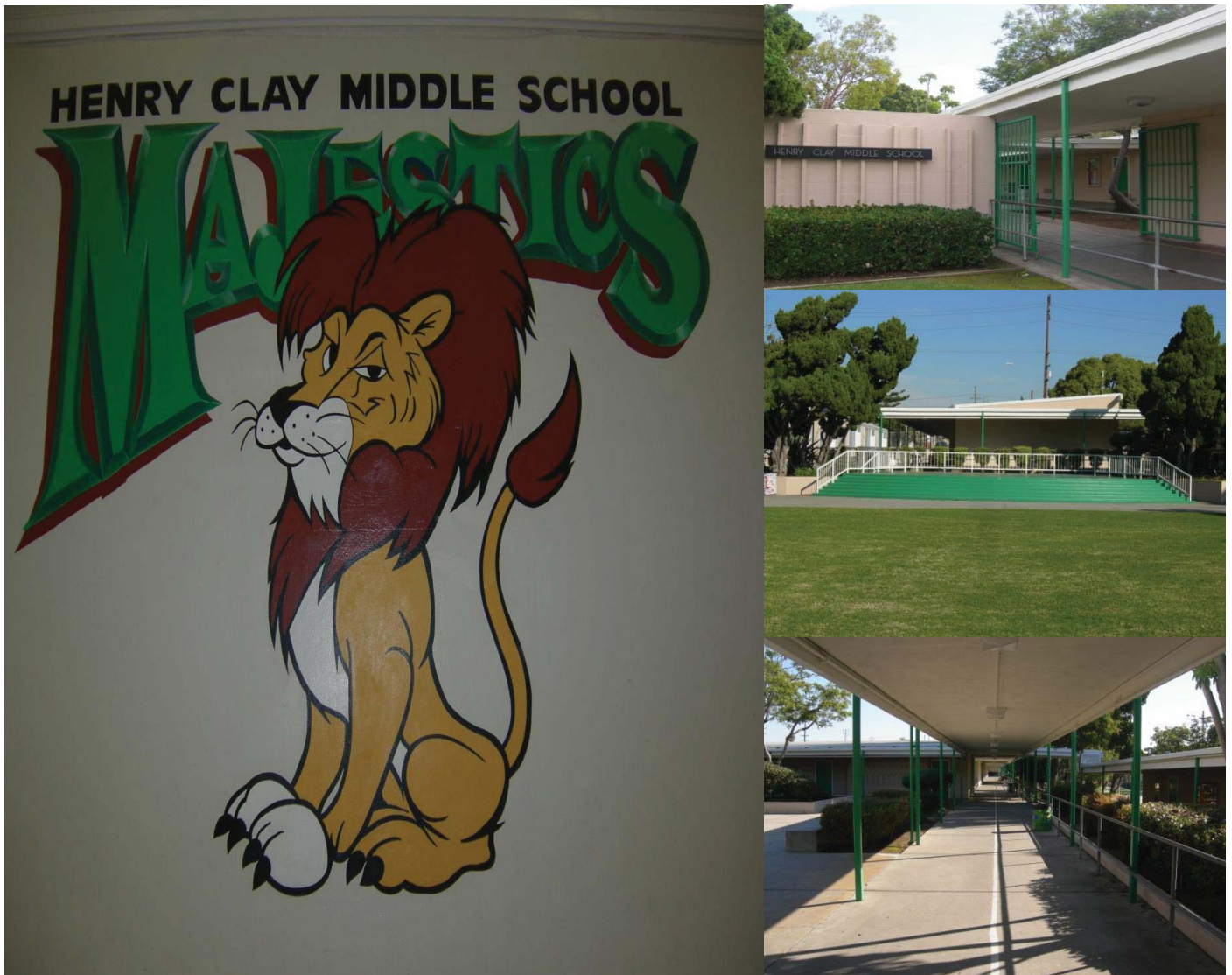*Los Angeles Unified School District*
Local District 8

Henry Clay Middle School
Public School Choice 2.0

December 1, 2010

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION	
Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.) **Henry Clay Middle School** **Contact: Keri Lew, Principal**	
Address: 12226 S. Western Avenue Los Angeles, CA 90047	**Phone Number:** (323) 600-6000
Website (if applicable) www.lausd.k12.ca.us/Clay_MS/	**Email Address:** klew@lausd.net

School site for which your team is submitting a Letter of Intent	Henry Clay Middle School
School type for which your team is applying	ESBMM

List the name and contact information of your design team members below:

Name:	Phone:	Email address:	School/Affiliation
1. A. Anaya	323-600-6000	aanaya@lausd.net	Henry Clay Middle School/ Title 1 Coordinator
2. Louis Bonsteel	323-600-6000	louis.bonsteeliv@lausd.net	Henry Clay Middle School/ UTLA Chair
3. M.R. Brown	323-600-6000	mrb5723@lausd.net	Henry Clay Middle School/ Teacher
4. M. Canafax	323-600-6000	mhc5976@lausd.net	Henry Clay Middle School/ Teacher
5. Andrew Chewning	323-600-6000	arc9057@lausd.net	Henry Clay Middle School/ Instructional Coach
6. Lisa Clark	323-600-6000	llc7240@lausd.net	Henry Clay Middle School/ Teacher
7. Ray Clark	323-600-6000		Henry Clay Middle School/ Teacher
8. Frank Davies	323-600-6000	fkd3909@lausd.net	Henry Clay Middle School/ Teacher

9. Charles A. Franklin	323-600-6000	caf6970@lausd.net	Henry Clay Middle School/ Instructional Coach
10. Robert Griffin		reg8735@lausd.net	Henry Clay Middle School/ Teacher
11. Eva F. Holmes			Henry Clay Middle School/ Community Member
12. Sherylin Jones	323-600-6000	ssj2480@lausd.net	Henry Clay Middle School/ Teacher
13. Keri Lew	323-600-6000	klew@lausd.net	Henry Clay Middle School/ Principal
14. F. McGary	323-600-6000	fmcga1@lausd.net	Henry Clay Middle School/ Teacher
15. Cindy Munesato	323-600-6000	cpm4437@lausd.net	Henry Clay Middle School/ Parent Representative
16. Michael Pile		map5461@lausd.net	Henry Clay Middle School/ Instructional Coach
17. Mark Ross	323-600-6000	mross@lausd.net	Henry Clay Middle School/ Assistant Principal
18. Theressa Ann Sams			Henry Clay Middle School/ Teacher

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ Traditional ☐ Pilot ☐ Network Partner X ESBMM

☐ Independent Charter ☐ Affiliated Charter

Name of School **Henry Clay Middle School**

Name of Applicant Group/Applicant Team **Henry Clay Middle School**

Lead Applicant Keri Lew

Title of Lead Applicant Principal

Mailing Address 12226 S. Western Avenue

Phone Number 323-600-6000 Fax Number 323-777-6056

Email Address klew@lausd.net

Website (if available) www.lausd.k12.ca.us/Clay_MS/

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. **Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

   Please check one of the following statements.

   ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

   ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

   X The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

   ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. **Assurance that an Applicant Organization is Solvent**

   (For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. **Assurance of Enrollment Composition Compliance**

   The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. **Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. **Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement**

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. **Resident Enrollment and Attendance Boundary Compliance**
   - *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. **Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

   (For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant <u>Keri Lew</u>

Title of Lead Applicant <u>Principal</u>

Signature of Lead Applicant _____ Date __11/29/2010__

Name of Board President* <u>N/A</u>

Signature of Board President* _____ Date _____

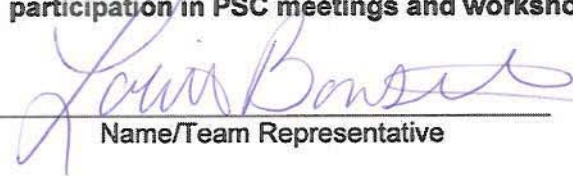*The additional name and signature of the Board President is only applicable to organizations with

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than *Tuesday, November 12th*. For questions, please call the PSC number at 213-241-2547.

We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;

- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;

- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;

- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;

- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;

- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;

- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;

- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;

- Serve students and the community to the best of our ability; and

- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

_____
Name/Team Representative

_____ 11/29/10
Signature/Date

Henry Clay Middle School
Applicant Team Name/Organization

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Executive Summary

<u>1a: Mission and Vision</u>

The mission of Henry Clay Middle School is to focus on improving educational outcomes through a set of meaningful, manageable and measurable priorities. Based on a comprehensive needs assessment of the instructional program, our mission, with consideration to the long-standing "Just Can't Hide That Majestic Pride" motto, is centered on ensuring the following:

- **P**roactive Participation and Preparation
- **R**esponsible, Relevant and Responsive Education
- **I**ndustrious, Innovative and Illuminative Instruction
- **D**edicated, Data-Driven and Dialogic Discourse
- **E**nhanced, Enriching and Educational Experiences

It is our firm belief that in order to prepare the students for high school, college and beyond, we must provide a nurturing, wholesome, and safe environment where students are able to thrive academically and socially. We further believe that collaboratively constructing a highly rigorous, standards-based instructional program will prepare students to become proactive, positive and productive citizens in society. Moreover, we believe that students require instructional supports to ensure their academic success.

Clay Middle School is committed to providing a student-centered, student-friendly and supportive environment for all students. Clay Middle School fosters a nurturing environment for all students by sustaining a culture of high standards for academic excellence and providing a rigorous and culturally relevant learning environment.

The vision of Clay Middle School is to produce healthy, well-rounded students who are academically engaged in all subject areas; with a love for literature, a passion for science, a hunger for math, an appreciation for the arts and awareness of one's place in history in order to produce positive and active members of society who:

- **P**articipate and contribute to their community
- **R**esolve problems using positive and proactive approaches
- **I**ncorporate critical thinking throughout the school day
- **D**evelop inter and intrapersonal skills
- **E**volve into successful college and/or career bound adults who are prepared for the 21st century

Clay Middle School is committed to preparing students to aggressively pursue higher academic and/or career aspirations by:

- **P**reparing and presenting curriculum and instruction to ensure student readiness for the academic rigor of the A-G course sequence in high school.
- **R**estructuring the classroom culture and climate to create a comprehensive educational program that is culturally relevant and responsive to individual student needs

- **I**ntegrating technology into all classrooms to enhance student learning
- **D**ialoguing and collaborating with colleagues on a variety of pedagogical teaching and best practices to enable students to matriculate to high school with the academic foundation necessary to pass the California High School Exit Exam (CAHSEE).
- **E**levating our practices by acquiring new strategies through ongoing professional and personal development

We believe that Clay Middle School can be transformed into a model school within LAUSD by empowering all students to discover their interests in the global community and take part in activities to increase their awareness and participation in improving the surrounding neighborhoods and beyond. Clay students will enjoy learning, which results in academic excellence and active engagement in the school community.

Henry Clay Middle School is further committed to:
- **P**artnering with parents and the community to collaborate on ways to meet the needs of all students
- **R**einforcing relationships between both parents and staff for optimal student benefits
- **I**mplementing programs with the whole family in mind
- **D**iscovering new ways to partner with local community services to provide service projects for our students
- **E**nhancing the effectiveness of community partnerships through communication, collaboration and cooperation

1b: Student Population

Clay Middle School services approximately 1,000 students in the Westmont-West Athens community of unincorporated Los Angeles. This South Los Angeles neighborhood is an urban area with over 56,000 residents. The median income of its residents is roughly half that of the state of CA, and only 54.9% have a high school education or higher.

Based on the 2010 – 2011 California Basic Educational Data Survey (CBEDS), student body demographics are 56% Hispanic, 43% African American and 1% Other. Of the Hispanic population, 24% are identified as English Learners and 19% are Reclassified as Fluent English Proficient. Schoolwide, 19% of students receive Special Education services and 5% are part of the Gifted and Talented program. Student attendance is at close to 91% ; student transiency is at 38%. Clay Middle School is a schoolwide Title I school, with 90% of the students identified as Economically Disadvantaged.

Student test scores, as measured by the Academic Performance Index (API), has increased by 22 points in the past 2 years. On the California Standards Test (CST) for English-Language Arts, 17.8% of students score at the Proficient or Advanced range, averaging a 1.5% increase annually for the past 5 years. On the CST for Mathematics, 9.9% of students score at the Proficient or Advanced range, averaging a 0.6% increase annually for the past 5 years.

1c: Instructional Program

Clay Middle School is committed to providing all students a high quality, rigorous academic program based on providing the best, first instruction using research-based pedagogical techniques that ensure access to a guaranteed viable curriculum. Our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar populations.

Clay Middle School will employ programs and set goals for improved student outcomes on standards-based tests. The curriculum will provide clear expectations and goals with student progress measured by summative and formative assessments. The staff will deliver and implement standards-based curricula and instructional practices.

Teachers will be held accountable for demonstrating high levels of expertise and competence in terms of their knowledge of state standards and their utilization of assessment data. Teachers will be able to adapt the curriculum and have an understanding of adolescent development issues in order to meet the learning needs of all students.

The school will expand and strengthen the Professional Learning Community model where teams of teachers work collaboratively (e.g. course-level and interdisciplinary) on a consistent basis which supports and augments student learning and augment a more focused, rigorous academic regimen.

Clay agrees with the findings of the United Way study which emphasizes the need for providing youth with small, personalized learning environments where teaching and learning supports student success. Teaching youth in smaller groups allows each student to feel more recognized and valued by staff and their peers. Key to the implementation of our instructional plan is the creation an advisory period which will function as set-aside time for on-going personalization between students and a faculty advocate. To reduce the student to teacher ratio the advisory teachers will be drawn from all certificated staff, including support staff and administrators. Each student will receive support from the same advisor throughout their attendance at Clay.

Culturally Relevant and Responsive Education (CRRE) will ensure that the heritage of the diverse cultural communities of Clay students is equitably acknowledged, responded to and celebrated. Students will participate in structured peer-to-peer interactions and engaging instructional conversations that will facilitate pluralistic manners of pedagogy. Central to the development of CRRE is the communication of high expectations, cultural sensitivity, active teaching methods, small group instruction and classroom discourse. Students will have opportunities to participate in hands-on Project-Based Learning that allows connection to learning across content areas that is culturally relevant.

Clay Middle School will implement a comprehensive Response to Intervention and Instruction program to meet the needs of all students. This framework is based on the predication of quality-first instruction and the use of data to identify students for appropriate acceleration and intervention.

Clay will utilize research-based strategies to support the instructional delivery. The "typical" Clay student needs additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. All students at Clay Middle School will receive an instructional program that incorporates the regular use of the following research-based instructional strategies.

- **Access to Core Strategies** support language acquisition and learning for Standard English Learners through academic language, cooperative grouping, graphic, instructional conversations and comparison/contrast.
- **Specially Designed Academic Instruction in English (SDAIE)** focuses on scaffolded and differentiated lessons through modified speech, explicit modeling, frontloading of academic vocabulary, multi-sensory experiences, cooperative learning, graphic organizers, frequent checking for understanding, prewriting activities and design of formative assessments.
- **Advancement Via Individual Determination (AVID)** is a college-readiness program based on raising expectations and providing academic and mentoring support including **WICR** – writing, inquiry, collaboration and reading.
- **Reciprocal Teaching** is a problem solving process of reading comprehension which provides students with specific reading strategies including clarifying, predicting, questioning and summarizing.
- **Writing Across the Curriculum (WAC)** is based on the principles that: writing promotes learning, increases student participation, encourages a diversity of student voices, engages students as critical thinkers and integrates subject area disciplines.
- **Project Based Learning (PBL)** involves the students' problem solving, decision-making, investigative skills and reflection that emphasizes teacher facilitation of learning rather than directed teaching. PBL also provides the basis for students to develop 21st century skills in the areas of information, media and technology, life and career skills and learning and innovation.

1d: School Culture

Clay Middle School embraces a diverse cultural, multiethnic experience for all students, teachers, staff and community members. We seek collaboration and mutual respect among stakeholders in order to provide a safe and nurturing environment that is extensively involved with the local community. As a school facing the challenges of working with students from an economically disadvantaged community, and in a neighborhood that experiences high rates of transiency we are committed to becoming a center of culture and education that provides an anchor for the community.

Clay Middle School will create a collaborative environment where all stakeholders share accountability for student success. Successful partnership is predicated upon mutually beneficial relationships where the collective whole is exponentially stronger than its individual components. This more personalized focus will be exemplified in the implementation of an advisory period. As part of this, every student will have an advocate responsible for monitoring

student progress. Throughout the instructional program, teachers and students will interact with each other to develop protocols and procedures that build trust, promote order, assure safety, and support the growth of knowledge. In establishing a collaborative environment we will be able to support the success of our students, focus on their emotional needs, create an environment that is college and career ready and increase parental involvement.

1e: Assessments and School-wide Data

Comprehensive school reform requires assessments that are data-driven, results-oriented and committed to equity and excellence through an on-going data analysis and inquiry tied to student achievement results. Clay Middle School's data driven accountability will transform data into reports that provide the information necessary for concrete action that results in continuous program improvement. The foundation of our assessment philosophy is the need to move from the assessment **of** learning to the assessment **for** learning in order to inform instructional decisions and motivate students toward increased academic achievement. The foundation of our assessment philosophy will be student-centered, providing multiple opportunities for students to showcase their skills.

Clay Middle School will implement innovative practices that use assessments to target instructional resources that maximize student learning.   Course-level PLCs will develop common assessments (e.g. diagnostic and weekly formative) that, in connection with LAUSD's periodic assessments, will guide and modify instructional planning. These multiple measures of formative and summative assessments will be aligned to the State standards and will be designed for the benefit of student success.

Clay will refine and strengthen its teacher-developed formative assessments through a process called the Cycle of Continuous Improvement (CCI). These formative assessments check for understanding on a weekly basis. This authentic, data-driven assessment model will allow for creation of weekly, specific achievement goals that will inform students and teachers about learning gaps and measurable progress in order to identify effective instructional practices as well as correct gaps in instructional delivery.

Moreover, Clay Middle School will design an 8th grade project as a culminating assessment that is a performance-based presentation of student learning.   In this way, the 8th grade project (and mini-projects at grades 6 and 7) will demonstrate student mastery of skills and concepts learned in the interdisciplinary program while allowing student choice in the the topic of the project.

1f: Community Analysis and Context

Over fifty years Clay Middle School has served the predominately residential, unincorporated area of Westmont-West Athens and has strived to create a number of partnerships that provide services for students and families. The school has academic partnerships that aid in improving student learning through support for Standard English Learners, support for middle range students and the donation of technological equipment and services. There are also community partnerships that provide opportunities for students such as mentoring, field trips and affiliations

that assist with community improvement actions. Social and mental-health partnerships provide services to students that are beyond the scope of what middle schools provide. These partners assist with peer and family mediation, social work, the offering of probation officers for students on voluntary probation and support for students with substance abuse issues. Some of the key community partnerships that provide services to the students and staff include: AEMP, the CA League of Middle Schools, Leadership Matters and Washington Involving Neighborhoods

One of the greatest impacts on student achievement is parent participation. Clay's community engagement plan focuses on empowering parents as leaders and decision makers. Clay provides a variety of avenues for communication such as parent packets, progress reports, classroom visits, home visits, parent conferences, Back to School Night, teacher messages using ISIS and Connect Ed messages to the home. Families and neighbors rely on the school for the academic, career and social information they need for themselves and their children.

