at highest risk for dropping out, having low literacy skills, and being unprepared or underprepared for high school and post secondary education. All core content and ELA/ ELD Teachers will use strategies in class specifically to address the needs of these PRP students.

All English learners will have access to the core curriculum. Teachers of English Learners will use specific SDAIE and scaffolding strategies to help students master grade level standards. The focus of content area instruction will be to build content literacy and academic vocabulary in the content area providing EL students the opportunity to produce at a proficient or higher level on California State Standards. The following scaffolding practices will be used to help students access the core:

Building Background knowledge- teachers will link concepts to students' backgrounds and experiences. Teachers will use such techniques as think/pair/ share, storytelling, think alouds, brainstorming, to develop connections between students' prior experiences and new content and concepts. Teachers will use multi-media technology, surveys, authentic artifacts, hands-on activities, anticipation guides and primary source materials to assess prior knowledge (Learning Principle #1) and to help students build a base of background knowledge that can be used as a starting point for new instruction. (Walqui, Short & Echeverria, Krashen)

Explicit instruction of cognitive strategies- English learner students will be taught explicit strategies. These strategies include reciprocal teaching, cooperative learning, use of graphic organizers, outlining, re-teaching, summarizing, and note taking.

Modeling- students will be given clear examples of what is to be expected of them. Students will examine student work samples and develop criteria charts and rubrics based on these student work samples.

Comprehensible Input and the use of advance organizers

Academic Vocabulary- students will be taught academic vocabulary that must be mastered in order to access grade level standards. This vocabulary will include content-specific, as well as non-content specific vocabulary.

Interaction- in order to master academic language, students must have the opportunity to listen, speak, read, and write in English. Scaffolding activities must be interactive and collaborative. Tasks will be modeled by the instructor, and students will then be challenged to replicate those tasks and use the academic vocabulary in a variety of ways.

Bridging and building on prior knowledge- teachers will use anticipation guides, questioning and sorting strategies to allow for higher level learning to occur in all classes.

Developing Meta-cognition- EL students must learn how to manage their own thinking. They will learn to monitor their own levels of understanding. This reflection of learning, and decisions regarding which cognitive strategies to use when asked to attack an academic task, is critical to the success of ELs. Strategies used include reciprocal teaching, self-editing. . (Chamot, Walqui)

Students with exceptional needs:

GATE (see section 2d)

GATE students will receive differentiated instruction within the general education curriculum to meet their individual learning needs. Teachers will build their instruction around the model differentiation in content, process, and product that allows each student to excel at a level that stretches their learning experience.

Content:

Academic content for GATE students will allow students to go deeper within a subject or content area topic. Teachers will vary pacing, allow students to move ahead in content area by independent study: compacting the curriculum, or skipping the direct instruction and moving directly into application of skills and problem solving; and acceleration. Students with high level needs within a specific content area, such as math, will have access to higher level courses, such as Geometry and Advanced Algebra.

Process

Learning Activities and strategies will provide GATE students with means varying provide appropriate opportunities for students to explore the concepts. GATE student's alternative paths to manipulate the ideas embedded within the concept. These paths may include graphic organizers, displays, charts, maps, diagrams, oral presentations, or multimedia projects to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability. Project-based learning, independent study, career explorations, collaborative and group projects, will be used as instructional activities that will be the vehicle for in-depth students learning.

Product

Students will have the opportunity to demonstrate competence in a variety of ways. Through project-based learning and problem-based learning students will be expected to make individual and small group presentations to their peers, their parents, and to community partners to publicly display their level of learning.

GATE students will produce work that requires more complex or more advanced thinking. Teachers may assign, and teachers may choose or design, the work product they will use, such as designing an experiment, writing a computer program, presenting opinions in editorial or cartoon format, letter writing, or other project. As much as possible these projects will be interdisciplinary in nature, and will be tied to student's life or the environmental conditions of this community.