1g: Leadership

The importance of principal leadership to the construction of an effective school cannot be underestimated. Clay Middle School needs a transformational instructional leader capable of relentlessly aligning the school with student-centered philosophy, based on a shared vision of all students becoming college prepared and career ready graduates.   Based on the research of effective schools, the following are the most important attributes of a transformation leader: situational awareness, knowledge of curriculum and instruction, ideals and beliefs about what a school stands for, a shared belief regarding the sense of community, communication, monitoring, evaluation and discipline.

Clay Middle School has a principal who has a wide range of experience as an administrator in both middle and high schools within LAUSD. This person has the capacity to be a transformational instructional leader based on a proven track record of accelerating student achievement with similar populations, as both a National Board certified teacher and administrator.

The Instructional Leadership Team will serve as the Data and Leadership Teams in making decisions regarding curriculum, instruction and assessment. Membership in Instructional Leadership Team includes department chairs, program coordinators, instructional coaches, and administrators. This Council will report to the School Leadership Council under ESBMM all key findings and recommendations for action.

Clay Middle School will develop and train a committee representing all stakeholders who will be responsible for interviewing and hiring both certificated and classified staff. Clay will look for committed individuals who support the school's mission, vision and instructional goals. All teachers will be fully credentialed and NCLB highly qualified teachers. In addition to new processes for hiring teachers Clay will design a new evaluation tool to complement and supplement the current STULL evaluation. This new evaluation tool will be modeled on subject-specific teacher standards and the teaching performance expectations of the California Standards of Quality and Effectiveness for the teaching profession. It will incorporate self-evaluation,

professional growth activities, portfolio documentation, peer observation and demonstration lessons.

1h: School Governance Model

School governance is charged with the task of improving instruction to meet the needs of the students. The staff of Clay Middle School has determined that the Expanded School Based Management Model (ESBMM) best ensures that the instructional plan is implemented and sustained. ESBMM offers a way to promote individual student growth in a way that aligns most directly with the needs of the students by moving control from district offices to the school sites.

1i: New Commitments

Clay Middle School is committed to taking advantage of the autonomy provided under the Public School Choice process to implement innovative practices aimed at maximizing students learning, as evidenced on standardized test scores (i.e. CSTs) through implementation of the following:

- New Governance via ESBBM
- Elect to Work Agreement
- Weekly Professional Development and Common Planning Time
- Advisory Period
- Individual Learning Plan
- Six key research-based instructional strategies schoolwide (Access to Core, Specifically Designed Academic Instruction in English, Advancement Via Individual Determination, Reciprocal Teaching, Writing Across the Curriculum, Project-Based Learning)
- Professional Learning Communities
- Focus on Response to Instruction and Intervention
- Lesson Plan Template
- Block scheduling
- Student portfolios
- Student-Led Conferences
- Observation Rounds
- Teacher portfolios
- Community Advisory Committee
- 8th grade Culminating Project

Instructional Program

2: Curriculum and Instruction

2a: Instructional Philosophy Clay Middle School is committed to providing an instructional program for all students, grades 6-8, which exemplifies a high quality, rigorous academic program. Such an instructional program must be based on providing best, first instruction that is informed by research-based pedagogical techniques in order to ensure that all students have access to a guaranteed and viable curriculum. Our promise is to instill and model high academic expectations for the diverse group of students served at Clay Middle School, resulting in ALL students having an academic foundation for future success through preparation for college and the high-paying jobs and careers of the 21st century.

The proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged, and Students with Disabilities (SWD).   Towards this end, we have consciously adopted key, research-based instructional strategies (see Instructional Strategies below) that have demonstrated effectiveness for the student population served at Clay Middle School.

The Clay Middle School design for the curricular and instructional program is informed by findings from a study on the effectiveness of California middle schools.[1] This EdSource study is based on 303 California middle schools that approximate the demographics of the students that will be served at Clay Middle School. Drawing on data from 2007-2009, the study identified a set of characteristics as the most "predictive" or correlated with increased student achievement. These will guide the design of the instructional program, ensuring that the instructional program is research-based:

1. Clay Middle School will set goals for improved student outcomes on standards-based tests (i.e. California Standards Tests).
    - The curriculum and instructional program will embody clear expectations for improving student outcomes for **all** students.
    - Instruction will be guided and modified in relation to measurable goals set by grade level and subject matter teams for summative and formative assessments.
    - Clay Middle School will prioritize meeting and exceeding State (i.e. API) and Federal (i.e. AYP) accountability targets.
2. Clay Middle School will exemplify a shared school mission aimed at preparing students academically for the future.
    - Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards as tested on the California High School Exit Exam (CAHSEE) and student readiness for the academic rigor of the A-G course sequence in high school.
    - Instruction will promote literacy across the curriculum, as well as common strategies for

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[1] EdSource (2010) *Gaining Ground: Why Some Schools Do Better*.   Sacramento, CA.

teaching writing across the curriculum.

- Instruction will be guided by multiple forms of assessment to provide student access to a curriculum that ensures scope and sequencing of key standards.

3. Clay Middle School staff will deliver tight and coherent implementation of standards-based curricula and instructional practices.
   - Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on English Language Development (ELD) standards.
   - Instruction will emphasize key standards in each grade and core subject; teachers will regularly collaborate around "breaking down" standards to identify prerequisite skills and ways to address them.
   - Teachers will regularly collaborate on curriculum pacing, scope, sequence, common benchmarks, and common assessments to design/ modify instruction.

4. Clay Middle School teachers will be held accountable for demonstrating high levels of expertise and competence in terms of:
   - Knowing State standards and mapping curriculum standards to specific instructional practices/strategies.
   - Using student assessment data to improve teaching and learning.
   - Adapting curriculum and instruction to meet the learning needs of all students, specifically Standard English Learners (SEL), English Learners (EL), and Students with Disabilities (SWD).
   - Understanding adolescent development issues and ability to make personal connections with students.
   - Working collaboratively with peers in a professional manner.

Clay Middle School has also reviewed the research findings on the importance of middle schools as foundational preparation for postsecondary education and the 21st Century workforce.[2] This United Way of Greater Los Angeles study noted that fewer than 50% of students who failed at least one class in grades 6-8 graduated from high school within four years compared to over 66% of students who never failed a class. When middle schools fail, students fail. The high failure rate of middle schools with a majority low-income African American and Latino populations also leads to a growing racial opportunity gap and often seals the students' fate to low-wage jobs and a cycle of poverty. Therefore, Clay Middle School is committed to providing a rigorous, academic instructional program focused on increasing the percentage of students who earn letter grades of "C" or better thus creating a culture of academic rigor and preparing students for the A-G college entrance requirements.

Clay Middle School agrees with the findings of the United Way study which advocates the need for providing youth with small, personalized learning environments where teaching and learning support student success. LAUSD has some of the largest middle schools in the nation, with grade sizes at least seven times larger in middle school than in elementary school. These large

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[2] *Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce* (United Way of Greater Los Angeles, 2008)

environments can be intimidating for both students and parents and can impede learning. Therefore, Clay is committed to providing an instruction program based on:

- Teaching youth in smaller learning groups where each student is known and valued by staff and peers with a ratio of 1 teacher for 25 students in core courses, and 1 teacher for 20 students in intervention courses. As a QEIA school, Clay Middle School is already adhering to these smaller teacher-to-student ratios. Under PSC, we will maintain this degree of structural personalization as a priority of our funding sources.
- Supporting the practice of having teachers continue with the same students from one year to the next (i.e., "looping") through the Advisory period so that they can develop ongoing positive, caring relationships to better support academic and social student success.
- Expanding the Professional Learning Communities (PLCs) model beyond the course/departmental organization that exists to also include interdisciplinary, grade level team structures (see further description in Section 5 on Professional Development) so that professional development involves teams of teachers and staff collaborating in an intentional and consistent manner to support student learning and long-term school success.

In the past two years, Clay Middle School has implemented Common Planning Time (CPT) which has allowed teams of teachers to meet on a regular basis for curricular alignment, common pacing, and use of assessment data to drive instruction. These teams of teachers have begun to adopt a collective and collaborative approach to lesson planning and analysis of data on student progress. As a result, there has been a clear shift from prioritizing campus safety and school environment to focusing relentlessly on improving classroom teaching and student learning.

Although Clay Middle School is currently structured by grade level, interdisciplinary teams where students share the same core academic teachers (English/Language Arts, Mathematics, Science, and History/Social Studies), the team structure will be enhanced to provide a more effective vehicle for focusing on academic rigor, with augmented emphasis on curricular relevance and enhanced relationships and personalization. The 3Rs – rigor, relevance, and relationships – provide an umbrella for the instructional program at Clay Middle School to ensure that ALL students do, in fact, receive a solid foundation for high school in order to graduate on-time, college prepared and career ready.

For academic rigor, Clay Middle School will continue to utilize the Instructional Guides and Periodic Assessments adopted by LAUSD as the backbone of the core instructional program until additional curricula are developed (see Curriculum Development and Assessment and Data sections below). The Instructional Guides specify curricular pacing to address key standards, as well as suggest model lessons and practice assessments. Similarly, the Periodic Assessments provide a set of benchmarks for measuring student academic progress tied to the standards that can be used to guide and modify instructional delivery. Clay Middle School will use these resources as guides and will change instructional delivery to meet the individual needs of students, many of whom arrive in middle school performing far below grade level.

Clay Middle School aims to augment this emphasis on academic rigor with relevance and relationships so that students are engaged and connected to a rigorous, standards-based

instructional program. Curricular relevance will be manifested in efforts to ensure that students have opportunities to participate in hands-on, project-based learning (PBL) that allows them to apply and connect learning within and across academic disciplines. Relevance also means connecting learning to real-life applications that showcase how learning will be applied in career/workplace settings so students understand how and why what they are learning is important beyond high school. Through exposure to contextualized, thematic learning, students are more likely to retain knowledge and skills that they have been taught.

Lastly, curricular relevance also encompasses efforts to ensure Culturally Relevant and Responsive Education (CRRE) to acknowledge, respond to, and celebrate the diverse cultural communities that will be served by Clay Middle School in an equitable and pluralistic manner (see section on Addressing). We define CRRE as ensuring students receive ample opportunities for:
- Participating in structured peer-to-peer interactions and facilitated cooperative learning experiences.
- Engaging in instructional conversations that employ the use of academic language/vocabulary in each subject area.
- Using higher-level, critical thinking skills including the manipulation of texts and information on their own to make sense and meaning of classroom learning (e.g., synthesis, self-evaluation, inferencing, etc.).
- Practicing written expression by ensuring writing across the curriculum that addresses all genres of writing in all subject areas.
- Exercising choice in how students demonstrate standards/skills mastery in performance-based assessments learning.

The relationships focus of the grade level, interdisciplinary teams at Clay Middle School will directly address the need to personalize the secondary educational experience so that students are not allowed to drift and/or fall through the cracks. Currently, Clay Middle School is configured to promote contiguous space by grade level, and counselors loop with students grades 6-8.   We will deepen this effort through prioritizing Personalized Learning Environments (PLEs) to include relationship-building activities that provide students with effective transitions into middle and high school. Additionally, the focus will be on activities and events that recognize student accomplishment and expose students to enhanced mentoring relationships with adults who care. Most importantly, PLEs means student-centered pedagogy that takes into account student interests, talents, background, and aspirations. Personalization also implies a frequent focus of student-adult interactions and greater emphasis on individualized counseling and guidance so that all students develop accountability for their own learning and have a concrete plan for middle school matriculation, high school graduation and beyond.

2b: Core Academic Curriculum Under PSC, Clay Middle School will expand and ensure school-wide implementation of cohesive policies and strategies to strengthen student learning in the core academic curriculum including:
- Explicit review/examination of student access to a viable, guaranteed curriculum.
- School-wide use of AVID strategies which prioritize a) incorporating critical thinking

skills throughout the school day; b) study skills to help students anticipate and resolve problems using positive and proactive approaches; and c) promotion of literacy across the curriculum and common strategies for teaching writing across the curriculum.

- Pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Expanded use of "Access to Core" strategies that focus on the language proficiency needs of Clay's large Standard English Learner (SEL) student population.
- Student use of technology in the classroom; students will use technology for multi-media presentations and for online research; students will have access to online learning tools sequenced with course curricula.

For the core academic curriculum, Clay Middle School will continue to utilize many of the curricular resources provided by LAUSD. Clay Middle School will consistently use the Instructional Guides, which provide guidance on curricular pacing and concept lesson, as well as the Periodic Assessments, which provide standards-aligned benchmarks on student progress and additional progress monitoring tools. All textbooks, Universal Access materials, and other supplemental materials will adhere to guidelines from the State Board adoptions. In the first 1-3 years of PSC implementation, we will use the autonomy provided by PSC to supplement these curricula (see Curriculum Development below).

Clay Middle School staff has already begun to design a rigorous instructional program that is student-centered and differentiated for at-risk students as well as accelerated learners (see section on Addressing the Needs of All Students below). In addition, the proposed curriculum is intended to ensure that teachers readily apply the research-based instructional techniques that encompass a focus on "multiple intelligences," "brain compatible" classrooms, multiple learning modalities, higher order thinking skills, and questioning strategies which provide universal access to the curriculum for all students.

Applying this information, as well as knowledge of the various developmental stages, and comprehensive assessment, our teachers will deepen the planning of a productive and comprehensive instructional program that is student-centered, developmentally appropriate, and experiential. The proposed school environment enhances and supports each student's opportunity for learning. All curricula will be standards-based and prepare students for the rigor of the A-G course sequence. In addition, curricular relevancy will be embedded into the curriculum through school-wide use of project-based learning (PBL). In this way, we aim to connect academic learning to real life experiences and presentations of student learning.

2b(i): Autonomy Clay Middle School is committed to taking advantage of curricular and instructional autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning and engagement.

For example, our intention for expanding Project-based learning (PBL) as a key instructional strategy (see Instructional Strategies below) for actively engaging students, encouraging applications of conceptual knowledge, and promoting a problem-solving and critical-thinking

mindset will necessitate the development of more subject area and especially interdisciplinary projects that innovatively connect to subject area standards. Autonomy will be beneficial in this respect insofar as the development of PBL lessons will require re-sequencing of content standards and development of performance-based assessments that measure student mastery in ways that are different from more traditional multiple choice or even constructed response assessments. Our emphasis on applied learning and "big" ideas (i.e., how to learn, rather than merely what to learn) will be aided by autonomy in designing curriculum and instruction that targets competencies that transfer beyond high school including oral presentation skills; critical reading/thinking/questioning; cogent expository writing; explicit citations of hypotheses and evidence; summarizing, categorizing, and synthesis skills; and use of technology for discernment of research and real-life applications.

In order to culminate, we intend to implement a requirement for completion of a college and career ready curriculum 8th Grade culminating Project which is interdisciplinary in nature. Student completion of this requirements will require multiple, smaller scale "practice projects" as well as the development of objective criteria and analytic rubrics to evaluate students. In this way, we aim to use PSC autonomy to provide additional opportunities for students to shape how they demonstrate their own learning thus increasing student accountability and addressing the California Standard for the Teaching Profession on ensuring "student autonomy, interaction, and choice."

2b(ii): Curriculum Development To implement our instructional plan, there is a defined set of areas where new curricula will need to be developed.   Key among these is the creation of a curriculum for an Advisory Period which will meet three times per week. We believe that without the steadying influence of an engaged adult, middle school students who are already struggling with the challenges of puberty are much more likely to tune out and drop out.

In conjunction with our school's organization into grade level, interdisciplinary teams capable of ensuring that every student is known and receives a personalized middle school educational experience, the Advisory Period will function as set-aside time for on-going personalization between students and a faculty advocate.   The advisory will be organized as grade level groupings (6-8) with the assigned Advisor drawn from the ranks of all certificated staff – teachers, counselors, coordinators and administrators -- to reduce the adult: student ratio to no more than 15:1 serving as advocates for students. Each student will receive guidance and mentoring to tailor their academic program via an Individual Learning Plan (ILP; Appendix A) from a designated advisor. The assigned Advisor will "loop" or stay with the students throughout their middle school experience.

One explicit focus of the Advisory is set-aside time for academic intervention. The Advisory will provide much needed scaffolding and support for students in our struggling socioeconomic demographic. Advisory time will be devoted to structured academic intervention and academic enrichment tied to standards-aligned benchmarks. Students identified as in need of "strategic" and "intensive" intervention will work with their Advisor on addressing their ILP. Students performing at or above grade level will use this time during Advisory to focus on study and

organizational skills drawn from the AVID curricula. We intend this time to also include exposure of students to an 8th grade Culminating Project.

A second purpose of Advisory is offering the students emotional support through contact with a supportive adult at the school, as well as a built-in peer group   A portion of the Advisory curriculum will be organized as modules that provide ideas for classroom activities tied to the 40 Developmental Assets[3] and the Second Step curriculum on character development and positive behavior support.

Additionally, the Advisory period will be time for students to work on portfolios, projects, and/or preparation for Student-led conferencing. As Clay Middle School fully implements the 8th grade culminating project, there may be reason to extend the number of Advisory meetings or the minutes in the Advisory period.

Developing the Advisory curriculum, with oversight by the Instructional Specialist, will be a priority in Spring and Summer 2011 in order to position Clay Middle School for implementation in PSC Year 1 (2011-12). The Instructional Specialist, with curriculum development experience at two middle schools, will guide professional development time to this task as well as provide opportunities for staff to investigate existing curricula.

Another area of curriculum development hinges on the design of project-based lessons with thematic and/or interdisciplinary flavor. This is difficult and time-consuming work that requires an in-depth commitment to collaborative teaching. The experiences of teaching in one district highlight these lessons and are worth quoting at length:

> *"We were pretty sure this rigid curriculum framework would spell the end of our interdisciplinary units, but once we rolled up our sleeves and started working on the state documents [standards], we found the opposite was true. Not only could we continue to create these units, we could improve them. Ironically, the inflexible curriculum helped us see the wisdom of making our lessons even more tightly focused and connected...we could no longer hide behind 'fluffy' activities with vague intentions. If we wanted to successfully address our individual class requirements while also showing students how the ideas from one course applied to others, we had to truly understand these connections ourselves. So we immersed ourselves in intensive curriculum mapping, looking for opportunities to build bridges from subject to subject. The process pushed us to think hard about which concepts to connect and when...Interdisciplinary units are not easy to plan or to teach. There is no question that all our lives would have been simpler if we*

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[3] The 40 Developmental Assets are building blocks of healthy development that help young children grow up healthy, caring, and responsible. External assets emanate from family, parents, and community in the areas of Support, Empowerment, Boundaries/Expectations, and Constructive Use of Time. Internal assets include Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. For more information see www.search-institute.org

had just bent to state and district requirements and taught the curriculum in a lock-step sequence. We wouldn't have had to work so hard to find extra materials, create connections, or change our plans because a colleague suggested a better approach. But then we would have lost a valuable asset: our students' interest."[4]

Due to the in-depth nature of the task, the timeline for developing PBL lesson units will occur over a longer period of time. We will begin the curriculum development process in 2011-12 but will likely not have a set of defined curricula until the end of Year 2 (2012-13). To also support PBL, Clay intends to move toward block scheduling to allow extended learning time as well as more opportunities for student interactions and cooperative learning. However, we do not believe that block scheduling is feasible at this time as it requires both planning and professional development.