Differentiating by Manipulating the Environment within Mixed Ability Classrooms

Teachers will plan instruction for students based on the theory of multiple intelligences, and individual learning styles. Teachers will use anchoring activities to keep GATE students engaged, challenged, and motivated within mixed ability classrooms. Teachers will structure these anchoring activities using a variety of strategies, including:

- Learning contracts
- Student interest and student designed proposals and projects
- Collaborative and independent learning projects
- Peer tutoring
- Flexible grouping
- Accelerating/ decelerating instruction
- Teaching questioning skills at all levels of Bloom's Taxonomy
- Tiered assignments of varying complexity

Special Education Students

The following practices will be used to teach students with disabilities within the least restrictive environment:

Content:
- Special Education and general education teachers will adapt content to meet the needs of students with disabilities. Strategies that teachers will use include
- Identifying and teaching essential standards
- Use specific strategies to help students learn curriculum
- Chunking instruction- planning and implementing concise and short activities
- Using modified or shortened assignments
- Providing students with study guides and/or supplemental reading materials
- Adapted (highlighted, glossing) texts and worksheets
- Using high interest/ low reading level materials to supplement core materials
- Planning vocabulary file/ word list for academic courses

Process:
Accommodations will be used as a bridge to skill development. Special education staff and general education teachers will use the following accommodations for students with disabilities:
- Frequent assessment and progress checks with immediate feedback
- Allowing additional time for assignments
- Providing explicit and specific instructions in multiple ways (written and spoken)
- Repeating/ rephrasing instructions, provide instructions in alternate format
- Modeling tasks the first time
- Use of calculators, rulers, multiplication charts, word lists
- Graphic organizers
- Manipulatives
- Cooperative/ collaborative learning
- Use recorded responses
- Use visual, auditory clues
- Use technology to enhance instruction: overhead, LCD
- Teach cognitive strategies
- Provide concrete examples and to elaborate and clarify abstract concepts and terms

Standard English Learners

Although our school will have very few SEL students, our plan and practices will address the unique needs of these students. Students will be exposed to Culturally Relevant and Responsive Instruction as a regular practice through out their instructional day. Teachers will build on the individual learning styles and the personal strengths that each child brings to the classroom. Teachers will connect their content to the personal experiences and the prior knowledge that students bring to their instructional setting. An emphasis on the use of academic vocabulary and reinforcement of the use of standard English, without placing a student's personal speech patterns down will support each child's understanding and connection of prior experiences to new academic experiences. Cultural self-esteem building will occur through the instructional materials that are provided by teachers and through the classroom assignments and discussions that occur where sensitivity to the diverse makeup of a class is considered and where cultural role models representing all students are used to accelerate the learning experience.

For students behavior:
- Positive behavior support
- Align to the student code of conduct addressed in another section of this plan
- Preparation and support for transitioning between activities
- Delivering instruction that builds on student strengths:
- Establish predictable structures and routines
- Establish consistent expectations and consequences for all students
- Deliver specific praise linking student to particular task.
- Organize curricular skills and information
- Group students for instruction

Product:
- Modified written assignments (reduce length of written task)
- Extended time for assessments/ assignment
- Provide access to dictionary, word list, journal notes, math aids during assessment
- Reflect on student learning
- Provide access to dictionary, word list, journal, math aids
- Teach students to reflect on learning
- Quick write
- Journal
- Think/pair/share
- Checklist
- Reduce number of items or choices in an assessment
- Use of portfolio to show growth, create goals for students.

Intervention for Specially Identified Students:

Intervention strategies that are made available for all students will also be available to support the learning for students in these specially identified sub-groups. RtI will be the systemic model for intervention used school-wide. Additional information is available in another section of this school plan.

The Strategic Instruction Model from the University of Kansas will be used to teach at-risk students and students in need of intervention. Students will learn specific strategies to help them with their own learning. The strategies will be in these specific areas:

- Reading
- Writing
- Math
- Studying and Remembering Information
- Improving assignment and test performance
- Effectively interact with others
- Self-motivation

At risk students will be identified early by the school staff. Using the My Data program, Early Alert for Secondary Students, students will be identified as early as possible when changes in significant areas of school life change. These changes in attendance patterns, GPA, behavior marks, periodic assessments, and other significantly important information will trigger immediate response from the team of teachers, the school administrator, and school counselor. It may be determined that the change, although major or minor, will only require additional attention paid to the student for a short time, or major intervention involving parents, school staff, and community partners to provide serious support to attempt to alter the at risk behavior that is being displayed.