Lastly, we anticipate devoting time and resources toward the development of curricula for academic intervention courses targeting English/Language Arts and Mathematics. While many curricular programs exist, we plan to conduct an in-depth analysis of these programs and to tailor the curriculum to meet the specific learning needs of our diverse student population. Our aim is to focus on Tier 1 of Response to Instruction and Intervention (RtI[2]) in Year 1 (2011-12), ensuring that every student receive differentiated in-class interventions (see "Addressing the Needs of All Students" section below). Beginning in Year 2 (2012-13) and beyond, Clay Middle School will focus on the refinement of Tier 2 (strategic) and Tier 3 (intensive) interventions for struggling students.

2c: Addressing the needs of all students The analyses of student achievement data, observations of classroom instruction, and other needs assessment activities indicate a need for more scaffolding and differentiation of instruction that provides multiple approaches to content, process and product through student-centered pedagogical techniques and strategies. On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the students are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching. A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. Concretely, teachers do this by differentiating content (what), process (how), and product (evaluation) in their classrooms. [5]

Clay Middle School is committed to providing consistent access for all students to standards-

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[4] Wild, Monique D, et. al., "Collaborative Teaching: The Best Response to a Rigid Curriculum," *Education Week*, May 21, 2008.

[5] Tomlinson, C. (2001) *How to Differentiate in Mixed Ability Classrooms*. Alexandria, VA: ASCD. See also Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Contents and Kids,* Alexandria, VA: ASCD.

based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, English language proficiency, gifted and talented, socio-cultural influences and possible learning disabilities. The six key instructional strategies (see Instructional Strategies below) include commitment to providing in-class differentiation that meet the needs of ALL students.

Another key aspect of addressing the needs of all students at Clay Middle School will center on ensuring consistent implementation of Culturally Relevant and Responsive Education (CRRE). Research refers to CRRE as theoretical educational framework that attempts to confront the reality that teachers will continue to come into contact with students whose cultural, ethnic, linguistic, racial, and social class backgrounds differ from their own. Specifically, all teachers must be able to construct pedagogical practices that have relevance and meaning to students' social and cultural realities in order to integrate the cultures of different racial and ethnic groups into the overall academic program. As an Academic English Mastery Program (AEMP) school, the central elements[6] of CRRE that will inform the refinement of the instructional program at Clay Middle School include:

- *Communication of High Expectations*. Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations will be consistently communicated based upon genuine respect and belief in student capability.
- *Cultural Sensitivity*. Gaining knowledge of the cultures and languages represented in their classrooms and translate this into instructional practice. Teachers will harness diversity for intellectual exploration by "bridging" learning experiences so that students "choose" academic excellence.
- *Culturally Mediated Instruction*. Ensuring that students develop and/or maintain cultural competence through connection to community, national, and global identities. Instruction will be characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content.
- *Reshaping the Curriculum*. Providing students with experiences that showcase academic success by legitimizing students' real-life experiences as part of the official curriculum.
- *Active Teaching Methods*. Believing that the co-construction of knowledge is the foundation of the teacher-student relationship. Instruction will engage students in active roles in crafting curriculum and developing learning activities.
- *Small Group Instruction*. Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- *Teacher as Facilitator of Dialogue*. Developing students' critical thinking skills through reflective discussions and learning experiences that challenge the status quo (i.e., to

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[6] For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org). For the research and theoretical foundation of these approaches see for example, Gloria Ladson Billings (1994) in *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey Bass Publishers and "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy" (1995) in *Theory Into Practice* (34:3), pp. 159-165. Another good reference is Tyrone C. Howard, "Culturally relevant pedagogy: ingredients for critical teacher reflection," in *Theory Into Practice* (Summer 2003)

critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).

- *Student Controlled Classroom Discourse*. Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

In addition, Clay Middle School believes that it is essential to provide quality student support services and early academic interventions to bolster student preparation and performance. Students who fail classes early in middle grades but receive help to get back on track are much more likely to be successful in high school. Students not adequately prepared in middle grades for core high school subjects such as Mathematics and English/Language Arts in 9th grade have difficulty catching up on college-readiness requirements. Therefore, it is imperative to evaluate and monitor the progress of students on an ongoing basis, particularly in critical subjects such as Algebra and English Language Arts in the 6th to 8th grades. Clay Middle School will offer timely, descriptive feedback and intervention strategies in communication with students and their parents, to improve student performance.

Towards this end, Clay Middle School will implement a comprehensive Response to Instruction and Intervention (RtI^2) to meet the needs of all students. The school is currently involved in professional development on RtI^2 offered through LAUSD Local District 8. (Appendix B) RtI^2 is an integrated 3-tiered pyramid process that provides good, quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. It also clearly defines the entry and exit criteria for these academic and other intervention services. This ensures that every student receives a quality, standards-based instruction in all content areas that enable all students to graduate college prepared and career ready. The intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

Tier 1 of RtI^2 functions as the instructional program that all students receive. Differentiation will occur through modifications to how content is taught and accessed, as well as through use of resources in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement learning centers, employ questioning strategies, allow for independent study, and to preview, review, re-teach.

Tier 2 will include the set of strategic interventions for targeted groups of students who need accelerated intervention and access to the core curriculum (e.g. Read 180 and Math Tutorial classes). Strategic intervention will be for 10%-15% of students that need more intensive (time and focus) instruction aligned to students' instructional needs based on data from multiple measures.

Tier 3, or "Intensive Intervention, will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. These services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have additional

opportunities to succeed and excel. Tier 3 will include use of curricula, pedagogy, or instruction that differs from Tiers 1 and 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. To serve this end, progress monitoring at Tier 3 will be more frequent, thus allowing for the adjustment of curricula and instruction/intervention specifically designed for individual academic deficits. .

In designing intervention in Tier 2 and Tier 3, Clay Middle School will draw on the existing Coordination of Services Team (COST) structure that connects referred students to outside service providers, as well as the Student Success Team (SST) which focuses on addressing persistent learning difficulties for targeted students. Subject area teachers, intervention teachers, and parents will meet to augment and monitor Individual Learning Plans (ILPs) for all students referred to Tier 2 or Tier 3. ILPs are a critical component of the Advisory Period and the Advisory teacher will regularly revisit identified students' ILPs which will also be used to assess progress within interventions.

2d: Instructional Strategies Before addressing the specific, research-based instructional strategies that will be used school-wide by Clay Middle School, it is appropriate to provide a context for common lesson design that will inform the selection and use of these strategies.   The school is currently engaging teams of teachers (whether grouped by course-level or interdisciplinary) in collaborative lesson planning as Professional Learning Communities or PLCs (see Professional Development section for additional information).

As part of PSC implementation, Clay Middle School teachers will continue to develop common lessons. Moving forward, Clay Middle School will focus on refining lesson planning by adopting a template that incorporates elements of Understanding by Design[7], Specially Designed Academic Instruction in English (SDAIE), and Madeline Hunter's lesson plan template. (Appendix C)

Specifically, the Clay Middle School lesson plan template will be divided into sections for Lesson Overview and Lesson Delivery. The Lesson Overview section will include the following elements:

- Framework Big Idea/Key Inquiry for Lesson: Provide a clear link to the content standards and show sequencing of standards (i.e., transfer and development of learning over time)
- Content standard(s) to be incorporated into the lesson
- Objective/SWBAT (Students Will Be Able To) that identifies the standard or a component of the standard in language that is accessible to students
- Language Objective that describes the language (oral or written required to complete the classroom assignment, participate in classroom discussions, and reflect the ELD level of the students while addressing the grade-level content standard).
- Concrete Materials that identifies the visuals, manipulatives, realia used to facilitate engagement with content and help make it comprehensible

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[7] Wiggins, Grant and McTighe, Jay. (2005). *Understanding by Design*. Expanded 2nd Edition. Alexandria, VA: ASCD.

- Instructional Strategies identifies which of the research-based strategies will be utilized (Access to Core, SDAIE, AVID, Reciprocal Teaching, WAC, PBL)

The Lesson Plan will include the following components:
- Anticipatory Set to hook and engage students – "I [the teacher] set it up."
- Direct Instruction, Modeling, and Demonstration (Structured Practice) – "I [the teacher] do it."
- Facilitation and Guided Practice to lead students step-by-step, clarifying, and using concrete representations of learning – "We [the class] do it together."
- Structuring Collaborative Practice to monitor and provide corrective feedback – "You [the students] do it together."
- Independent Practice – "You [the student] do it alone"
- Closure and Wrap-Up – "We [the class] reflect on what has been learned."

It is our belief that the components of lesson planning described above will impart a common foundation that can assist teachers in moving toward in-depth PLC-style collaboration. The template is not intended to be a "cookbook" or a compliance exercise. Instead, we envision the template as providing a basis for common understandings of teaching practices and shared definitions of high-quality classroom teaching and student learning aligned to Tier 1 of RtI[2].

In developing these common lessons, Clay Middle School will adopt a set of key, research-based instructional strategies for school-wide implementation. Based on an analysis of achievement data, it is clear that many of our students have moderate to severe learning gaps, which complicate the delivery of rigorous, grade level instruction tied to the California content standards. Put another way, the "typical" Clay Middle School student needs additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. As such, the Clay Middle School Design Team has come to consensus on the following research-based instructional strategies that support such an approach and, therefore, will form the basis of instructional delivery across content areas and grade level teams:

1. **Access to Core Strategies** are culturally relevant and linguistically responsive research-based instructional methodologies that support language acquisition and learning for Standard English Learners through providing avenues for students to understand and use academic language, participate in cooperative grouping activities , use graphic organizer to make meaning out of information presented, actively engage students in instructional conversations to deepen their understanding of concepts, and enable students to compare and contrast information for synthesis, analysis, and evaluative purposes.
2. **Specially Designed Academic Instruction in English (SDAIE)** is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities, cooperative learning activities[8], comprehensible input including use of

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[8] Cooperative learning is a research-based instructional strategy ranked sixth of nine key strategies overall. See Marzano, R. J.. Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based*

graphic organizers and other non-linguistic representations[9] to categorize and organize learning, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

3. **Advancement Via Individual Determination (AVID)** is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. **WICR** — writing, inquiry, collaboration, and reading — forms the basis of the AVID curriculum. It gives students the skills they need to succeed in college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars[10] to stimulate higher-level thinking and meta-cognition. AVID also focuses on improving students' study skills (e.g., time management, note-taking, and generation of good questions for interactive classroom discussions). AVID will be infused across the curriculum for all students rather than concentrated among a small group of "AVID" students.

4. **Reciprocal Teaching** is an instructional technique, which applies a problem-solving heuristic to the process of reading comprehension, thereby promoting thinking while reading across the curriculum. It provides students with four discrete and specific reading strategies that are actively and consciously used as texts are processed. These reading strategies are Clarifying, Predicting, Questioning, and Summarizing. All of this takes place within the context of small-group collaborative investigation, which is maintained, monitored, and scaffolded by the teacher.

5. **Writing Across the Curriculum (WAC)** is a strategy for having students practice writing in a variety of contexts based on the following principles: a) Writing promotes learning; b) Integration of writing and the writing process promotes student participation, a diversity of student voices, and engage students as critical thinkers while promoting their texts as important resources and thinking tools; c) Effective writing instruction integrates subject area disciplines; d) The opportunity to write in every class develops good writers; e) Using writing as part of instruction can be used in every classroom; and f) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

Strategies for Increasing Student Achievement. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

[9] Non-linguistic representations are a research-based instructional strategies in and of themselves, ranked fifth of nine key strategies overall. For example, Thinking Maps are distinct graphic organizers used to scaffold instruction for students in eight fundamental thinking processes to enable students to organize their thinking and are typically used in conjunction with collaborative learning groups to facilitate brain-storming, pre-writing, and other learning activities. See Marzano, R. J.. Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement.* Alexandria, VA: ASCD. Non-linguistic representations rank higher (second of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

[10] Socratic seminar is a method of teaching that engages students in intellectual discussion by responding to questions with questions, instead of answers. This method encourages the students to think for themselves rather than being told what to think. Open-ended questions allow the students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.

6. **Project-based learning (PBL)** is an approach for classroom activity that emphasizes learning activities that are long-term and student-centered. Within the PBL framework students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching. In sum PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.[11] PBL also provides the basis for students to develop the "soft skills" of the 21st Century in the areas of 1) Information, Media and Technology; 2) Life and Career Skills; and 3) Learning and Innovation.

ALL students at Clay Middle School will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common "toolkit" for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students matriculating to high school with the academic foundation necessary to graduate from high school college prepared and career ready.

2e: Early Care and Education Not Applicable

3: School Culture and Climate

Clay Middle School embraces a diverse cultural, multiethnic experience for our students, parents, teachers and staff, and community members. Our vision is based on high academic expectations for both teachers and students; collaboration and mutual respect among our stakeholders; providing a safe and nurturing environment; and extensive involvement with our local community. As a school facing the challenges of working with students from economically disadvantaged families, and in a neighborhood that experiences high rates of transiency we are committed to becoming a center of culture and education that provides an anchor for the community.

3a: Description of School Culture Using the Safe and Civil Schools model, the Clay School PRIDE Committee will support a collaborative environment where teachers and students interact with each other to develop protocols and procedures that build trust, promote order, assure safety, and support the growth of knowledge. The changes we intend to make align with the California Department of Education's 12 Recommendations for Middle School Success (TSC-II).

Two interrelated concepts underpin the culture that we envision for Clay MS: 1) collaboration at all levels is intrinsic to the "way we do business" and 2) in order to thrive and maximize their potential, our students will experience a more personalized learning environment. Each is

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[11] Definition taken from Buck Institute for Education. See www. pbl-online.org

discussed in more detail below:

1) Collaborative environment in which accountability for student success is shared by all stakeholders and leadership is distributed among stakeholder groups. Collaboration at every level will be embedded into daily school life for students, teachers and staff, administrators, community partners and involved parents and community members, encompassing both formal collaborative structures (e.g., Professional Learning Communities, governance councils) and multiple opportunities for stakeholders to build relationships through less formal interaction (e.g., breakfasts with principal, teacher/parent potlucks, etc.). Successful collaboration is predicated upon the development of relationships that are mutually beneficial, genuine and caring and that reinforce that every community member is a valued partner in the school's success, with the collective whole exponentially stronger than its individual components.

2) In order to thrive and meet their potential, students will experience a personalized learning environment focused on the whole child that sets and continuously reinforces high expectations. Clay Middle School will implement an Advisory Period that meets three times a week.   In this Advisory Period, every student will have an advocate through their identified certificated advisor who will be responsible for tracking the academic progress of no more than 20 students as part of each students' Individual Learning Plan (ILP). Advisors will regularly review assessment results from all courses and monitor student behavior, attendance and participation in recommended interventions and extracurricular activities to ensure that no student falls through the cracks.

To demonstrate the critical importance we place on setting high expectations, the School Leadership Council will define the term in the context of Clay Middle School and develop a set of criteria for determining if that culture is being created effectively. The literature on resiliency confirms that setting high expectations is a key protective factor that helps youth from disadvantaged backgrounds overcome the odds. (Garbarino et al., 1992; Werner, 1990).

Rigor is a fundamental reflection of the expectations we set for students; as we consider revisions to curriculum components both rigor and relevance will be key criteria. Beyond the curriculum, the tone set in the daily interactions that teachers and other adults have with students is critical. Successful youth identify being respected and having their strengths and abilities recognized as motivating factors (McLaughlin et al., 1994; Mehan et al., 1994). At the beginning of each school year, each PLC will identify how the instructional strategies will be employed in their Teams to continuously reinforce high expectations.

3b: Student Support and Success In addition to the Advisory teacher, students will be supported by their Grade-Level Counselors, Grade-Level Administrators, and out of classroom support including a Dean, Nurse, School Psychologist, PSA Counselor, and Safe Schools/Healthy Students Wellness Facilitator (Appendix D).

Students will have opportunities for academic support before and after school with tutoring in core subjects, homework help, Supplemental Educational Services (SES) which provides individual support to students who qualify at home or other off-campus venues, Beyond the Bell

programs on campus, as well as standard intervention classes and the Advisory Period during the school day.

Successful students at Clay Middle School will demonstrate strong oral presentation skills through mastery of Student Led Conferences, maintain a GPA of 2.5 or better and have no more than 3 unsatisfactory marks in Work Habits or Cooperation in any semester. They will maintain a 96% or better attendance rate with fewer than 6 unexcused Tardy notices per semester.

3c: Social and Emotional Needs Students will be supported by the Coordination of Services Team (COST) which consists of Grade-Level Counselors, the School Psychologist, the School Nurse, the PSA Counselor and the Wellness Facilitator. This team meets on a regular basis to discuss and match student needs to on- and off-site services as coordinated by our Wellness Facilitator who is funded by the Safe Schools/Health Students grant. In addition, the Wellness Facilitator manages, monitors and communicates (e.g. monthly newsletter, webpage) about all services identified through COST. The nutritional needs of students will continue to be met through the LAUSD Food Services Branch meal program.

Clay Middle School will continue to implement the School-wide Positive Behavior Support Program and the Safe and Civil Schools Program though the PRIDE Committee (composed of an Assistant Principal, Wellness Facilitator, classroom teachers, Counselor, Dean, Parent Representative, and students) which reports to School Leadership Council. These proactive, positive and systematic approaches to classroom and campus management support academic achievement for all students using focused and specific pre-determined in-class strategies.

3d: College and Career Readiness Our intensive focus on college readiness aligns with one of the three key recommendations found in the United Way of Greater Los Angeles' 1998 report: Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce. In that report, they recommend that schools prepare middle grades youth for college and the high-paying jobs and careers of the 21st century by giving students the academic foundation for future success. A centerpiece in our College-Readiness focus is the AVID (Advancement Via Individual Determination) program. An AVID Coordinator will provide targeted college preparedness support through the AVID program, and career planning, mentorship, and peer leadership opportunities will be integrated into every aspect of our students' middle school years.

As Clay Middle School's mission and vision statements reflect, it is our expectation that students will attend college or some other form of post-secondary education and it is our responsibility to prepare them both for high school and for post-secondary careers. As we refine the school's curriculum, part of the task will be to make the connections between classroom learning and future careers more explicit, so that education will have more relevance to our students. The need to create a college-going culture at Clay MS is particularly critical given our almost exclusively minority, low-income student population. A great majority of our students will be the first in their families to attend college. National and statewide data on college achievement indicate that Latinos lag behind other ethnic groups. According to a 2002 study by the Pew Hispanic Center entitled Latinos in Higher Education: Many Enroll, Too Few Graduate, only 16 percent of Latino

and 21 percent of African American high school graduates obtain a college degree, compared to 37 percent of Caucasians.

Clay Middle School will engage students, parents, the school and greater community to generate and sustain a college-bound culture that systematically targets every aspect of a student's middle school career. Clay Middle School will formalize through the Advisory Period an Individual Learning Plan (ILP) with each student and family that stipulates what is expected of both the student and parent/guardian during the middle and high school years and beyond, as well as what Clay MS will provide.

The community school model we envision engages the entire community to increase high school graduation and college access, using a four-pronged approach: 1) Academic Support & Enrichment: activities that provide high quality, academically rigorous, experiential-based learning activities and tutoring in Math, Science, and Literacy; 2) Parent Engagement: activities designed for parents to enhance and increase their rate of involvement in their child's education, and to teach parents their child's postsecondary options, and how to navigate the education system in the decision-making process; 3) School, District, and Community Relationships: we believes that strong school, District, and community relationships are vital in order to catalyze systemic change in education. We aim to sustain these relationships, as well as develop new ones; and, 4) College Awareness, Access, and Scholarships: activities that are designed to expose and teach middle school youth and their families about their postsecondary options, to inspire and support them to achieve their postsecondary goals, and to support them financially in college. College and career-related activities will include workshops for students and parents on A-G requirements, the demands of high school and navigating the higher education system; field trips to nearby college campuses and local venues and virtual tours to explore potential careers; community outreach articulation activities with nearby community colleges and universities; monthly "College Days" where teachers and school staff discuss their college experiences with students, and staff and students are encouraged to wear college gear.

3e: Parental Involvement Parent involvement will be sought at every opportunity including, but not limited to: visiting their students' classes, becoming school volunteers, becoming parent representatives on advisory or leadership councils, and providing input through surveys. All parents and students will be provided with a Parent Involvement Policy and Parent/Student Compact.

The Parent Center, staffed by a Community Representative, provides the organization and support for all parent/community activities. It provides a welcoming, dynamic environment that attracts community members to our campus to provide positive support to our educational program; in essence, a cultural center within our neighborhood, driven by all stakeholders and focused on aligning and linking resources for children and families.

Clay Middle School will follow the seven keys to successful school, family and community partnerships by Joyce Epstein: Parenting, Communicating, Volunteering, Parent Involvement, Learning at Home, Decision Making, and Collaborating with the Community.   We will provide workshops in Parenting, Anger Management, College Preparedness, ESL and Computer classes.

Clay Middle School will pursue partnerships with organizations like the Parent Institute for Quality Education (PIQE). Programs such as these provide parents a series of workshops that focus on parents' understanding of the adolescent and how to motivate their student to succeed at school and plan for college or career readiness. Our Parent Advisory Committees, CEAC and ELAC, will meet in the Parent Center on a regular basis.

3f: School Calendar/Schedule Clay Middle School will operate on the traditional school calendar that is established by the LAUSD. Clay Middle School will implement a new Bell Schedule, reflecting an Advisory Period which will meet 3 times per week. (Appendix E) In addition, the schedule will reflect weekly professional development on Tuesdays and weekly time for PLCs to meet on Thursdays.   Per the Elect to Work Agreement (See Section 5: Professional Culture), certificated personnel will work a minimum 7-hour on-site day in order to provide time to work with students outside of the school day (e.g. tutoring) and to provide time for professional development and collaboration with colleagues .

3f(i): Autonomy Clay Middle School is committed to innovative practices that transform the school culture by building collaborative partnerships between students and adults to enhance student achievement. An Advisory Period will be implemented to facilitate personalization and provide opportunities for an adult to review students' academic progress through the regular review of each students' Individual Learning Plan (ILP). Clay staff will create an Advisory curriculum that incorporate ILPs, character development and Project-Based Learning. Making use of autonomy in funding, students will be partnered with adults through grade level counselors, grade level administrators and school-wide support from the Dean, Nurse, School Psychologist, PSA Counselor and Wellness Facilitator.

Additionally, Clay Middle School will refine its course-level and interdisciplinary Professional Learning Communities (PLCs). Autonomy in school culture and climate will ensure that there are substantial opportunities to adults to collaborate with their PLCs through weekly Common Planning Time.

3g: Policies Not Applicable

4: Assessments and School-wide Data

4a: Assessment Philosophy Clay Middle School is committed to "data-driven" accountability, which transforms analyses of data from reports (e.g. MyData) into true information that drives concrete actions for continuous program improvement. The-research on comprehensive school reform is replete with the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results. Clay understands the "high stakes" metrics, which form the basis of State and Federal school accountability. We will expand the notion of "data" to include performance-based measures, structured analysis of student work against standards-based rubrics, as well as observational data from regular classroom observations of instructional delivery tied to the six key research-based instructional strategies that will be infused school-wide. Clay Middle School

aims to build a sustainable system for accountability, which is objective and data-driven, and incorporates both growth and attainment.

The foundation of our assessment philosophy is the need to move from assessment OF learning to assessment FOR learning.[12] We believe that the overriding purposes of assessment are 1) to gather evidence to inform instructional decisions and 2) to motivate students' behavior toward increased academic achievement.   With criterion-based standards and assessment, the goal is for ALL students to demonstrate mastery on these rigorous standards.

Moving to assessment FOR learning means an innovative shift in the paradigm of assessment. In particular, educators at Clay Middle School will clearly understand the standards to be mastered; deconstruct this understanding into enabling achievement targets; share learning targets with student via ILPs in Advisory periods and through interdisciplinary teams; create high-quality assessments of learning targets through supplemental materials such as textbook resources, CST release questions, and Core K-12 Progress Monitoring tools; and use assessments to track student progress over time, to improve the quality of teaching and the extent to which assessment data motivates learning.

Clay Middle School is guided by Popham's definition of formative assessment as "a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics."[13] Therefore, our assessment philosophy can be summarized as assessment that is: a) deliberately planned; b) evidence- and outcome-based; c) capable of immediate use by teachers in the classroom; and d) shared with students (and parents) so they understand and use information on their progress to change their own classroom and academic behaviors.

Clay Middle School's assessment philosophy will be student-centered, providing multiple opportunities for students to showcase their knowledge/skills. The implementation of Clay Middle School's assessment philosophy will focus on consistent implementation of common assessments; common grading policies; inclusion of assessment of writing skills *across the curriculum*; and differentiated assessment that measures both attainment and growth.

4b: Autonomy Clay Middle School will ensure ongoing use of data and assessment to guide and modify classroom and school decisions, ensuring a cycle of continuous improvement. The school will develop common formative assessments in each subject area based on a shared test bank of items to guide and modify instructional planning.

Additionally the school will develop performance-based assessments tied to project-based learning. While multiple choice tests such as the CST and Periodic Assessments provide data on *breadth* of subject matter, they do not adequately measure depth of knowledge, complexity of

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[12] Stiggins, R. (2005). "Assessment FOR Learning: Building a Culture of Confident Learners," in *On Common Ground: the Power of Professional Learning Communities*, Eds. Richard DuFour, Robert Eaker, and Rebecca DuFour. Bloomington, IN: National Education Service.

[13] Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD

thinking, cumulative knowledge, or provide students with opportunities to select how they will demonstrate mastery.   The goal is to develop a set of holistic and analytic rubrics to objectively set criteria for performance-based assessments of subject area and interdisciplinary project, including an 8th Grade Project (and mini-projects at grades 6 and 7).   This culminating assessment is a performance-based presentation of student learning capable of measuring the following competencies: oral presentation skills; critical reading/thinking/questioning; cogent expository writing; explicit citations of hypotheses and evidence; summarizing; categorizing, and synthesis skills; and use of technology for research and real-life applications

4c: Student Assessment Plan Informal assessment via deliberate, structured teacher questioning will be the first-level of assessment in the classroom. Teachers will use questioning, Socratic Seminar, and other techniques to move students higher on Bloom's Taxonomy and Costa's level of questioning to demonstrate critical thinking and problem-solving. Throughout, efforts will focus on expanding the teacher repertoire of what checking for understanding means to arrive at common expectations for both formal and informal assessment based on multiple measures of achievement.

All formative and summative assessments will be aligned to the State standards. It is the responsibility of all teachers to ensure that assessments are directly aligned and used for the benefit of student success, as measured by multiple measures. In particular, the blueprints from the CST and CELDT will be used to guide instructional pacing and delivery.   In addition, Clay Middle School will continue to use the Secondary Periodic Assessments as a formative measure of student progress in English/Language Arts, Mathematics, Science, and History/Social Studies.

In using item analysis of formative assessments to pinpoint key standards where students have struggled to achieve standards mastery, Clay Middle School will provide additional time for teacher collaboration (see Section 5 on Professional Development) for data analysis and collaborative discussion on use of data for informing best first instruction based on thorough examination of CST assessment blueprints to guide strategic sequencing of standards; shaping lesson planning aimed at re-teaching key concepts/standards where students continue to struggle and/or any lingering misconceptions and errors; and making inferences about most effective instructional strategies for additional replication and systematic implementation.

Clay Middle School will develop standards-based rubrics for student assignments, as well as performance-based assessments to assess culminating projects and portfolios of student work. These formative assessments, to be scored collaboratively, will provide a more frequent measure of student progress that can be used for targeted re-teaching and spiraling of key standards. Similarly, the Cycle of Inquiry at the heart of our Professional Learning Communities (PLC) model for teacher collaboration and professional development will include structured analysis of student work using agreed upon protocols.

Clay Middle School staff understands that "counseling and guidance" is a responsibility of every adult. In terms of assessment, every student will have an Individual Learning Plan (ILP) that is completed during the Advisory period.   For students identified as needing Tier 2(strategic) or

Tier 3 (intensive) intervention under RtI[2], the ILP will outline the student learning needs/gaps that must be addressed, along with progress monitoring at regular intervals.

4d: Assessment Development   Clay Middle School's implementation of Project-based Learning requires the development of performance-based assessments (e.g., oral and multi-media presentations) that measure what and how students are demonstrating mastery of standards. All formative assessments will conform to the key principles of assessment – validity, reliability, equity, and feasibility.

The practice of assessment FOR learning depends on a high level of professional judgment on the part of teachers. The PLC model will provide a non-threatening vehicle or forum for teachers to collaboratively discuss strengths and weaknesses of instructional delivery and the effectiveness of instructional adjustments based on formative assessment data. The course-level and interdisciplinary PLCs at Clay will create and use common formative assessments to:
- Identify curricular areas that need attention and design a common approach/lesson.
- Help each team member clarify strengths and weaknesses of his/her teaching and learn from one another.
- Identify students who are not mastering intended standards and need timely and systematic interventions following teaching.

Clay Middle School will continue to utilize Periodic Assessments from the District, and we will refine and strengthen existing use of teacher-developed formative assessments called the Continuous Cycle of Improvement (CCI) in PSC Year 1 (2011– 2012).   These are true "formative" assessments capable of providing a measure of student mastery of standards on a weekly basis.   These CCI assessments, created by course-level PLCs with oversight provided by Instructional Coaches and the Instructional Specialist who report to the Principal and the Instructional Leadership Team, will be used to focus teacher collaboration by department/course so that there are frequent, smaller scale assessments for instructional differentiation.   Clay Middle School intends to take advantage of new features of the district's Core K-12 tool to refine current CCI assessments, which allow test creation to targeted standards/strands, as well as more strategic use of item analysis possibilities. The Clay Middle School Instructional Coaches and Instructional Specialist receive District and local district training on use of such tools at regularly scheduled meetings.

4e: Data Collection and Monitoring Clay Middle School is committed to building an outcomes-based school culture based on holistic assessment (diagnostic, benchmark, summative, etc.) disaggregated by standards/skills and student subgroups.   Clay Middle School will be data-driven to set achievement goals for subject area/course, inform individual students about learning gaps, measurable progress, and to identify effective instructional practices.

Three key premises will guide data collection and monitoring at Clay Middle School:
1. There must be provision of a user-friendly set of formative, diagnostic, and progress monitoring assessments that reflect the standards and curriculum.

2. Data systems must be both useful and used to track student achievement and to inform key decisions. Staff must have access to the data that are most needed and useful and receive training about data use and data systems as needed.
3. School leaders, teachers, and students must discuss assessment results openly and honestly in large-group, small-group, and individual meetings.

Clay Middle School will utilize its Instructional Leadership Team as the Data Team, with membership representative of department chairs, coordinators, instructional coaches and administrators. The Data Team will be responsible for reviewing all key indicators of school performance and student achievement and transforming the "data" into "information" that is most meaningful and relevant in guiding teacher collaboration so that data is used to identify areas for school-wide improvement; set goals for selected (targeted) students; develop strategies to help these students reach achievement goals; follow up on progress of targeted students; and determine the professional development needs of individual teachers, or of all teachers in a subject area.

The Instructional Leadership Team/Data Team will meet on a bi-monthly basis to review both formative and summative indicators of achievement; plan and coordinate the dissemination of data to PLCs and develop school-wide data analysis protocol to assist PLCs in using data to guide and modify classroom teaching and learning

All teachers will also be expected to use My Data to understand each student's data profile – past achievement, English Learner status, etc. - so that they can authentically differentiate instruction and personalize the delivery of instruction. This data will be the foundation of adult: student interactions in the Advisory Period where staff will be expected to compile and track their students' attendance levels, course grades, behavioral incidents, and progress on ILP goals.

The data gleamed from multiple assessments will be used to guide instruction. It will be the responsibility of the course-level PLCs, with the help of the school's Data Team, to reassess teaching methods or assessments for the improvement of the students during weekly Common Planning Time. When areas of weakness are identified, professional development will be used to help guide the further instruction of the students including curriculum adjustments and the use of differentiation and scaffolding.

Data will be the starting point for reflecting on what students have learned, not merely what has been taught. Adults will be held accountable for and take responsibility for improved student outcomes. Moreover, teachers will be expected to analyze individual student data before coming together for structured collaboration so this time is focused on devising collective, strategic *responses* to student learning needs based on data.

4f: Graduation Requirements Per LAUSD requirements, all Grade 8 students must pass all classes and have no more than 4 Unsatisfactory marks in Works Habits or Cooperation to matriculate to high school, college prepared and career ready. The Advisory Period will be a means to ensure that students are making progress in meeting all graduation requirements as part of the students' Individual Learning Plans (ILPs). In addition, Clay Middle School plans to

supplement these requirements with an 8th Grade Project which will function as a culminating assessment, with student exposure to smaller scale projects at grades 6 and 7.

5: Professional Development

5a: Professional Culture Clay Middle School is committed to establishing and nurturing a collegial and collaborative staff that are professionally accountable for student success. The professional culture will reflect an expectation of high student achievement based on clear, measurable goals for student success, aligned to clear academic standards continually modeled and supported by school leadership.

Staff collaboration will be organized as Professional Learning Communities (PLCs). The Instructional Leadership Team will ensure that PLCs are established for all subject areas and/or courses, as well as for grade level, interdisciplinary teams at the school. In shaping our professional culture, Clay Middle School embraces the three core tenets of PLCs:

1. PLCs are student-centered: staff focus on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves what students have learned, how student learning will be evaluated, what we will do when students struggle with learning, and what we will do once students have demonstrated mastery.
2. PLCs are deliberately collaborative: staff has regular, job-embedded time to plan common lessons, develop common assessments, discuss the students they share, etc. Collaboration is based on collective inquiry, action research, and experimentation, recognizing that group commitments to implement collective solutions to common problems provide a more productive way to improve student achievement.
3. PLCs are professionally accountable for outcomes and reflective: Staff "own" student success or failure, addressing the factors that are within our control. We also commit to using data to evaluate defined outcomes not merely intentions, and to ensure that data (broadly conceived) guides and modifies school-wide, team, and individual classroom decisions.

The professional culture of our school will center on focusing on common goals and structures that support collective inquiry, as well as modeling and coaching to create a shared commitment to excellence. Because Clay Middle School will function as a student-centered learning environment, educators must act as facilitators of student learning. For this reason, Clay Middle School is asking for teacher commitment in the form of an Elect To Work Agreement. (Appendix F)

In the professional culture we are intent upon establishing, we assert that staff must embody the following characteristics:
Commitment to Students
- Focus on student growth and advocacy, addressing student learning needs with flexibility and compassion
- Commitment to teaching young adults and addressing the unique developmental needs of middle school adolescents

- Acceptance that "counseling and guidance" is a responsibility of every adult employed at the school
- Willingness to adapt curriculum and instruction to meet the learning needs of Standard English Learners (SEL), English Learners (EL), and Students with Disabilities (SWD)
- Agreement that student learning needs supercede staff convenience, habits, or routines

Commitment to School Colleagues
- Adoption of a problem-solving rather than a "problem finding" mindset in making individual and collective decisions
- Commitment to transparency and authentic staff collaboration; making public what have heretofore been private instructional decisions
- Participation in peer observations, debrief, and discussions aimed at improving classroom instructional delivery
- A passion for one's own subject matter and ownership of one's own professional growth
- Active participation in school decision-making through membership in at least one school committee or governance forum
- Involvement in developing a truly innovative school that provides a distinctive, meaningful educational experience for all students

Commitment to Parents and Community
- Engaged partnering with parents and the larger community to educate the whole child
- Willingness to participate in and model "community connections"
- Participation in creating a learning environment that serves as a source of student and community pride

5b: Professional Development Professional development and teacher collaboration will be organized by the Instructional Leadership Team by both content/course PLCs by grade level, interdisciplinary teams of teachers that share the same students for core academic programming. These PLC structures will be supplemented by targeted school-wide professional development on key topics outlined below.

Subject area/course PLCs will meet twice monthly focused on building the capacity of staff to engage in "backwards mapping" to ensure that what is taught (curriculum maps) and assessed is tied to the key California content standards using research-based pedagogy. These PLCs will design common lessons by reaching consensus on matching key instructional strategies (Access to Core, SDAIE, AVID, Reciprocal Teaching WAC, and PBL; See Instructional Strategies in Section 2: Curriculum and Instruction) to lesson plan development, and then analyze the effectiveness of the application of common pedagogy on teaching practices and student learning. These PLCs will also focus on developing common formative assessments, reaching consensus on how to evaluate student performance and check for student understanding of underlying standards/concepts. Towards this end, teachers in subject area/course PLCs will administer and use data from common formative assessments to guide and modify teaching.

PLCs organized by interdisciplinary, grade level teams will meet at least once monthly focused on Response to Instruction and Intervention (RtI[2]). These collaborative teams of teachers will develop system for identification, referral, and service of students in need of "intensive" and

"strategic" interventions for pre- and re-teaching, discussing the needs of students that they share in common across subject areas.   In addition, the grade level team PLCs will function as the forum for collaboration on developing and refining the content of the Advisory Period offered weekly to all students. Professional development and teacher collaboration will address how to use the Advisory curriculum effectively, sharing best practices and experiences in personalizing the educational experience for students. In this way, professional development will enhance the capacity of all staff to translate "personalization" into a set of concrete actions that inform the adult: student interactions at the heart of the Advisory Period.

To supplement and complement the emphasis on PLCs, Clay Middle School will organize monthly school-wide professional development to address the following professional development priorities:

- Defining how to organize and operate as PLCs (e.g., core tenets, staff expectations, etc.).
- Developing shared understanding of how to teach the key instructional strategies (Access to Core, SDAIE, AVID, Reciprocal Teaching WAC, and PBL) in designing common lessons (see Instructional Strategies in Section 2 on Curriculum and Instruction).
- Developing an advisory period that provides staff with guidelines for personalization and intervention support.
- Understanding the framework and theory behind the move from Assessment OF Learning to Assessment FOR Learning, including guidelines for development of common formative and culminating, performance-based assessments (see Assessment and Data in Section 4).
- Achieving common expectations for progressive discipline, Positive Behavior Support, and appropriate classroom modifications.
- Defining staff expectations for RtI^2, particularly Tier 1, which defines instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards.

Building on the elements of effective middle schools[14], Clay Middle School professional development plans will focus on deep understanding of curriculum and assessment and on the development of our key instructional strategies that have proven effective in raising student achievement. In addition, Clay Middle School is participating in a partnership with the California League of Middle Schools that deliberately follows the elements of "Schools to Watch". Clay is excited to be part of this Leadership Matters Middle School Pilot (Appendix G) and anticipates expanding and refining school-wide professional development based on what we learn.