Chronic at risk behavior will be acted on in a constructive and positive way as all teachers within this school accept that every student is equally important and it is our responsibility to work with parents and community partners to help each child be prepared for high school and post-secondary opportunities. We agree to hold every child and ourselves to the highest expectations and to provide all of the necessary support to the students and to each other to allow each child to have very best chance to succeed academically, socially, and emotionally.

We accept that student academic success is our responsibility but that we cannot reach our goals by ourselves. Only by working as a team with our peers, our parents, and our community partners can we find success in our own work, and help students to see that they are capable of success. We know that when students are successful in school, they are less likely to be absent or truant, act out inappropriately, or become involved in anti-social behaviors such as gangs, drugs, or sexual promiscuity.

8. Family and Community Engagement Strategy/Partnerships

a. Identification

The Luther Burbank Middle School community represents a special area in the City of Los Angeles. The Highland Park community is an old and established community where many families have lived for many years. It is very common for the students and parents of this school community to have parents and grandparents that attended this school. The school plays a special role in the lives of each family and it should be a central area for community activities, as well as the educational home of the children of Highland Park. With the tradition and high level of stability comes social and economic issues that have existed in this northeastern section of Los Angeles for many years.

The community of Highland Park expects their schools to serve their children well. Most parents and students trust the school and the school staff to do what is expected in preparing their children for high school, college, and the workforce. The LBMS faculty has been quite stable for many years and feels a strong commitment to the welfare of the children, holds pride in this community, and wants to provide the best education possible for each student. The faculty and parents of this school community have come together to the greatest degree over the past fifteen years in studying the school data, listening to each others concerns, and drafting this plan for three small pilot schools. There is no educational entity in the Los Angeles area that feels closer and cares more about the families of Highland Park than the staff who will teach in Luther Burbank 6th grade Academy .

It is evident that proactive approaches have been undertaken by these community groups. However, intervention has also been utilized through community service groups.

Hathaway-Sycamore Child and Family Services will be housed on campus in order to for the school and community partners to develop strong school/community relationships that will support early intervention efforts and will allow the providers to work more closely with the students, parents, and classroom teachers.

Occidental College, a bastion in the community, is actively involved. Women and Youth Supporting Each Other (WYE), is an effective and successful tutoring and mentoring support for female at risk students on the Luther Burbank Middle School campus after school.

One LA Industrial Areas Foundation has undertaken an innovative project between LBMS and Franklin High School. The Young People's Project was developed this past year to target at-risk 8th grade students to be involved in a special algebra project during their first year at Franklin High School. These students will be provided intensive classroom instruction and after school tutoring and counseling to guarantee academic success for their high school experience and preparation for college.

Summer bridging programs for the most at risk students moving to Luther Burbank Middle School from the eight feeder elementary schools will be put into place. This program will be mutually supported by the community partners and LAUSD. It will provide academic, social and emotional support for these students prior to their entrance into Luther Burbank Middle School.

b. *Family and Community Engagement*

The Luther Burbank Middle School stakeholders have adopted the belief that a school community is only as strong as the relationships that exist within the community. This means that school staff interacts positively and constructively with each other; that school staff purposely builds strong and caring educational relationships with each student; and that school staff and parents develop relationships that are trusting, respectful, and based on the good of the students.

Based on surveys of Luther Burbank parents and through small group and individual conversations with many parents and community leaders, the following Family and Community Engagement plan has been accepted by the parents, school staff, and community partners of this community.

Student safety is the single biggest issue for a majority of the parents in this community. The influence of the gang society is a major concern of the parents for elementary, middle and high school age students. The influence of the Avenues and Highland Park gangs are legitimate. The latest data from Northeast Los Angeles Police Department shows a marked decrease in crime in the Highland Park community, but random violent gang incidents have continued to reflect the impact of gangs. Many families realize that safety concerns are of utmost importance at the end of the school day. Community groups play an important role in addressing this issue.

> The Northeast Los Angeles Police Department in conjunction with Los Angeles Unified School District has monthly, "Safe Bridges" community meetings at their police station to update and provide current crime statistics and ongoing safety measures undertaken in the community.

> The Church of Los Angeles-Northeast is another community organization that has monthly meetings to devise proactive approaches to community crime. For example, "Peace in the Northeast Community March and Resource Fair" is an annual event that accentuates the need to showcase community resources and awareness to counter gangs.

> After school community sports programs have become available. Kids Club Italia Soccer League and Anahuak Youth Soccer Association are active participants. Both of these community soccer clubss have utilized the use of the LBMS playing fields at the end of the school day and weekends to run soccer leagues year round. Their influence is evident in their participation in school events. This past November Anahuak sponsored a school Thanksgiving Dinner event and in December Kids Club Italia sponsored a December school "Posada' food basket and dinner event.

> The Greater Highland Park Neighborhood Council (GHPNC) and the Kiwanis Club of Highland Park are an influence at LBMS. The neighborhood council this past December recognized two classroom teachers for their exemplary work in the classroom and the Kiwanis Club will sponsor a, "Key Club" a youth club sponsored by a classroom teacher that develops young leaders of the future.

School to parent communication is the second biggest issue for a majority of the parents in this community. In order to address this issue the following communication plan will be implemented:

> A common understanding of language between the school and parents is imperative for any relationship or trust to exist. Therefore, it is necessary for all meetings to have the ability for all parents to understand through translation what is being explained and shared. Support for oral and written translation will be an ongoing requirement.

> Use of the ConnectEd communication system will be increased and messages from school to parents will become a weekly update tool for identifying and describing all events occurring at the school during the coming week. Other important information will be shared during these regular weekly phone calls.

> The school web page will become a way for parents to stay aware of the school calendar and student/parent activities and programs coming to the school during the following month. Access to computers will be made through the local public library, and the school library for families that do not have a computer available.

The school web page will provide an easy way for teachers to make parents aware of classroom assignments, homework, and assessment schedules. This will allow parents to better support the classroom teacher.

Through the Family Conversation Program, all parents and children will be asked to participate in a weekly conversation at home around topics suggested by the school administrative staff. The topics for each week's family discussion will support parents as this mandatory conversation time will help parents to pass their own values on education on to their children. Parents will accept this mandatory requirement because they know that they are responsible for passing values on to their child, otherwise, their child may develop their personal values from others who do not have the child's best interests at heart.

The school will become a transparent environment for parents. Parents will be welcome to visit their school and their child's classes freely. The school staff will see themselves as working for the children and parents within their classes, and will use this time to share with parents how and what students are doing. Parents will not interrupt the instructional process; however, they are welcome to see first hand what is going on in each classroom at any time.

Through the use of the Early Intervention option in My Data, school counselors will identify students who require early intervention support and will work closely with the parents in providing the necessary support.

Teachers and parents will see themselves as a team working together for the good of each child. Contacts in this model between teachers and parents will lead to increased academic achievement and greater collaboration between the school staff and parents on how to best support the child's achievement, social, and emotional development.

The school principal will be responsible for overseeing and facilitating the work of these Councils to be sure that decisions are aligned with the vision and goals of this proposal.

In order to implement this type of school/community engagement several structural efforts will be established:

A school Board of Trustees will be established to guarantee to the community that the elements of this proposal are being implemented as expected, and when necessary will make recommendations through the principal and school councils as to changes that may be necessary in order to bring this proposal to fruition. The six member Board of Trustees will have equal representation from the school administration, classroom educators, classified personnel, students, parents, and the community. All Board of Trustee meetings will be made public with meeting agendas, and will be open for all to attend.