Clay Middle School is committed to the proposition that all professional development activities must be practice-oriented with structured follow-up activities. Through the on-going use of collaboration time to refine and revise common lessons, develop common formative assessments, and share instructional strategies and practices; collaborative teams will take solution-centered approaches to address student learning needs. Our Clay Middle School educators will value professional inquiry, reflection and problem solving by team members.

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[14] EdSource (2010) *Gaining Ground: Why Some Schools Do Better*.   Sacramento, CA.

Lastly, instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom. Progress will be reviewed by the Instructional Leadership Team with opportunities for modifications.

5c: Teacher Orientation Clay Middle School will focus on introducing and reinforcing the Professional Culture described above with new staff members. Given the type of innovative school we are developing and the specific staff characteristics that we feel are desirable, it will be necessary to acculturate new staff to our mission, vision, values, and goals. Clay Middle School will pair staff (whether new to the profession or new to the school) with a peer "buddy". Staff will be matched to a colleague who is in the same content area/course PLC whenever possible and/or same interdisciplinary team. Via peer mentoring, we aim to assist staff in becoming acquainted with the roles and expectations for PLC collaboration, as well as the school's conception on how to analyze and use data to guide instructional practices. The focus will be on ensuring that staff are supported, trained, and developed in relation to the six key instructional strategies, and to our comprehensive system of assessment and accountability.

Staff will need support and guidance in expanding their notions of "data" to include the formative and performance-based common assessments that will be constructed within PLCs. Most importantly, the professional development structure will reinforce the shared definition of best first instruction at the heart of our instructional program.. Our goal is to ensure that all staff understand that quality instruction that actively engages students is the best and most authentic preparation for the high-stakes assessment that comprise school accountability (see Performance Management section for a description of these).

5d: PD Calendar In order to provide adequate time for professional development to meet the array of foci described above, Clay Middle School will reallocate time from LAUSD's "banked" Professional Development and school-site minimum days.   Clay will utilize this time to provide 60 minutes every Tuesday for professional development and 60 minutes every Thursday for Common Planning Time to provide teacher collaboration between course-level and/or interdisciplinary PLCs.

Clay Middle School also proposes to provide 1-2 days of Lesson Study each semester for common lesson design for core academic departments, especially English and Math. Funding permitting, we plan to provide 2-3 days prior to the start of the school year for professional development. Lastly, our plan is to develop an "Elect to Work" agreement under the district's waiver process (see Implementation in Section 14). In this agreement, there will be an expectation that staff agree to extend the on-site work day by 30 minutes to participate in twice-weekly professional development and collaboration.

During the Spring and Summer of 2011, Clay Middle School will continue to focus on building the capacity of content/course and interdisciplinary, grade level PLCs around curriculum alignment, lesson plan development, and use of assessment data. In addition, Spring and Summer professional development will prioritize creation of an Advisory curriculum.

Below we have outlined a plan for Year 1 (2011-12) of PSC implementation, which outlines key topics and foci for the various forums for professional development and collaboration.

Professional Development Calendar, 2011-12

Month	Content Area/Course PLC	Interdisciplinary Grade Level Team PLC	School-wide Professional Development
August, 2011			Advisory Period Curriculum
September, 2011	RTI2 Problem Solving Phase and Refinement of Pacing Plans based on CST analysis	Personalization strategies and student goal-setting	Review of Summative Assessment Data RTI2 Problem Solving Phase based on data analysis
October, 2011	Creating common lesson plans	Individual Learning Plans	Common lesson plan templates
November, 2011	Implementation of common lesson plans	Implementation of CRRE, SDAIE and Access to Core instructional strategies	Block Scheduling
December, 2011	Analysis of common formative assessment data (RTI^2)	Block Scheduling	Block Scheduling
January, 2012	Creating common assessments	Infusing AVID instructional strategies	RTI^2 Problem Solving Process based on data analysis
February, 2012	Creating common lesson plans	RTI^2 Problem Solving Process	Revisiting Advisory Curriculum and Implementation
March, 2012	Data analysis of course grades, common assessments, and CST blueprints and prior data	Data analysis of course grades, attendance, and formative assessments	Reciprocal Teaching
April, 2012	Integrating Reciprocal Teaching into common lesson plans	Integrating Reciprocal Teaching	Writing Across the Curriculum
May, 2012	Integrating Writing Across the Curriculum into common lesson plans	Integrating Writing Across the Curriculum	Reflecting on and Revising Advisory
June, 2012	Reflecting and Revising Common Lesson Planning, Common Assessments, and Use of Instructional Strategies	Reflecting and Revising on Personalization and Relevance across the curriculum; cohesive use of Instructional Strategies (CRRE, SDAIE, Access to Core, AVID)	RTI^2 Problem Solving Phase based on data analysis

5e: Program Evaluation Because the majority of professional development will occur within PLC collaboration, the evaluation of professional development is essentially the method by which PLCs will be held accountable. The high-leverage principal leadership strategies advocating for this[15] include an evaluative role in monitoring: a) teachers' examination of curriculum and standards; b) teachers' analysis of summative and formative data; c) teachers' definitions of quality, rigorous student work via assessment practices such as criteria charts and rubrics; d) submission of products (e.g., common lessons, common formative assessments) that flow from collective inquiry; and e) documenting progress and learning across PLCs with vertical articulation. For Clay Middle School, this will be an evaluative expectation for administrators charged with oversight and supervision of PLC teams. In sum, Clay Middle School administrators will hold staff accountable for active participation in PLC work (i.e., the teacher role in collaboration and follow through with agreed upon actions) with evidence of student achievement from multiple assessments.

Clay Middle School will implement Instructional Rounds[16] which involves educators in structured peer observations of classroom instruction in order to discuss instructional practices linked to school improvement efforts and to identify instructional exemplars as strategies for systemic change. Instructional Rounds will be used to assess the "transfer" of professional development to the classroom by a) Observing classroom practices (*What are teachers and students saying and doing?*) b) Debriefing observations (*What did we see?*); and c) Identifying the next level of work (*What will help us to know our teachers well instructionally in order to offer more targeted support?*). Eight broad domains will comprise the focus of Instructional Rounds: 1) Instructional Delivery; 2) Expectations; 3) Student Engagement; 4) Learning Environment; 5) Extent of Academic Rigor; 6) Extent for Curricular Relevance; 7) Relationships/Personalization; and 8) Classroom Management. Timing of the Instructional Rounds will align with the work of content area/course PLC and interdisciplinary PLC foci. For example, PLCs implementing a common lesson would be a logical group to involve in Instructional Rounds. Likewise, PLCs providing targeted in-class interventions offer an opportunity for evaluating professional development under the Instructional Rounds method.

Analysis of student work will form the basis of evaluating the effectiveness (or transfer) of professional development to the classroom. Each PLC will examine multiple sources of data (common formative assessments, peer observations, and structured analysis of student work) to examine how the implementation of common research-based instructional strategies has impacted student achievement. Using protocols that dissect student work into its component parts and with prompts to stimulate teacher reflection, student work analysis will show definitively the extent to which classroom teaching and learning are changing in line with professional development priorities.

In addition, Clay Middle School will highly recommend that a Professional Development Journal

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[15] DuFour, R and Marzano, R. (2009). "High Leverage Strategies for Principal Leadership," *Educational Leadership*, Vol 66, No. 5 (February)

[16] City, E.A., Elmore, R.F., Fiarman, S.E., and Tietel, E. (2009) *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning.* Cambridge, MA: Harvard University Press

maintained by each teacher to facilitate the transfer of professional development to the classroom. This journal will be used to annotate successes and struggles, providing a holistic evaluation of the impact of professional development. Teachers may share the journal within their PLC, providing evidence of how the implementation of instructional strategies is benefiting specific student subgroups (e.g., English Learners, Standard English Learners, and Students with Disabilities). The journal is intended to demonstrate an understanding of the topics discussed during professional development sessions, including ways that teachers have incorporated the materials learned during professional development sessions into their teaching practices with specific examples and lesson plans. The journal may also document visits to other teachers' classrooms, participation in the leading or facilitation of professional development meetings, attendance and learning from outside conferences, etc. In sum, the Professional Development Journal will form the basis for promoting personal reflection, assessing each teacher's professional growth during the school year, and may be used at the teacher's discretion in his/her portfolio for the evaluation process.

5f: Autonomy Clay Middle School is committed to implementing innovative practices aimed at maximizing student learning via regular and on-going inquiry, collaboration, and reflection. The structuring of both content/course PLCs and interdisciplinary, grade level team PLCs is one example of our commitment to designing a more innovative professional development calendar under conditions of autonomy which are included in the Elect to Work Agreement.

The exercise of autonomy in the area of professional development is intended to ensure a guaranteed, viable curriculum for ALL students.   PLC-style collaboration, collective inquiry, and action research will reduce teacher isolation and ensure that all students have access to both the core academic program and Universal Access.   In this way, our plan for professional development addresses the necessity for increasing access and equity in the classroom. Under our plan, backwards mapping of curriculum, through standards-aligned assessments, to the State content standards is a job-embedded component of professional development and teacher collaboration. As such, we anticipate a higher degree of commonality in terms of shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction.   We also expect that shared definitions and criteria for evaluating student progress will flow from the professional development design set forth in this plan.

Autonomy in professional development will also ensure that there are substantial professional development opportunities built into the school calendar, with multiple opportunities (before start of school year, set aside time each semester, weekly Tuesdays, Thursday Common Planning Time, after-school and Saturday collaboration) for common planning time and focused professional development. Our plan includes a mix of individual teacher, collective teacher groupings, and school-wide professional development opportunities that are intended to be mutually reinforcing and aligned with each other.

6: Serving Specialized Populations

6a: Special Education Clay Middle School is committed to providing a range of services to our 19% of Students with Disabilities in order to comply with all obligations as spelled out in the

Disabilities Education Act, 2004, Section 504 of the Rehabilitation Act of 1973 as well as the Modified Consent Decree requirements. (Appendix H)

All classes are taught by a highly qualified special education teacher. To ensure Equity and Access, each of the following programs promotes Inclusion in the Least Restrictive Environment (LRE) based on the student's IEP. Supports are provided for program development in the student's instructional setting through Direct Supports: co-teaching, modeling, pull-out from general ed program and small group instruction. Indirect Supports: curricular modifications, co-planning, and collaboration with general education teacher, Individualized Education Program (IEP) preparation and observations. Technical Supports: Adaptive technology and use of computers.

- General Education/Resource Program support (RSP): provides standards based instruction and services as indicated in their IEP and assigned to the general education classroom for the majority of the school day. The service model is composed of three interrelated and multi-layered special education components, which consists of Co-Planning, Collaborative co-teaching teaming and Learning Centers. Students with disabilities will be mainstreamed into core content classes with collaborative and co-teaching/planned with the Resource Specialist Teacher.
- Special Day Program (SDP): An accommodated standards based curriculum serves students whose disabilities impact their academic progress in general education classes to a degree that a smaller class setting as indicated by their IEP. Special Day Program Teachers will implement student centered instruction that include strategies to access standard-based curriculum adhering to District Instructional guidelines with accommodations and modification as outlined in the IEP.
- Emotionally Disturbed Program (ED): An accommodated standards based curriculum serves students whose disabilities impact their social/emotional relationships, academic progress, and safety in general education classes to a degree that a smaller class setting as indicated by their IEP.
- Autistic Program (AUT): Modified standards Based serves students whose disabilities impact Social/emotional and academic progress to such a degree that a smaller class setting as indicated by their IEP.
- Mentally Retarded Program (MR): An accommodated alternative standards based curriculum serves students whose disabilities impact their academic progress in general education classes to a degree that a smaller class setting as indicated by their IEP.

Special courses and programs like Read 180, High Point, English Language Skills, Math Tutorial Lab, Accelerated Reader, ALEKS, and learning centers help at-risk students, including Students with Disabilities, to master the skills they need to succeed.

Clay Middle School's Discipline Foundations Plan and Behavior Support Programs for Students with Disabilities is based on a Three-tiered model approach as outlined in LAUSD Bulletin 3638.0 from basic core expectations to more intensive instruction.

- Level A – Prevention Plan – Misconduct that requires classroom supports
- Level B – Prevention Plan - Misconduct that requires a "Collaborative Team" response

- Level C – Intervention Plan – Serious offenses with almost no administrative discretion convene with an IEP Team meeting to review or modify a current behavior support plan or if needed develop a behavior support plan. A Behavior Support Plan as required for students with ED/AUT eligibility.

7: Performance Management

To be completed March 2011

7a: Performance Goals and Metrics To be completed March 2011

7b: Rationale To be completed March 2011

Community Involvement

8: Community Analysis and Context

8a: Description Clay Middle School services approximately 1,000 students in the Westmont-West Athens community of unincorporated Los Angeles. This South Los Angeles neighborhood is an urban area with over 56,000 residents. The median income of its residents is roughly half that of the state of CA, and only 54.9% have a high school education or higher.

Based on the 2010 – 2011 California Basic Educational Data Survey (CBEDS), student body demographics are 56% Hispanic, 43% African American and 1% Other. Of the Hispanic population, 24% are identified as English Learners and 19% are Reclassified as Fluent English Proficient. Schoolwide, 19% of students receive Special Education services and 5% are part of the Gifted and Talented program. Student attendance is at close to 91% ; student transiency is at 38%. Clay Middle School is a schoolwide Title I school, with 90% of the students identified as Economically Disadvantaged.

Student test scores, as measured by the Academic Performance Index (API), has increased by 22 points, to an API 538, in the past 2 years. On the California Standards Test (CST) for English-Language Arts, 17.8% of students score at the Proficient or Advanced range, averaging a 1.5% increase annually for the past 5 years. On the CST for Mathematics, 9.9% of students score at the Proficient or Advanced range, averaging a 0.6% increase annually for the past 5 years.

8b: Background/Support Clay Middle School has serviced this community for over fifty years and is committed to maintaining and establishing partnerships within the community to provide services to meet the needs of all students. These partnerships can be divided into several categories: academic/LAUSD partnerships, community partnerships, and social – mental health partnerships. (Appendix I – Letters of support)

Clay Middle School strives to sustain a culture of high standards for academic excellence by providing a rigorous and culturally relevant learning environment for all students. Accordingly, staff members will engage in professional development opportunities to enhance and deepen their understanding and and usage of key instructional strategies (Access to Core, SDAIE, AVID, Reciprocal Teaching, WAC, PBL). Clay Middle School has established partnerships with the following organizations to provide resources for such professional development opportunities:

Partnership	Description
AEMP (LAUSD) – Academic English Mastery Program	Clay Middle School facilitators are trained to provide professional development for Access to Core strategies to meet the needs of Standard English Learners (SEL).
AVID – Advancement Via Individual Determination	Clay AVID Team members are trained to utilize and train others on WICR strategies– writing, inquiry, collaboration, reading –that serve as the basis of the AVID curriculum.

CSUDH – California State University at Dominguez Hills	Masters Programs for Administrators and other support courses
Leadership Matters Middle Schools Pilot	Support for school to develop and implement an action plan patterned after the Schools to Watch program, through the California League of Middle Schools
Mind Research Institute	Support to implement Algebra Readiness program through professional development and instructional resources
National Center for History in the Schools	Professional development for teachers, centered around history

Clay Middle School is committed to enhancing the effectiveness of community through communication, collaboration and cooperation. Partnerships such as those listed below are examples of how we communicate and collaborate with the community to both enhance awareness of our neighborhood and to provide opportunities for students.

Partnership	Description
Beyond the Bell	After school educational enrichment and physical fitness programs for all students
Each One Teach One	Provides opportunities such as field trips, guest speakers, etc.
RUACH Christian Community Fellowship	Provides opportunities such as the annual Back to School event
Southwest College	Provides opportunities for students to be mentored by students at Southwest College
Southwest Homeowners Association	Quarterly meetings to inform homeowners of community issues
Westmont-West Athens Task Force	Weekly meeting to bring together resources in the community and take actions to improve the community

The vision of Clay Middle School is to produce healthy, well-rounded students. At times our students and families are in need of services that are beyond the scope of those provided by LAUSD. Clay Middle School is fortunate to be a part of the Washington Involved Neighborhoods Safe Schools/Healthy Starts grant. Through this grant, Clay students have access to social and mental-health services that enable them to thrive academically and socially.

Partnership	Description
CBBS - Catholic Big Brothers Big Sisters	One-to-one mentoring program
CYS – Centinela Youth Services	On-site support two days a week for peer mediation (STARS Club) On-site support one day a week, after school, for family mediation (FARS)

Girls Inc.	Weekly, after-school program for issues related to girls
Intensive Mental Health	Social work intern
LA County Probation	Probation Officer works with both students on probation and students who are on "voluntary probation"
OTTP – Occupational Therapy Training Program	Enhanced counseling and/or behavior support for students in need, through group or one-on-one services
Psychological Trauma Center/Cedars Sinai Medical Center	Support via Share Care Art Therapy and for students with Substance Abuse issues

9: Community Engagement Strategy

9a: Engagement Plan Clay Middle School maintains an open door policy for its family and community members. The Principal is responsible for maintaining and expanding partnerships with businesses and service organizations and will implement a Community Advisory Committee.   This Committee will be responsible for communicating with the Clay community through attendance at neighborhood association meetings, local newspapers, and the internet. By cultivating parent and community support, Clay Middle School will become a key community center for civic and social activities. Families, neighbors, and businesses will be able to rely on the school for the academic, career, and social information and resources they need for their children and for themselves.

It is widely acknowledged and proven through research that one of the greatest impacts on student achievement is parent participation. Clay Middle School provides means for parents to be empowered as leaders, decision makers, and continuously energetic supporters of the school and their children's education. Clay Middle School empowers parents by providing them with the opportunities to participate in advisory (Compensatory Education Advisory Committee and English Language Advisory Committee) and decision (School Site Council, Share Decision Making) making committees. Furthermore Clay Middle School provides a variety of avenues for communication between parents, students and the school such as monthly or bi monthly Parent Packets, progress reports, classroom visits, home visits, parent conferences, Back to School Night, teacher messages using ISIS, and Connect-Ed messages homes.

9b: Key Community Partnerships Clay Middle School is committed to a partnerships that provide services to students and staff members to enable the school to reach its mission, vision, and instructional goals.

Clay Middle School has a critical partnership with the California League of Middle Schools (CLMS) through its Leadership Matters Middle School Pilot which is sponsored by the United Way of Greater Los Angeles. The goal of this Pilot is to create an intensive turnaround program that will result in significant gains in academic progress, student readiness and learning environments within three years. This program is available to only 8 LAUSD middle schools, as

endorsed by LAUSD Superintendent Ramon Cortines, and is modeled after the CLMS Schools to Watch and the Principals to Watch programs. For this partnership, Clay has established a Leadership team that-is trained by CLMS to improve teacher effectiveness, implement school-wide student support systems and involve parents in creating learner-centered environments. Clay Middle School staff will complete a Schools to Watch survey to identify areas for growth and then create an action plan around these identified areas. CLMS will provide professional development support and resources to enable Clay to meet its action plan goals. Clay Middle School also benefits from the established community partnerships of the United Way of Greater Los Angeles as part of their mission to create pathways out of poverty through education.