School Councils, such as the School Site Council, the Bilingual Advisory Council, and the Compensatory Education Advisory Council will be established with democratically elected members from the school staff, the community, students, and parents. All State Education Codes and LAUSD Board policies will be followed. These Councils will have shared representation so that the work of each is the work of all. Members of these Councils will be expected to represent the interests of all students, not just their own students or the students that they teach; and the Council representatives will support and move the restructuring work forward as it attempts to reach the vision agreed to by the entire Luther Burbank Middle School community.

The school principal will be responsible for overseeing and facilitating the work of these Councils to be sure that decisions are aligned with the vision and goals of this proposal.

The school community will provide ongoing parent training sessions during the school day, and in the evenings on topics determined by parents to help them to better support their child's education. This might include helping parents to understand the teaching strategies being utilized in all classrooms, supporting parents in their knowledge of working with adolescent children, or providing computer skills courses to assist parents in staying connected to the school and the teachers through the school web page and e-mail.

Regular staff/parent group and individual meetings will be held to build and maintain strong communication and good relationships. Parents and school staff are expected to know each other well and to have an honest and open relationship that will support the education of the children.

Support services will be provided to students and families as necessary. These services will develop from within the school, LAUSD support service funding, and from community support providers. These support services will include:

- A trained and credentialed educational counselor to work with children and parents on educationally related issues.
- A school nurse who has medical knowledge and a close relationship with students in order to help identify and support social and emotional issues of the students
- Family and mental health support provided through community partnerships that are developed between the school and health providers.
- Clubs and educational support programs available beyond the school day to help kids to connect their education to their personal interests.
- Community service projects that allow students to see themselves as part of the bigger community.
- Parent organizations that provide opportunities for parents to find ways to connect to the school in a less formal and more meaningful way.
- Parents as peer leaders will be emphasized where parents work to support each other in their effort to support their children.

By bringing the school, parents, and the community together, Luther Burbank Middle School will play the role of being the center of the community. The facility will be used by school and community groups to benefit parents and children. The expectation will be that all activities and programs that occur within the Luther Burbank Middle School community will be able to support the vision and goals of the school.

9. School Governance

The school governance plan for STEAM has multiple layers. (Attachment R) 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.

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.

10. School Leadership & Staffing Plans

Our internal proposal adheres to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. We have also adhered to the Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

a. *Leadership Team Capacity:*

The leadership team is comprised of teachers currently acting as leaders of the school or who have taken leadership roles. Our team has the collective capacity to successfully perform all tasks needed to lead and transform our school. Our leadership team is comprised of motivated parents, highly qualified teachers, and involved community members who have a wide range of leadership experiences from advisory councils, coordinatorships, Local School Leadership Council, School Site Council and student body government. Parents and community members who are equally passionate about improving student achievement join our leadership team. Our team feels qualified in making decisions regarding curriculum, budget, and school governance.

b. *Staffing Model:*

To ensure proper functioning and maintenance of our school from start-up through year five, our staffing needs will be contingent on the district's allocation of funds. It is our intention in the first year to be no higher than the district norms. As we become more aware of our budget, we will reduce class size and provide additional teachers to support the Humanities and Fine Arts. We will accept district services and staffing for IEP services such as interpreters, translators and special education assistance. We will share the school nurse, psychologist, librarian, and a technology teacher. We expect to fund our principal, two full clerical positions, and 16 teachers. Our school budget will determine the number of personnel needed to fulfill academic and non-academic positions.

c. *Compensation:*

As an internal team, our school will maintain the District's current salary schedule and benefits package.

d. *School Leadership:*

Job description for the Principal

The STEAM Academy principal will hold the required credential for a secondary administrator and will meet all LAUSD and California Department of Education standards for this position.

Eligibility will be based on the qualities of a transformational leader, one who can inspire others to be leaders and supporters of the vision, mission, goals, and plan designed by the stakeholders of our school community. Our principal will be an educational leader that has strong interpersonal skills that will allow the person to support the development of positive relationships between all stakeholders in our community. This educator will be highly knowledgeable in all instructional areas, including pedagogy, use of multiple assessments, models of effective intervention and the integration of technology into school-wide practices.