Clay Middle School is partnered with the Safe Schools/Healthy Students Initiative, Washington Involving Neighborhoods (WIN) grant that is available to the Washington High School family of schools. This initiative strives to improve safe and respectful school climates through school-family-community partnerships and the use of research-based prevention and early intervention programs, policies, and procedures. A part-time, on-site Wellness Facilitator coordinates social-and/or mental health services to Clay Middle School students from these outside providers. The Wellness Facilitator collaborates with out-of-class personnel through COST to identify students who would benefit from services outside of the scope that Clay Middle School provides. With parent permission, identified students receive support from the outside partners and the Wellness Facilitator monitors the services provided to determine effectiveness. Clay Middle School students and community members can also utilize services provided at the Washington High School Wellness Center. The Clay Wellness Facilitator receives support from the Local District 8 Project Director and other school site Wellness Facilitators through monthly meetings, trainings, and informal collaborations.

Another partnership for Clay Middle School is the one that is established with LAUSD's Academic English Mastery Program (AEMP). AEMP's mission is to enhance SELs access to standards-based core curriculum through professional development that ensures understanding and implementation of culturally and linguistically responsive instruction. As an AEMP school, Clay Middle School has 5 teacher facilitators who meet on a weekly basis to provide expertise and support in these areas. These facilitators attend monthly training, provided by the AEMP staff, and then provide this professional development to all staff members. Facilitators provide follow up and support to the professional development as needed. Clay Middle School also has an AEMP Parent Community Representative who supports parents in the acquisition of language, learning and literacy. The school's AEMP facilitators and Parent Community Representative are supported by an AEMP Instructional Specialist who meets and coaches the Clay Middle School AEMP site team on a regular basis.

Governance Oversight and Leadership

<u>10: School Governance and Oversight</u>

10a: School Type Clay Middle School has selected Extended School-Based Management Model (ESBMM) as its governance model. As set forth in the tentative agreement between LAUSD and UTLA, ESBMM is intended to enhance flexibility, autonomy, and local control to promote academic excellence and full engagement by the school community.

Our selection of ESBMM is supportive of the schools' mission and vision for whole school improvement and enhanced student achievement outcomes under an innovative and semi-autonomous school design. Throughout this plan we have identified key areas where autonomy is needed including:
- Requiring staff to adhere to shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction.
- Re-sequencing of content standards to integrate Project-based Learning approaches
- Developing common formative assessments in each subject area.
- Providing additional opportunities for students to shape how they demonstrate their own learning through development of performance-based assessments, including a requirement for completion of an 8th grade culminating project.
- Structuring teacher collaboration as both content/course PLCs and interdisciplinary grade level team PLCs with separate foci.
- Providing multiple opportunities (before start of school year, weekly, after-school and Saturday collaboration) for common planning time and focused professional development.

After reviewing the other models available under PSC, we believe that ESBMM meets the school's desire for maximizing flexibility and autonomy in the areas which we believe are crucial to student and school success:
- Using per pupil funding to address student learning needs untied to district staffing norms. This will allow us to decrease teacher:student ratios to provide more individualized, and personalized instruction, as well as utilizing out-of-classroom personnel to support staff and students.
- Selecting and evaluating administrative, certified, and classified staff who are committed to the kind of Professional Culture we have set forth in this plan (see Section 7: Professional Development) and evaluating staff performance in a more localized, tailored fashion.
- Implementing a curricular and instructional program that allows for some degree of autonomous curriculum and assessment development in order to innovatively addresses our goals for student achievement (see Section 2: Curriculum and Instruction and Section 4: Assessment and Data)
- Designing professional development and teacher collaboration to align with the instructional foci and key instructional strategies (see Section 2: Curriculum and Instruction)

In sum, we believe that ESBMM is most suited to and aligned with our instructional and assessment philosophies and professional culture.

10b: Applicant Team Capacity The Design Team assembled for PSC and charged with developing this plan for Clay Middle School includes representation from all key stakeholder groups in order to inclusively engage the entire school community in planning and deciding on the vision for PSC implementation. (Appendix J) Clay Middle School is requesting a waiver to the UTLA agreement, to ensure that certificated members of this team remain at Clay Middle School for the first year of implementation regardless of their seniority status. Design Team membership included the following individuals:

Member	
Alejandro Anaya Title I/AVID Coordinator	Educator for 14 years; Mr. Anaya has fiscal leadership through maintenance of categorical and grant-funded budgets.
Louis Bonsteel Social Studies Teacher and Chair/UTLA Chair	Educator for 4 years; Mr. Bonsteel evidences leadership in working with staff members to build consensus to make changes in both the school culture and instructional program.
Martin Brown Resource Specialist/Special Education Depart. Chair	Educator for 25 years: Mr. Brown has extensive experience in leading the Special Education Department at Henry Clay
Maria Canafax SDC Teacher	Educator for 4 years; Ms. Canafax evidences expertise in providing professional development to staff members for our Standard English Learners through use of the AEMP instructional strategies.
Andrew Chewning Instructional Coach	Educator for 7 years; Mr. Chewning's instructional leadership includes building the use of Accelerated Reader, common assessments and research-based instructional strategies with staff members.
Lisa Clark Math/Science Teacher	Educator for 12 years; Ms. Clark has extensive experience in providing mentoring support and advice to teachers who are new to Clay Middle School.
Ray Clark Social Studies Teacher	Educator for 12 years; Mr. Clark brings many fresh and new ideas to both the cultural and instructional program here at Henry Clay Middle School Clay.
Frank Davies Math/Science Teacher; Bridge Coordinator	Educator for 5 years; Mr. Davies provides experience in working with students, parents and staff to meet the compliance needs of Special Education students.
Charles Franklin Instructional Coach	Educator for 10 years; Mr. Franklin has expertise in working with students, parents, and staff to meet the needs of English Learners.
Robert Griffin Social Studies Teacher	Educator for 33 years; Mr. Griffin brings many years of classroom experience as well as a wealth of community knowledge.

Eva Holmes Community Representative	Educator for 31 years; Ms. Holmes brings a wealth of knowledge as well as being a strong link to the community.
Sherylin Jones English/Social Studies Teacher	Educator for 8 years; Ms. Jones possesses administration, managerial, budgetary and instructional knowledge that she has used to make decisions and facilitate professional development to enhance student learning and achievement.
Keri Lew Principal	Educator for 17 years; Ms. Lew possesses the instructional and operational leadership expertise needed to work with stakeholders to transform the school culture and improve academic achievement.
Faith McGary Resource Specialist	Educator for 21 years; Ms. McGary brings a wealth of knowledge regarding compliance in standardized testing and motivating and preparing students to face the challenge of testing.
Cindy Munesato Community Representative	Educator for 10 years; Ms. Munesato has a wealth of experience in working with parent and community groups to bring resources to the Clay Middle School stakeholders.
Michael Pile Instructional Coach	Educator for 14 years; Mr. Pile brings instructional leadership skills to Clay through sharing his expertise in implementing, innovative, research-based instructional strategies with staff members through the whole group model and on an individual, coaching basis.
Mark Ross Assistant Principal	Educator for 16 years; Mr. Ross has the leadership expertise needed to ensure a safe and civil campus that facilitates student learning for all.
Theressa Sams Resource Specialist	Educator for 49 years; Ms. Sams brings a wealth of knowledge regarding district and state policies, procedures and staff rights to the members of Clay Middle School.

With representation from all key stakeholder groups, Clay Middle School was able to leverage expertise and input in the design of an innovative grade 6-8 middle school that will meet its mission and vision for academic excellence. The Design Team included a diversity of perspectives, background, and knowledge, as well as a collective track record of ability to lead and transform schools by raising student achievement.

10c: School Governance and Oversight

10c(i): Autonomy The autonomy that Clay Middle School has applied for under PSC is intended to create a culture of shared leadership and decision-making focused on increased student achievement. As outlined above, there are clear areas for expanding autonomy in order to achieve our school mission and vision for increased student and school performance outcomes. Towards this end, we are intent upon establishing and nurturing a school culture where staff have input, participation, and ultimately ownership of student and school success. We are committed to using the autonomy of the ESBMM to ensure high levels of faculty and

other stakeholder input into school decisions. As detailed in the section below on school-level committees and governing council, there will be multiple forums for engaging the perspectives of staff into school decisions and in shaping implementation of school-wide instructional priorities.

As part of our pursuit of autonomy, Clay Middle School plans to apply for an "Elect to Work" waiver so that all staff have the opportunity to express their willingness and commitment to collectively working on achieving the goals and objectives of this PSC plan.   In the Elect to Work agreement, staff will be asked to express their intent to:

- Use Instructional Guides, Periodic Assessments and supplementary materials created by the school site; actively participate in the development of common, formative assessments and re-sequenced curricular pacing in line with the Instructional Program outlined in Section 2 of this plan.
- Work an extended work day (7:45 a.m. to 3:15 p.m.)
- Lead an Advisory Period aimed at personalization and academic intervention
- Participate in parent conferences, Back-to-School, and Open House events
- Supervise student passing periods
- Identify one day per week (before or after school) to be available for student support (e.g. tutoring)

10c(ii) School Level Committees

Under the ESBMM, Clay Middle School will establish a School Leadership Council (SLC) that meets monthly and is comprised of 16 members:

- Principal
- UTLA Chair
- 7 teachers elected at large
- 1 classified staff person
- 3 parents/community
- 3 students

At the beginning of each semester and at the close of the school year, meetings (minimum 3 per year) will be held to ensure parent/community involvement and access to key pertinent decisions in the areas identified below as subcommittee foci.

In addition, ESBMM will have the following subcommittees, with participation of all (except first year teachers) staff in at least one of the following:

- Personnel/Staff Selection (required representation of principal, UTLA chapter chair, teachers, parents, and classified staff for purposes of selecting personnel in accordance with District staffing policies and procedures)
- Staff Performance/Evaluation (required representation of principal, UTLA chapter chair, teachers, parents, and classified staff for purposes of evaluating staff performance)
- Professional Development (required participation of academy and content lead teachers)
- Budget/Finance (open to all interested parties)

- Curriculum & Instruction (required representation of academy lead teachers, content lead teachers, and instructional coaches)
- Positive Behavior Support (open to all interested parties)

The SLC will participate in shared decision-making in the areas above accorded subcommittee status. Decisions within the SLC will be made by consensus wherever possible, with recourse to a formal vote of the 16 members if consensus is not achieved.   Subcommittees will meet at least four times annually be responsible for making specific recommendations and providing the SLC with input in the areas for which they are responsible.   Subcommittee membership will be open to all staff with required representation as noted above.

Continuation of the ESBMM model will be subject to a staff vote at the end of five years, assuming satisfactory progress with a Quality Review Process (QRP) in year three. Metrics from the Performance Mangement (see Section 7) of this plan will form the basis for ESBMM accountability. A vote of 67% of all UTLA bargaining unit members who work at least 50% or more time at the school will be required to continue ESBMM.

10c(iii): Governing Council   A School Site Council (SSC) of 16 members, comprised of 50% staff and 50% parents, students, and community members, will function as the school's governing council. The Principal is an automatic member of the SSC and all other member are elected to a two-year based on their respective categories:

- 5 full-time classroom teachers (persons who provide direct instruction to students for 3 or more periods)
- 2 other staff (persons who do not provide direct instruction to students and may include classified, non-classroom teachers, and administrators)
- 5 parents or community members
- 3 students

The role and responsibilities of the SSC will be broader than the SLC established under ESBMM.   The ESBMM SLC will function as a working group, reporting to the SSC and providing recommendations and policies for further input and ultimate approval by the SSC. The SSC will exercise jurisdiction over the Single School Plan for Student Achievement. In the end, SSC will be responsible for making judgments on the direction and focus of the school in order to meet the measurable accountability defined in Section 7: Performance Management section of the PSC plan. SSC will also approve all categorical budgets with input from the Compensatory Education Advisory Committee (CEAC) and English Learner Advisory Committee (ELAC), as well as participation in other State or Federal grant programs.

11: School Leadership

11a: Principal Selection The importance of principal leadership to constructing an effective school cannot be underestimated. Principals affect student achievement indirectly by influencing school events, staffing, professional culture, and structures in order to ensure the primacy of curriculum and instruction (i.e., classroom teaching and student learning) as the chief lever of school improvement.   Moreover, principal leadership is reciprocal and mediated insofar as

principals and teachers affect each other. Instructional leadership includes at least four key dimensions[17]:

1. *Resource provision*: ensuring that teachers have the materials, facilities, and budget necessary to perform their duties.
2. *Instructional support*: active support of day-to-day instructional activities and programs by modeling desired behaviors and consistently prioritizing instruction.
3. *Communication*: setting clear goals for the school and articulating these goals to faculty, staff, parents, and community.
4. *Visibility and presence*: engaging in frequent classroom observations, participation in professional development, and being highly accessible to faculty and staff.

At Clay Middle School, we assert that we need a transformational instructional leader capable of relentlessly aligning the school with our student-centered philosophy, based on a shared vision of all students becoming college prepared and career ready graduates. Such a leader must also coordinate and orchestrate the development of a school culture, buttressed by structures for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement. As one pivotal study of leadership defines it, transformational leadership means forming "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents."[18] Seen this way, principal leadership is the transformational guidance that is required to focus the core mission of schooling on student learning, rather than merely managing what is taught in schools.

In constructing the job description for our principal, we have drawn on recent research on the components of effective school leadership.[19] After reviewing the factors most associated with increased student achievement, factors conducive to implementing second-order change, and characteristics of leaders who for establishing a purposeful community (i.e., collective efficacy for goals that matter to all community members using agreed upon processes), we have prioritized the following as the most important attributes of our future principal:

- *Situational Awareness*: principal is aware of the details and undercurrents in running of the school and uses this information to address current and potential problems
- *Knowledge of Curriculum, Instruction, and Assessment*: principal is knowledgeable about current curriculum, instruction, and assessment practices and can lead it, because he/she is familiar with it.
- *Ideals/Beliefs*: principal communicates and operates from strong ideals and beliefs about schooling defined as a framework for action that defines what is distinctive about this school and what it stands for.
- *School Culture*: principal fosters shared beliefs and a sense of community and cooperation aligned with our vision of Professional Culture (see Section 5 on Professional Development).

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[17] Smith, W. F. and Andrews, R.L. (1989). *Instructional leadership: How principals make a difference*. Alexandria, VA: ASCD.

[18] Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.

[19] R. Marzano, T. Waters, and B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: ASCD

- *Communication*: principal establishes strong lines of communication with and among teachers and students. He/she recognizes student and staff performance and is able to provide descriptive feedback at regular intervals.
- *Monitoring/Evaluation*: principal monitors the effectiveness of school practices and their impact on student learning through regular monitoring and evaluation of Curriculum, Instruction, and Assessment to ensure "transfer" to the classroom and hold staff accountable in ways that are fair and transparent.
- *Discipline*: principal protects teachers from issues and influences that would detract from their teaching, keeping time for teaching and learning free from interruptions and distractions.

In developing the PSC plan for Clay Middle School, we have a principal who has a wide range of experience as an administrator in both middle and high schools in LAUSD (see resume in Appendix K). Moreover, this person has the capacity to be a transformational instructional leaders based on a proven track record of accelerating student achievement at schools with similar student populations, as well as experience supporting effective practices of adults charged with improving student achievement.

In selecting future principals, Clay Middle School will adhere to the guidelines for Staff Selection under the ESBMM governance model described in Section 10: Governance and Oversight above. Put simply, principal candidates will be reviewed by the ESBMM Staff Selection Committee (an inclusive body comprised of school stakeholders) in terms of the aforementioned criteria. The Committee will, in turn, recommend a candidate for approval by the School Leadership Council (SLC). A formal job description of the principal is located in Appendix L.

11b: Leadership Team Given the primacy accorded to review and analysis of data for continuous school improvement (see Section 4 on Assessment and Data), Clay Middle School will use its Instructional Leadership Team (ILT) for making decisions impacting Curriculum, Instruction, and Assessment. This ILT will be comprised of the Principal, department chairpersons, instructional coaches, Bridge Coordinator, Title I Coordinator, the Bilingual Coordinator, Local District 8 Instructional Support representation, and two parent representatives from the SSC and ELAC. The ILT will meet on a bi-monthly basis to review both formative and summative indicators of achievement, and then plan and coordinate the dissemination of data to PLCs organized by academic team to support and monitor school improvement.

The role and the responsibility of the ILT is to enable the transformation of data into information that can be used to guide and modify school planning and instructional decision-making. The ILT will be responsible for reviewing all key indicators of school performance and student achievement. Data should be understood broadly to include traditional summative measures, formative student assessments, school performance/accountability indicators, as well as data from self-developed performance based assessments, classroom observations/Instructional Rounds, structured analysis of student work, or surveys of students, staff, and parents. Data will be used by this Leadership Team to measure school progress towards the benchmarks in the Performance Management section of this plan, as well as flexibly meet the changing needs of the

school community for actionable data to inform school-wide and PLC decisions. The ILT reports key findings and recommendations for action to the School Leadership Council (SLC) and the SSC . (Appendix M)

11c: Principal Evaluation To evaluate principal performance, Clay Middle School will focus on measuring the capacity of the principal on the California Professional Standards for Educational Leaders (CPSELS), which include:

1. Vision – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. School Culture– Advocating, nurturing, and sustaining a school culture and instructional program conducive to school learning and staff professional growth.
3. Management and Operations – Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Family and Community Engagement – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Modeling Professionalism and Ethics – Modeling a personal code of ethics and developing professional leadership capacity.
6. Understanding the Larger Context – Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Principals will be rated on a four-point rubric where 4= Practice that exemplifies and/or exceeds standard; 3=practice that meets the standard; 2=practice that partially approaches the standard; and, 1=practice that is limited in addressing the standard. Similarly, the same four-point rubric will be used to rate the principal against the key leadership characteristics cited above in Principal Selection. Lastly, Clay Middle School intends to use the draft recommendations from the Association of California School Administrators (ACSA) which suggest an evaluation of principal effectiveness in terms of:

- Ability to analyze quality instructional strategies and provide effective feedback that leads to instructional improvement
- Evidence of academic growth based on multiple measures (i.e., Performance Management in Section 7 of this plan)
- Effective and comprehensive teacher evaluations
- High expectations and leadership to ensure active student engagement
- Collaborative professional practices for improving instructional strategies (i.e., developing and supporting the creation of PLCs at all grade level teams and course-alike/departments)
- Effective school management
- Meaningful self-assessment to improve as a professional educator
- Consistent and effective relationships with students, parents, teachers, staff, and administrators.

The principal's direct supervisor (i.e., Local District 8 or designee) will evaluate the principal, with significant input and parallel ratings conducted by the Staff Evaluation Committee of the ESBMM School Leadership Council.

<u>12: Staffing</u>

12a: Staffing Model In order to achieve Clay Middle School's vision and mission, and become a California League of Middle School's School to Watch, our staffing needs for the next five years will include the staff and personnel listed below.   These numbers are based upon projected student enrollment, funding, and compliance with QEIA grant requirements which stipulate that all core academic classes will be 25:1 with no core academic class at more than 27 students.