Since we are a sixth grade only school, focusing on the transition of students into secondary education the successful candidate should have previous experience in elementary as well as middle school education. We expect this person to help our school become recognized as a California State Distinguished School by adopting many of the attributes identified in Taking Center Stage Act II. We expect to be identified as a California School to Watch, by meeting the criteria established by the Schools To Watch national organization.

This person will need to lead by example and show that they are an outstanding teacher, as well as administrator. As an outstanding teacher, the principal will understand the classroom and relate to the teacher. It is important that this person can connect to parents, and help parents support the educational effort of their children, as well as act as a liaison between parents and teachers if that is necessary. It is important that this educator be able to connect to students and help them to understand the value and purpose of school by working directly with students, and by supporting the creation of a warm and caring environment for students to attend school.

It is important that our leader be able to represent us well in the Luther Burbank Learning Complex, and be experienced in dealing with maintenance and operations issues. The principal needs to very proficient in fiscal issues and in creating a master schedule.

This person should demonstrate excellent communication skills, both written and oral and be prepared to utilize digital modes of communication extensively. We are looking for a candidate that is responsive, creative, innovative, proactive, and accessible; who can address issues quickly and effectively.

e. Leadership Team beyond the Principal:

As of this time, all other leadership positions will be handled through a distributed leadership model, where we take advantage of the skills and knowledge of our total school staff, our parents, our students, and our community partners. These leadership positions will not be formal positions, but rather will arise to address needs of the school when appropriate.

f. Recruitment of Teaching Staff:
As an internal team, we will follow LAUSD Collective Bargaining Agreements. All teachers must meet or exceed the NCLB requirements for highly qualified teachers and be knowledgeable of the California State Standards. All teachers who teach the special needs population will be credentialed to teach in that field. Our staff values and respects staff diversity. We strive to practice equitable recruitment.

All teachers, both veteran and newly experienced, should be trained in culturally relevant and responsive pedagogy. Our teachers will implement innovative strategies that will motivate learning to support a college-bound culture and philosophy for learning. Part of the criteria for a teacher in our school will be to implement the vision, mission, and goals of our plan. The recruited staff will align their teaching to the six California Standards for the Teaching Profession and align their curriculum to the Learning Principles. (Appendix) To ensure quality education, the recruitment of potential teachers will begin as soon as our school plan is approved. So that we will meet our professional development timelines, all teachers need to be under contract with our school prior to the commencement of the school year.

Our school is promotes strong relationships, so building connections with every student and parent is paramount. Collaborating with one's peers is expected. We want our teachers to know our community. We want excited and enthusiastic teachers to join us on this adventure. We will all have to work to create the culture and environment that will give every student the best opportunity for success in our school, in high school, through college, and the world of work.

11. Operations

As an internal partner with the LAUSD, our school will continue to use all existing LAUSD operational services at our school site and follow the Collective Bargaining Agreements. We agree to enter into discussion regarding the viability of master service agreements. Our SSC will be responsible for identifying the personnel who will coordinate and lead all non-academic aspects of school management. The LAUSD's School Management Services will work closely with us to ensure a successful school year. Our school also agrees to the operations plan being worked out with the LAUSD's Workforce Stability Taskforce.

12. Finances

As an internal team, our school will receive funding via LAUSD's transparent budgeting process (based on student ADA). We will develop a budget that supports our school's educational plan and is aligned with our vision and mission. The budget will be directed towards meeting the needs of all students, including identified sub-groups. Through open public community meetings, our SSC will have input as they develop and approve the final budgets for each school year. By establishing an active PTA, we will be able to raise additional funds to support our school's mission. Fiscal soundness and legal compliance are two desired outcomes for our school, and we will follow the LAUSD's policies for monitoring our finances and for producing the required financial reports. The SSC will determine the well-qualified person responsible for generating our financial reports.

13. Facilities

LAUSD will provide the facilities use agreement that is being finalized by the Workforce Stability Taskforce. As an internal team, our school will follow that agreement.

References / Resources

Brown, M. (2007, September). Educating culturally responsive teachers, classrooms, and
      schools. *Intervention in School and Clinic*. 42 (1) 57-62.

Buehl, D. (2002). *Classroom strategies for interactive learning*. (2nd Edition). Newark,
        DE: International Reading Association.

Christman, J., Brown, D., Burgess, S., Kay, J., Maluk, H., Mitchell, C. (2009) *Effective
      organizational practices for middle and high school grades: A qualitative
      study of what's helping Philadelphia students*. {Electronic Version]. Philadelphia,
      PA: Research for Action.

Davis, H. A., (2003). Conceptualizing and influence of student-teacher relations in
children's social and cognitive development, *Educational Psychologist*, 38(4), 207-234.

DuFour, R., Eaker, R., DuFour, R., & Karhanck, G. (2004). *How professional learning
      communities respond when kids don't learn*. Bloomington, IN: Solution Tree.

Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English
      learners: The SIOP model*. Boston, MA: Pearson, Allyn, and Bacon.

Freeport Intermediate School: *"Doing whatever it takes" to close achievement gaps*.
        Retrieved December 27, 2009 from http//www.schoolstowatch.org.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New
      York, NY: Teachers College Press.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second
      language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Hall, T. (2002, June). Differentiated instruction: Effective practices report. [Electronic
Version].
        National Center on Accessing the Curriculum.

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach
        and teach all learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing
        Inc.

Irvine, J. & Armento, B. (2001). *Culturally responsive teaching: Lesson planning for
      elementary and middle grades*. Boston, MA: McGraw Hill Higher Education.

Jackson, A., Davis, G., Abeel, M. (2000). *Turning points 2000: Educating adolescents
      in the 21st century.* New York, NY: Teachers College Press.

Jacob, H. (2006). *Active literacy across the curriculum: Strategies for reading, writing,
      speaking, and listening.* Retrieved January 9, 2010 from www.eyeoneducation.com

Johnson, P. (2009, September). The 21st century skills movement. *Educational
Leadership*
        67(1), 11.

LAUSD Instructional Support Services. (2005). *A strategies, reference, and resource manual for*
  eliminating the achievement gap: Implementing culturally relevant and responsive
  education. Los Angeles, CA: Author.

LAUSD Division of Special Education. (2007) *Special Education Policies and Procedures*
  Manual. Los Angeles, CA: Author.

Marzano, R., Norford, J., Paynter, D. Pickering, D, & Gaddy, B. (2001). *A handbook for*
    instruction that works. Alexandria, VA: Association for Curriculum and
    Development.

Matthews, D. (1996) *Teaching gifted students in regular classrooms: Adapting*
    instruction to meet high level needs. Caribbean Curriculum (6) 39-55.

National Council of Teachers of English . *(2007). 21ˢᵗ- Century literacies: A NCTE policy*
  research brief.

Overbaugh, R. & Schultz, L. (n.d.) *Bloom's Taxonomy.* Retrieved from
        http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Schools to Watch Criteria. Retrieved December 27, 2009 from http:// www. Schools to
        watch. Org.

Sprague, J. & Golly, M. (2005). *Best behavior: Building positive behavior support in*
      schools. Boston, MA: Sopris West Educational Services.

The University of Kansas Center for Research on Learning. (2009). *Strategic Instruction Model®*
        Learning strategies. [Brochure]. Lawrence, KS.

Tash, L. (n.d.) Overcoming Transition Points: Articulation Planning. Unpublished paper.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*.
    Alexandria, VA: Association for Supervision and Curriculum Development.

United Way of Greater Los Angeles. (2008, May). *Seizing the middle ground: Why*
 middle school created the pathway to college and the workforce. [Electronic Version]. Los
Angeles: Author.

Walqui, A. (2006). *Scaffolding instruction for English language learners: A conceptual*
        framework. International Journal of Bilingual Education and Bilingualism, *9* (2), 159-
    180.

Wiggins, G., McTighe, J., & Tomlinson, C. (n.d.). *Understanding by Design and*
        Differentiated Instruction: Partners in Classroom Success. Presentation at Annual
        ASCD Virtual Conference. Retrieved January 9, 2010 from
    http://www.simulconference.com/ASCD/2003/kss/2495.shtml

References / Resources

Brown, M. (2007, September). Educating culturally responsive teachers, classrooms, and
      schools. *Intervention in School and Clinic*. 42 (1) 57-62.