- 48 Classroom Teachers (25:1 ratio in core academic classes)
- 9 Special Education Teachers (District-funded, per student enrollment)
- 3 Resource Teachers (District-funded, per student enrollment)
- 6 Itinerant Teachers (District-funded, per student enrollment)
- 3 Grade Level Counselors (1 per grade)
- 1 Dean of Students
- 3 Instructional Coaches
- 1 Title 1 Coordinator
- 1 Technology Coordinator
- Half-time Bilingual Coordinator
- Half-time Bridge Coordinator
- 1 Nurse
- 1 School Psychologist
- 1 PSA Counselor
- 1 Wellness Facilitator (funded through Safe Schools/Healthy Students grant)
- Classified Staff (including buildings and grounds, clerical, food services, special education assistants based on student enrollment and health/safety needs)
- 1 Principal
- 1 Assistant Principal
- 1 Assistant Principal SCS
- 1 Instructional Specialist

Student enrollment determines the number of certificated teachers and classified aides that the District provides for students with special needs. Clay Middle School offers a variety of educational services to meet the requirements of students with special needs as identified on their Individual Education Plans (IEPs). For the 2010-2011 school year, Clay Middle School's special education enrollment requires the staffing of the following:

- 1 teacher, self-contained for Autistic students
- 1 teacher, self-contained for Emotionally Disturbed students
- 1 teacher, self-contained for Mild/Moderate students
- 6 teachers, special day classes (2 per grade level to core academic classes into English/Social Studies or Math/Science)

- 3 Resource Specialists
- 6 itinerant staff (e.g. Adaptive Physical Education, Language and Speech, DIS Counseling)
- 20 special education assistants

12b: Recruitment and Selection of Teachers Clay Middle School will implement a hiring committee composed of two teachers, one classified, one parent, one student and an administrator for all positions that fall under the purview of ESBMM. Clay Middle School will look for committed individuals who have the energy and interest to actively support the school's mission, vision and instructional goals as evidenced by signing of the Clay's Elect to Work agreeement. All teachers will be fully credentialed and NCLB highly qualified teachers. Ideally, all teachers will be hired at least 30 days before the start of the school year.

As an existing LAUSD school, Clay Middle School will recruit, staff, and compensate personnel in all certificated and administrative positions in accordance with the following Articles from the LAUSD/UTLA (certificated) and LAUSD/AALA (administrative) Collective Bargaining Agreements (Waivers are included in Section 14b):
- Article XIII – Reduction in Force/Reinstatement (LAUSD/UTLA)
- Article IX – Hours, Duties and Work Year (LAUSD/UTLA)
- Article XI – Transfers (LAUSD/UTLA)
- Article XIV – Salaries (LAUSD/UTLA)
- Article X – Duties, Responsibilities and Hours (LAUSD/UTLA)

12c: Autonomy Clay will use our staffing autonomy to create the optimal learning environment for our students, fulfilling our mission and vision to improve student achievement. Clay will insure that the entire staff is committed to our goals. The faculty will be committed to the use of research-based instructional strategies to improve teaching and share best practices. Teachers must also be dedicated to working in a PLC, building an environment where students will become active members of the global community and be successful in the skills needed for the 21st Century.

12c: Evaluation In addition to developing performance assessments for students Clay Middle School will implement a Teacher Portfolio (Appendix N) to complement and supplement the current LAUSD evaluation process. This portfolio will be modeled after the California Standards for the Teaching Profession to incorporate elements of self-evaluation, professional growth activities (i.e. pursuing higher education degrees or National Board Certification), professional development journal, portfolio documentation, peer observation, and/or demonstration lessons.

Clay Middle School will incorporate the LAUSD Teacher Effectiveness Task Force recommendations into the evaluation process. These include, but are not limited to:
- Developing new or adapting existing research-based observation rubrics and corresponding protocol.
- Developing new or adapting existing evaluation forms and processes for administrators.

- Facilitating Observation Rounds by peers.
- Collecting evidence of professional practice reflective of student achievement (e.g. lesson plans, sample student work).
- Developing mechanisms for measuring an individual's contribution to the school community.
- Developing mechanisms for incorporating student and parent feedback.
- Participating in Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year.
- Attending classes and workshops in the individual's identified area of need.
- Observing others demonstrating excellence in the individual's identified area of need.
- Implementing new skills in the individual's identified areas of need.
- Providing intensive support to teachers in need (e.g. coaching).

Teachers who do not improve (according to criteria to be determined and in consultation with collective bargaining partners, the Staff Performance/Evaluation Committee, and administration) will be given a Below Standards evaluation which will lead to removal from the school.

Developing the Teacher Portfolio and recommendations from the LAUSD Teacher Effectiveness Task Force will be a priority in PSC Year 1 (2011-2012) for full implementation in PSC Year 2 (2012-2013).

Finances

13: Finances

13a: Financial Sustainability Clay Middle School currently receives funding based upon the student average daily attendance, categorical funds (i.e. Title 1 and English Learners) and the state's Quality Education Improvement Act (QEIA) grant. During the 2010- 2011 school year, the amount of categorical and grant funds amounted to more than $2.3 million. These monies were used to fund personnel positions that included:
9 classroom teachers to maintain a 25:1 ratio in core academic classes, 2 counselors, 1 PSA Counselor, 3 out-of-classroom coordinators, 2 instructional coaches, 3 office technicians, additional Nursing services time and 1 administrator.

Clay Middle School will sustain its vision, mission and educational goals through adherence to the school's Single Plan for Student Achievement (SPSA). The SPSA is an overarching plan that aligns student data and subsequent goals with strategies to meet such goals with the available funding.

13b: Additional Funding Clay Middle School's SPSA calls for smaller class sizes, with a ratio of 25:1 in core academic classes. There is also a need for professional development opportunities that extend beyond the calendar and fiscal resources currently provided by LAUSD. The school will continue to seek and write proposals for grants like QEIA to fund such class-size requirements and professional development and program-related needs as identified by the SPSA.

13c: Budget Autonomy Clay Middle School utilizes budget autonomy via Transparent Budgeting to ensure that expenses are aligned with the school's vision, instructional programs and goals as outlined in the SPSA. Transparent Budgeting is achieved through the budget development process that is conducted on an annual basis by the School Site Council (SSC) with recommendations from parent advisory councils for both the Compensatory Education Advisory Council (CEAC) and the English Learner Advisory Council (ELAC). The Principal and the Categorical Program Coordinators manage the budgets on a daily basis, while the SSC monitors them at monthly Council meetings.   SSC meeting agendas and minutes are posted publicly, providing details of budget expenditures and requests as reported by the Principal or Categorical Program Coordinator.

Clay Middle School's budgetary priorities from start-up through year 5 evidence a commitment to smaller class sizes in the core academic classes, personalization for students via grade level counselors, supplemental instructional resources, and funding to enhance professional development opportunities. Budgetary priorities for the first 3 years include administrative, clerical, and instructional support (e.g. Instructional Coaches, Instructional Specialist) but these supports are phased out by year 4.

Year	Budget Priorities
1: 2011-2012	All staffing priorities are beyond the norms established by LAUSD • Core academic staff to maintain 25:1 ratio • Grade-level counselors • Instructional Support (i.e. Coaches, Specialist) • Administrators • Classified Support • Supplemental Instructional Resources • Professional Development • Conference Attendance
2: 2012-2013	All staffing priorities are beyond the norms established by LAUSD • Core academic staff to maintain 25:1 ratio • Grade-level counselors • Instructional Support (i.e. Coaches, Specialist) • Administrators • Classified Support • Supplemental Instructional Resources • Professional Development
3: 2013-2014	All staffing priorities are beyond the norms established by LAUSD • Core academic staff to maintain 25:1 ratio • Grade-level counselors • Instructional Support (i.e. Coaches, Specialist) • Administrators • Classified Support • Supplemental Instructional Resources • Professional Development
4: 2014-2015	All staffing priorities are beyond the norms established by LAUSD • Core academic staff to maintain 25:1 ratio • Grade-level counselors • Instructional Support (i.e. Coaches, Specialist) • Supplemental Instructional Resources • Professional Development
5: 2015-2016	All staffing priorities are beyond the norms established by LAUSD • Core academic staff to maintain 25:1 ratio • Grade-level counselors • Supplemental Instructional Resources • Professional Development

13d: Budget Development The School Site Council (SSC) is ultimately responsible for the creating and approving the annual school budgets for categorical and grant-funded programs,

with recommendations from the CEAC and ELAC parent advisory councils. SSC is comprised of 16 members: Principal, 5 certificated staff, 2 classified staff/other, 4 parents/community members and 3 students.

In order for the SSC to create and approve the budgets, Clay Middle School's annual budget development process involves input from a cross-section of stakeholders that includes certificated staff, classified staff, parents/guardians, and students. A sample of the budget development process is as follows:

1. Early spring (e.g. February – March): Clay Middle School is provided with projected annual budgets by the District's Fiscal Services branch.
2. Early March (approximately 4 weeks before budgets are due): Stakeholders are made aware of the projected annual budgets. They are provided a review of budget expenses made in the prior year and available data regarding the expenses. Stakeholders are then provided a budget survey to identify what services (e.g. personnel) they would like to maintain in the coming year based upon the available budget, data, and need of the school. Stakeholders are made aware that the survey is advisory only to the SSC, who makes the final budgetary decisions.
   a. Certificated staff is provided the information through the monthly Faculty Meeting or a special after-school meeting regarding Budget.
   b. Classified staff is provided the information at a special meeting regarding budgets.
   c. Councils (i.e.CEAC, ELAC, SSC) are provided the information through their monthly meeting or emergency meetings called for the topic of Budgets.
3. March (approximately 3 weeks before budgets are due) CEAC and ELAC meet and use the available budget, data, and advisory surveys, SPSA to make formal recommendations as to how their respective budgets should be allocated. These formal recommendations, aligned to the SPSA, are presented to the SSC at their upcoming meeting.
4. March – April: SSC holds a series of meetings to review, create, and approve the budgets in detail. The SSC reviews available budget, the SPSA, CEAC / ELAC recommendations and the advisory surveys. Each budget is developed, with SSC review that the expenditure for each line item is in alignment with the SPSA using relevant student achievement data.
5. Late April – early May: Clay Middle School submits SSC approved budgets to Local District 8 for review and approval. Local District 8 Coordinators review respective budgets to ensure that compliance items are met. If a budget item is not approved by Local District 8, steps 3-5 are repeated.

Budget adjustment requests are made throughout the school year, as needed, through recommendations from the CEAC or ELAC, and then approval by the SSC. Such budget adjustment requests are made public through the SSC agendas and minutes. SSC ensures that all budget adjustment requests are aligned to the school's vision, mission and goals as outlined by the SPSA.

Implementation

14: Implemenation

14a: Implementation Plan Clay Middle School will take 3 years to achieve the full scope of the proposal as written. Year 1 of implementation focuses on building collaboration among adults through the refinement of PLCs and maintenance of weekly Common Planning Time to enable PLCs to review data and develop lesson plans (including common assessments) that lead to student achievement. The focus of Year 2 shifts to providing professional development on research-based instructional strategies that enable students to take ownership of their learning. In Year 3, students have the opportunity to spotlight their learning through interdisciplinary projects that are agreed upon by teacher and student. The timeline that outlines the rollout of all elements of the proposal from start-up through year 3 is found in Appendix O.

Year	Elements to be Implemented
1: 2011-2012	• ESBMM • Elect to Work Agreement • Advisory period • Professional Learning Communities (course level and interdisciplinary) • Response to Instruction and Intervention (RtI^2) • Weekly Professional Development and Common Planning Time • Common Lesson Plan template • Development of Teacher Evaluation/Portfolio requirements
2: 2012-2013	• Block scheduling • Reciprocal Teaching • Writing Across the Curriculum • Observation Rounds • Student Portfolios • Student-Led Conferences • Teacher Evaluation/Portfolio
3: 2013-2014	• Project Based Learning

14b: Waivers Clay Middle School intends to alter several of the existing rights of teacher provided under the Collective Bargaining Agreement (CBA) between LAUSD and the United Teachers of Los Angeles (UTLA). .Specifically, Clay Middle School is submitting the following waivers to the CBA in order to support and ensure the successful implementation of this Plan.

• Elect to Work Agreement: The right to remain a staff member at Clay Middle School will be determined by staff agreement to the Elect to Work Agreement rather than LAUSD seniority. (Appendix P)

- Extension of on-site obligation; The on-site obligation will be extended from times identified in the CBA so that certificated staff must be at school by 7:45 a.m. and remain after school until 3:15 p.m. daily. (Appendix Q)
- Modification of LAUSD Professional Development "banked" time/ Use of minimum and shortened days: The LAUSD "banked" time, combined with minimum days will be modified from 90 minutes for fourteen (14) Tuesdays of the school year to 60 minutes every Tuesday of the school year. (Appendix R)
- Lesson Plan Template: Clay Middle School certificated staff will be required to utilize a common lesson plan template. (Appendix S)
- Design Team Placement: Members of the Public School Choice Design Team will remain members of the Clay Middle School staff, despite their seniority in LAUSD that might cause displacement. (Appendix T)

Henry Clay Middle School   **Appendix A**
Individual Learning Plan

Student Name _____   **Grade** _____

Data Summary Page

California Standards Test/Period Assessment Benchmarks

	English		Mathematics		Science		Social Studies	
	Level	# Correct	Level	# Correct	Level	# Correct	Level	# Correct
CST								
PA 1								
PA 2								
PA 3								

Grades

	English			Math			Science			Social Studies			PE			Elective		
	Gr	WH	C	Gr	WH	C	Gr	WH	C	Gr	WH	C	Gr	WH	C	Gr	WH	C
Last Semester																		
5-week																		
10-week																		
15-week																		
Final																		

Attendance

	English		Math		Science		Social Studies		PE		Elective		%
	Abs	Tardy	Abs	Tardy	Abs	Tardy	Abs	Tardy	Abs	Tardy	Abs	Tardy	
Last Semester													
5-week													
10-week													
15-week													
Final													

CELDT (if applicable)

	Overall	Listening	Speaking	Reading	Writing
Last Year					
This Year					

<div align="center">

Henry Clay Middle School
Individual Learning Plan

</div>

Student Name _____   **Grade** _____

Semester   Fall   Spring   **Marking Period**   5   10   15   20

<div align="center">

5-Week Goals

</div>

California Standards Test/Period Assessment Benchmarks
- Evaluate your performance on the last CST and/or PA.
- What is your goal for the upcoming CST and/or PA?
- What steps (at least 3) will you need to reach your goal on the upcoming CST and/or PA?

Grades
- Evaluate your academic performance on the last report card.
- What is your academic goal for the upcoming report card?
- What steps (at least 3) will you need to reach your academic goal on the upcoming report card?

Attendance
- Evaluate your attendance on the last report card.
- What is your attendance goal for the upcoming report card?
- What steps (at least 3) will you need to reach your attendance goal on the upcoming report card?

CELDT (if applicable)
- Evaluate your CELDT performance from last year.
- What is your CELDT goal for this year?
- What steps (at least 3) will you need to reach your CELDT goal this year?

Individual Learning Plan

Student Name _____   **Grade** _____

Semester   Fall   Spring   **Marking Period**   5   10   15   20

Weekly Reflection

Based upon your 5-Week Goals, what is your priority for the upcoming week with regards to CSTs or PAs?

Based upon your 5-Week Goals, what is your priority for the upcoming week with regards to academic goals?

Based upon your 5-Week Goals, what is your priority for the upcoming week with regards to attendance?

How can the following people help you to achieve your goals in the upcoming week?
- Teachers

- Advisory Teacher

- Counselor/Other Support

- Parents/Family

- Peers

Tier III–

Individualized Instruction
Student Success Team
Coordination of Services Team
Modifications
Psychologist Consult

Tier II –

Targeted Students
After School Remediation
Small Group Instruction
Parent Conferences
Extended School Day
Support
Read 180
Counseling Referrals
Classroom Observations
Individualized Instruction
Second Step

Tier I

Standards-Based Classroom Instruction
Research-Based Practices
ALEKS
AR – Accelerated Reader
Periodic Assessments
Benchmark Tests/Progress Monitoring
Re-Teaching
Teachers as Advisor
Performance Tasks
My Data
Data Analysis Standardized
Data Analysis Classroom Level
Conference Logs
Consistent Behavior Management Systems
Collaborative Planning/Peer Observations
Reading/Writing/Math across curriculum
Standards and SWBAT posted
Flexible Room
State Required Texts
Differentiation and Accommodation
Cooperative Learning
Parental Involvement
Rigor and Relevance
Use of Technology
Checklists/Rubrics
Student Portfolios

Appendix C
Lesson Plan Template

Teacher(s) _____

Course _____

Date(s) for Lesson _____

Lesson Overview

Framework Big Idea/Key Inquiry for Lesson [*Essential understanding you expect students to know as a result of this modules/unit of study; should link back to standards framework and show sequencing of standards (i.e. transfer and development of learning over time.*]

Content Standard(s):[*The standard or component of the standard in langue that is accessible to students.*]

Objective/SWBAT [*Measurable and observable indicators of what students will learn and be able to do at the conclusion of the lesson.*]

Language Objective [*Language (oral or written) required to complete the classroom assignment, participate in classroom discussions and reflect the ELD level of the students while addressing the grade-level content standard; maximum of 10 vocabulary words essential to understand and meet the objectives.*]

Concrete Materials [*Visuals, manipulatives, realia used to facilitate engagement with content and help make it comprehensible*]

Instructional Strategies [*Access to Core, SDAIE, AVID, Reciprocal Teaching, WAC, PBL*]

Adapted from Public Works, Inc. (2009) and LAUSD K-12 SDAIE Lesson Design Template

Lesson Delivery

What the lesson should have (bulleted prompts, are suggestions/examples)	Description of what the lesson will look like, including pacing/timing, instructional strategies, and teacher talk moves
Anticipatory Set to "hook" and engage students • Bridging, eliciting, and activating prior knowledge OR creating schema for learning if not present • Making connections to previous learning or real life examples • Introducing key vocabulary, vocabulary in context, and/or preview of text • Group brainstorms • Anticipatory charts, cues, and/or advance organizers	**I set it up** [*Teacher establishes lesson*]
Direct Instruction, Modeling, and Demonstration (Structured Practice) • Providing background instruction • Providing multiple examples of concept skills and strategies • Restating and clarifying concepts and strategies • Thinking, writing, reading, and solving aloud • Use of rubrics to showcase criteria for evaluating progress • Use of visual and graphic organizers	**I do it** [*Teacher presentation*]
Facilitation and Guided Practice to lead students step-by-step, clarifying, and using concrete representations of learning • Assigning clear tasks • Observing and guiding student application of learning • Student practice of skills and problems • Leveled questions • Questions for clarification	**We do it together** [*Class engages with content to develop skills and knowledge*]

What the lesson should have (bulleted prompts, are suggestions/examples)	Description of what the lesson will look like, including pacing/timing, instructional strategies, and teacher talk moves
<u>Structured Collaborative Practice</u> to monitor and provide corrective feedback • Opportunities for student interaction (cooperative groups, think-pair-share, reciprocal teaching, etc.) • Guided student engagement in relevant academic conversation (oral language practice of target vocabulary) • Multiple methods to check for evidence of student understanding • Intervening when needed • Praising, prompting, and correcting	**You do it together** [*Students engage with content to develop skills and knowledge*]
<u>Independent Practice</u> • Student projects • Leveled work • Systematic and sequential scaffolding of assignments • Students self-manage and self-assess learning	**You do it alone** [*Students apply the skills and knowledge to meet the content objective, independent of the teacher*]
<u>Closure and Wrap-Up</u> • Helping organize and structure student reflection on what has been learned • Promoting coherence and synthesis of concepts/skills • Clarifying any lingering misunderstandings • Providing opportunities for students to demonstrate or apply learning (e.g. presentations) • Summarizing and/or review (KWL charts, exit slips, etc.)	**We reflect on what has been learned** [*Recapping of concept/skill*]

Washington Involving Neighborhood (WIN)
Safe School / Healthy Student
Program Abstract

The Washington Prep SS/HS application is a comprehensive model to improve safe and respectful school climates through sustainable school-family-community partnerships and the use of research-based prevention and early intervention programs, policies, and procedures. This effort is built upon the work of the Washington Preparatory Safety Collaborative started in 2003.