Buehl, D. (2002). *Classroom strategies for interactive learning*. (2nd Edition). Newark,
      DE: International Reading Association.

Christman, J., Brown, D., Burgess, S., Kay, J., Maluk, H., Mitchell, C. (2009) *Effective
      organizational practices for middle and high school grades: A qualitative
      study of what's helping Philadelphia students*. {Electronic Version]. Philadelphia,
      PA: Research for Action.

Davis, H. A., (2003). Conceptualizing and influence of student-teacher relations in children's
      social and cognitive development, *Educational Psychologist*, 38(4), 207-234.

DuFour, R., Eaker, R., DuFour, R., & Karhanck, G. (2004). *How professional learning
      communities respond when kids don't learn*. Bloomington, IN: Solution Tree.

Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English
      learners: The SIOP model*. Boston, MA: Pearson, Allyn, and Bacon.

Freeport Intermediate School: *"Doing whatever it takes" to close achievement gaps*.
      Retrieved December 27, 2009 from http//www.schoolstowatch.org.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New
      York, NY: Teachers College Press.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second
      language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Hall, T. (2002, June). Differentiated instruction: Effective practices report. [Electronic Version].
      National Center on Accessing the Curriculum.

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach
      and teach all learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing
      Inc.

Irvine, J. & Armento, B. (2001). *Culturally responsive teaching: Lesson planning for
      elementary and middle grades*. Boston, MA: McGraw Hill Higher Education.

Jackson, A., Davis, G., Abeel, M. (2000). *Turning points 2000: Educating adolescents
      in the 21st century*. New York, NY: Teachers College Press.

Jacob, H. (2006). *Active literacy across the curriculum: Strategies for reading, writing,
      speaking, and listening*. Retrieved January 9, 2010 from www.eyeoneducation.com

Johnson, P. (2009, September). The 21st century skills movement. *Educational Leadership
      67*(1), 11.

LAUSD Instructional Support Services. (2005). *A strategies, reference, and resource manual for eliminating the achievement gap: Implementing culturally relevant and responsive education.* Los Angeles, CA: Author.

LAUSD Division of Special Education. (2007) *Special Education Policies and Procedures Manual.* Los Angeles, CA: Author.

Marzano, R., Norford, J., Paynter, D. Pickering, D, & Gaddy, B. (2001). *A handbook for instruction that works*. Alexandria, VA: Association for Curriculum and Development.

Matthews, D. (1996) *Teaching gifted students in regular classrooms: Adapting instruction to meet high level needs*. Caribbean Curriculum (6) 39-55.

National Council of Teachers of English . *(2007). 21st- Century literacies: A NCTE policy research brief.*

Overbaugh, R. & Schultz, L. (n.d.) *Bloom's Taxonomy.* Retrieved from http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Schools to Watch Criteria. Retrieved December 27, 2009 from http:// www. Schools to watch. Org.

Sprague, J. & Golly, M. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.

The University of Kansas Center for Research on Learning. (2009). *Strategic Instruction Model® Learning strategies*. [Brochure]. Lawrence, KS.

Tash, L. (n.d.) Overcoming Transition Points: Articulation Planning. Unpublished paper.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

United Way of Greater Los Angeles. (2008, May). *Seizing the middle ground: Why middle school created the pathway to college and the workforce*. [Electronic Version]. Los Angeles: Author.

Walqui, A. (2006). *Scaffolding instruction for English language learners: A conceptual framework.* International Journal of Bilingual Education and Bilingualism, *9* (2), 159-180.

Wiggins, G., McTighe, J., & Tomlinson, C. (n.d.). *Understanding by Design and Differentiated Instruction: Partners in Classroom Success*. Presentation at Annual ASCD Virtual Conference. Retrieved January 9, 2010 from http://www.simulconference.com/ASCD/2003/kss/2495.shtml