This partnership members include Los Angeles Unified School District (LAUSD), Los Angeles County Departments of Probation, Children and Family Services, Probation Mental Health and Public Health, Human Relations, and law enforcement (County Sheriff and LAUSD School Police) together with Community agencies part of this partnership are Centinela Youth Services and Catholic Big Brothers and Sisters. Education Coordinating Council, the county planning entity for Foster Care and Probation Students is key partner in our planning effort.

WIN will serve Washington Preparatory High School Complex in a feeder pattern with the elementary and middle schools. Private schools have been involved in the planning of this grant and will have increased support for mental health and alcohol, tobacco and other drug education and services. The WIN SS/HS program will provide improved ability for school staff to link with community agencies to provide universal, early intervention and intensive supports and services that address the risk and protective factors for students and families. These services will include expansion evidenced based strategies from Department Mental Health and Department of Children and Family Services for children most in need of help. This grant will focus on helping students and families be supported and be and feel safe.

The goals for WIN are 1) improve safety in school and in Neighborhoods; 2) Reduce rates of alcohol, tobacco and other drug use among youth; 3) Improved student behavior and social emotional functioning; 4) improve access to mental health services, and 5) improved support for early childhood social and emotional learning. Each of these goals has corresponding goals to promote resiliency and protective factors.

Multidisciplinary teams at school sites facilitated by a wellness facilitator made up of schools staff and Mental Health, Probation, Public Health and Law Enforcement will review the use and effectiveness of services through a system of data collection and will recommend and support the continuous improvement of services. Health, behavioral health, recreation, and safety outcomes will be monitored on population basis and use of current and proposed programs that address these outcomes will be reviewed. These teams will also encourage multidisciplinary team meetings focusing on special populations such as students in foster care at school sites such as Teac Decision Making (TDM) meetings by Department of Children and Family Services.

Grant activities and programs include school-base probation services, mentoring, human relations skill training, research based mental health outreach and engagement and evidences programs such Cognitive Behavior Interventions for Trauma, Second Step, Conflict Resolution training. A Family Wellness Center will act as a hub for community access of services and there will be outreach and services for teenage mothers through Visiting Home Nurse Program.

Los Angeles Schools Safe Schools/Healthy Students Initiative
Memorandum of Agreement

This Memorandum of Agreement is hereby entered between the parties indicated herein for the purpose of implementing the WASHINGTON INVOLVING NEIGHBORHOODS (WIN) Program. Parties include the Los Angeles Unified School District (LAUSD), the Los Angeles County Probation Department, the Los Angeles County Department of Children and Family Services, the Los Angeles County Department of Public Health, the Los Angeles County Department of Mental Health, Los Angeles County Sheriff Department, Los Angeles Police Department, LAUSD School Police, Los Angeles County of Education, Education Coordinating Council, Human Relations Commission, and the Centinela Youth Services. For this project, parties will collectively be known as The Los Angeles Safe Schools/Healthy Students Consortium (LASS/HSC).

This Memorandum of Agreement will serve as a preliminary memorandum that will be renewed six months after an award for Safe Schools Healthy Student grant for 2008, if so received.

We affirm that this project meets the absolute priority for this initiative, as demonstrated on the following pages. This document and its attachments (including a logic model) outline the scope of activity and our commitments to the project. The mission of our participation is to develop an asset-based, comprehensive, learning support system that serves the families within the Washington Prep High School community service area in Los Angeles. By so doing, the partnership will *promote the mental health of students, to enhance academic achievement, to prevent violence and substance use, and to create safe and respectful climates through sustainable school-family-community partnerships and the use of research-based prevention and early intervention programs, policies, and procedures.* The project framework fits within the Los Angeles Unified School District's Discipline Foundation Policy: School-wide Positive Behavior Support that has recently been ratified by the Board of Education.

LASS/HSC will
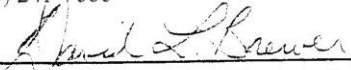
(1)   provide a symptom of services and supports addressing the five components of the Safe School Healthy Student grant for students at Washington Prep High School and its 13 elementary and 2 secondary feeder schools at Los Angeles Unified School District and private schools that have agreed to participate. These students face a host of challenges that negatively impact positive youth development (See community assessment in narrative for general statistics on youth in the community).

(2)   include services and support to the early childhood population and to private schools within this community.

(3)   create relationships and share resources to build safe and healthy learning environments for every student at home, at school, and in the community

(4)   support and strengthen the partnership to enhance existing resources and integrate WIN Program activities into a comprehensive network of programs and services that reflect the combined partners' vision of preventing youth violence and promoting healthy development of children and families.

Los Angeles Schools/Healthy Students Initiative Memorandum of Agreement
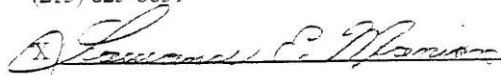*Washington Involving Neighborhoods*, March 2008

(5)   support district-wide, collaborative service delivery systems that remove barriers to learning and positive youth development by integrating educational, mental health, social, juvenile justice, and related services for each individual child's physical, emotional, social, educational and family needs.

(6)   develop strategic plans that concentrate on service collaboration, consolidation and the sustainability of the program.

(7)   build bridges of communications between school districts, County and Community agencies that will deliver a full array of integrated services to children and families who are at the highest risk for violence.

(8)   agree to participate in the development of a final memorandum of agreement six months after an award for Safe Schools Healthy Student grant.

APPLICANT/LEAD AGENCY, LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)
Central Offices:

Los Angeles Unified School District, Superintendent of Schools
David L. Brewer, Superintendent
333 South Beaudry Avenue, 28th Floor, Los Angeles, CA 90017
(213) 241-7000

X _____   Date: 9 MAR 08

Los Angeles Unified School District School Police
Lawrence E. Manion, Chief of Police
1330 W. Pico Blvd., Los Angeles, CA 90015
(213) 625-6631

X _____   Date: 3-6-08

Early Childhood Education Division (ECED)
Michael Shannon, Director, Ready for School
1360 W. Temple Street, Los Angeles, CA 90026
(213) 207-2234

X _____   Date: 3/5/08

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 2

APPLICANT/LEAD AGENCY, LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)
Central Offices:

Los Angeles Unified School District. Superintendent of Schools
David L. Brewer. Superintendent
333 South Beaudry Avenue. 28th Floor. Los Angeles. CA 90017
(213) 241-7000

X _____ See page MOA 2 for orig signature
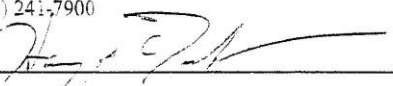
Los Angeles Unified School District School Police
Lawrence E. Manion. Chief of Police
1330 W. Pico Blvd.. Los Angeles. CA 90015
(213) 625-6631

X _____ See page MOA 2 for orig signature

Beyond the Bell Branch (BTB) (extended day programs)
Harry Talbot. Administrative Coordinator
333 South Beaudry. 29th Floor. Los Angeles. CA 90017
(213) 241-7900

X _____

Early Childhood Education Division (ECED)
Michael Shannon. Director. Ready for School
1360 W. Temple Street. Los Angeles. CA 90026
(213) 207-2234

X _____ See page MOA 2 for orig signature

Note   Due to the complex task of collecting signatures from many agencies/sites over a large geographical area. we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously

MOA 2A

Los Angeles Schools/Healthy Students Initiative Memorandum of Agreement
Washington Involving Neighborhoods, March 2008

APPLICANT/LEAD AGENCY. *LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)*
Schools:

Washington Preparatory High School
Gail J. Greer, Principal
10860 S. Denker Avenue, Los Angeles, CA 90047
(323) 418-4000

X _____

95th Street Elementary School
Carlen Powell, Principal
1109 W. 96th Street, Los Angeles, CA 90044
(323) 756-1466

X _____

135th Street Elementary School
Antonio J. Camacho, Principal
801 W. 135th Street, Gardena, CA 90247
(310) 324-4454

X _____

Century Park Elementary School
Kim Polk, Principal
10935 S. Spinning Avenue, Inglewood, CA 90303
(323) 757-8231

X _____

Cimarron Avenue Elementary School
Cynthia Williams, Principal
11559 Cimarron Avenue, Hawthorne, CA 90250
(323) 757-1226

X _____

Clay Middle School
Pamela M. Gartrell Jackson, Principal
12226 S. Western Avenue, Los Angeles, CA 90047
(323) 600-6000

X _____

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 3

Los Angeles Schools/Healthy Students Initiative Memorandum of Agreement
Washington Involving Neighborhoods, March 2008

APPLICANT/LEAD AGENCY, LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)
Schools: (continued)

Duke Ellington Continuation School
Cecil McLinn, Principal
1541 W. 110th Street, Los Angeles, CA 90047
(323) 418-4130

X _____

Harte Preparatory Middle School
Lester A. Davidson, Principal
9301 S. Hoover Street, Los Angeles, CA 90044
(323) 757-9143
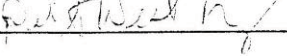
X _____

LaSalle Avenue Elementary School
Deborah Weathersby, Principal
8715 LaSalle Avenue, Los Angeles, CA 90047
(323) 759-1161

X _____

Manhattan Elementary School
Shirley W. Gideon, Principal
1850 W. 96th Street, Los Angeles, CA 90047
(323) 756-1308
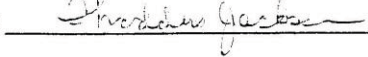
X _____

Purche Avenue Elementary School
Thaddus L. Jackson, Principal
13210 Purche Avenue, Gardena, CA 90249
(310) 323-3184

X _____

West Athens Elementary School
Maxine M. Hawk, Principal
1110 W. 119th Street, Los Angeles, CA 90044
(323) 756-9114

X _____

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have
split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 4

Los Angeles Schools/Healthy Students Initiative Memorandum of Agreement
Washington Involving Neighborhoods, March 2008

APPLICANT/LEAD AGENCY, LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)
Schools: (continued)

Woodcrest Elementary School
Zelendria H. Robinson, Principal
1151 W. 109th Street, Los Angeles, CA 90044
(323) 756-1371

X _____

Avalon Gardens Elementary
Marianne Teola, Principal
13940 South San Pedro Ave. Street, Los Angeles, CA 90061
(310) 532-8540

X _____

Manchester Elementary School
Gregory W. Hooker, Principal
661 W. 87th Street, Los Angeles, CA 90044
(323) 778-3472

X _____

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have
split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.
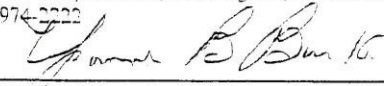
MOA 5

Los Angeles Schools/Healthy Students Initiative Memorandum of Ag
Washington Involving Neighborhoods. March 2008

COLLABORATING PARTNERS, COUNTY OF LOS ANGELES:

Board of Supervisors
Yvonne B. Burke, Supervisor. Second District
500 West Temple Street, Los Angeles, CA 90012
(213) 974-2222

X _____ Date: 3-5-08

Los Angeles County Sheriff Department
Leroy D. Baca. Sheriff
4700 Ramona Blvd., Monterey Park, CA 91754
(323) 526-5000

X _____ Date: 3-1-08

Los Angeles County Probation Department
Robert B. Taylor, Chief Probation Officer
9150 E. Imperial Hwy., Downey, CA 90242
(562) 940-2501

X _____ Date: 3-4-08

Los Angeles County Department of Mental Health
Marvin J. Southard, D.S.W., Director
550 S. Vermont Ave. 12th floor, Los Angeles, CA 90020
(213) 738-4601

X _____ Date: 3-4-08

Los Angeles County Department of Public Health
Jonathan E. Fielding, M.D., M.P.H., Director
313 N. Figueroa St., Los Angeles, CA 90012
(213) 240-8117

X _____ Date: 3-4-08

Los Angeles County Department of Children and Family Services
Patricia Ploehn, Director
425 Shatto Pl., Los Angeles, CA 90020
(213) 351-5600

X _____ Date: 3/4/08

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 6

Board of Supervisors
Yvonne B. Burke, Supervisor, Second District
500 West Temple Street, Los Angeles, CA 90012
(213) 974-2222
X _____

Los Angeles County Sheriff Department
Leroy D. Baca, Sheriff
4700 Ramona Blvd., Monterey Park, CA 91754
(323) 526-5000
X _____

MOA 6A

Los Angeles Schools/Healthy Neighborhoods

Washington Involving Neighborhoods, March 2008

COLLABORATING PARTNERS, COUNTY OF LOS ANGELES (continued):

Human Relations Commission (HRC)
Robin S. Toma, Director
1184 Hall of Records
320 W. Temple St., Los Angeles, CA 90012
(213) 974-7601

X _____ Date: 3/5/08

Education Coordinating Council (ECC)
Jose Huizar,
Los Angeles City Councilmember, Fourteenth Council District
Chair, Education Coordinating Council
222 S. Hill St. 5th Floor, Los Angeles, CA 90012
(213) 974-5967

X _____ Date: 5/5/08

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 7

Los Angeles Schools/Healthy Students Initiative Memorandum of Agreement
Washington Involving Neighborhoods,   March 2008

COLLABORATING PARTNERS, PRIVATE SCHOOLS:

San Pedro Academy
Barbara Morgan, Principal
1145 West Manchester Avenue. Los Angeles, CA 90044
(323) 752-6903

X _Barbara Morgan_ 3/4/08

Woodcrest Nazarene Christian School
Vanessa Beverly, Principal
10936 S. Normandie Avenue, Los Angeles, CA 90044
(323) 754-4933

X _Vanessa Beverly_ 3-4-08

New Wave Christian Academy
Pat Fargas, Principal
11203 Western Avenue, Los Angeles, CA 90044
(323) 757-1200

X _Patricia Fargas_ 3/4/08

St. Michael Catholic School
Jim McMains, Principal
1027 W. 87th Street, Los Angeles, CA 90044
(323) 752-6101

X _Jim McMains_ 3/4/08

New Langston-Hughes Academy
Pastor Richard W. Taylor, CEO
10513 S. Vermont Avenue
Los Angeles, CA 90044
(323) 777-7796

X _Richard Taylor_ 3/14/08

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously

MOA   8

Washington Involving Neighborhoods, March 2008

COLLABORATING PARTNERS, PARENT LEADER REPRESENTATIVES:

Susana Arriaga/Henry Clay Middle School
10330 S. Western Ave., Los Angeles, CA 90047
(323) 756-3245

X _____ Date ___3-4-08___

Irené Mitchen/Woodcrest Elementary
13228 Wilkie Ave, Gardena, CA
(323) 715-2623

X _____ Date ___3-4-08___

Rosalinda Martin/Manhattan Place Elementary
1500 W. 98th St., Los Angeles, CA 90047
(323) 679-3834

X _____ Date ___3-4-08___

Kellie A. Weaver/Chapman Elementary
511 W. 147th St., Gardena, CA 90248
(310) 516-6499

X _____ Date ___3-4-08___

Dariole M. Gordy /Raymond Avenue Elementary
1348 W. 74th St., Los Angeles, CA 90044
(323) 759-8986

X _____ Date ___3-4-08___

Onamia J. Bryant/West Athens Elementary
1212 W. 124th St., Los Angeles, CA 90044
(310) 516-6499

X _____ Date ___3-4-08___

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 9

Los Angeles Schools/Healthy Students Initiative Memorandum of Agreement
Washington Involving Neighborhoods, March 2008

COLLABORATING PARTNERS, PARENT LEADER REPRESENTATIVES:

Alfreda E. Harris (Foster Parent)/La Salle Avenue Elementary
13123 S. Wilkie Ave., Gardena, CA 90249
(310) 538-9064

x _Alfreda E. Harris_ Date _3-4-08_

Cynthia L. Frison/95th Street Elementary
1116 West 96th St., #4, Los Angeles, CA 90044
(323) 779-6478

x _Cynthia L. Frison_ Date _3-4-08_

Note: Due to the complex task of collecting signatures from many agencies/sites over a large geographical area, we have split names into separate pages so that signature forms with MOA copies could be distributed simultaneously.

MOA 10

COLLABORATING PARTNERS, FAITH-BASED AND COMMUNITY-BASED ORGANIZATIONS:
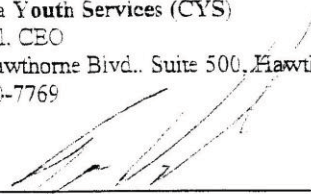
Catholic Big Brothers Big Sisters
Kenneth E. Martinet, President & CEO
3300 W. Temple Street, Los Angeles, CA 90026
(213) 251-9800

X _____ Date: 3/6/08

Centinela Youth Services (CYS)
Jan Vogel, CEO
11539 Hawthorne Blvd., Suite 500, Hawthorne, CA 90250
(310) 970-7769
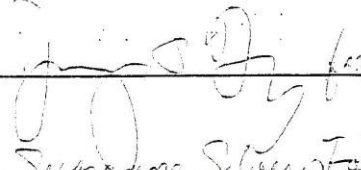
X _____ Date: _____

Cedars-Sinai Medical Center
Suzanne Silverstein, Supervisor Family & Child Program
Department of Psychiatry
8700 Beverly Boulevard, Los Angeles, CA 90048
(310) 423-3541

X _____ Date: ___3/14/08___

MOA 11

Henry Clay Middle School   **Appendix E**
Bell Schedule

Regular Day/Horario Regular
Mondays/Lunes, Wednesdays/Miércoles, Fridays/Viernes

Dismissal at 3:03 p.m./Salida a las 3:03 p.m.

	Start– End	Min
Warning Bell	7:50	
Period 1	8:00 – 8:50	50
Advisory	8:56 – 9:38	42
Period 2	9:44 – 10: 34	55
Nutrition	10:34 – 10:49	15
Period 3	10:55 – 11:45	55
Period 4	11:51 – 12:41	55
Lunch	12:41 – 1:11	30
Period 5	1:17 – 2:07	55
Period 6	2:13 – 3:03	55

Common Planning Time/ Día de Plantación
Every Tuesday and Thursday
Cada Martes y Jueves

Dismissal at 2:03 p.m./Salida a las 2:03 p.m.

	Start– End	Min
Warning Bell	7:50	
Period 1	8:00 – 8:48	48
Period 2	8:54 – 9:42	48
Nutrition	9:42 – 9:57	15
Period 3	10:03 – 10:51	48
Period 4	10:57 – 11:45	48
Lunch	11:45 – 12:15	30
Period 5	12:21 – 1:09	48
Period 6	1:15 – 2:03	48

Minimum Day Schedule/ Día Mínimo

Dismissal at 12:28 p.m./Salida a las 12:28 p.m.

	Start– End	Min
Warning Bell	7:50	
Period 1	8:00 – 8:38	38
Period 2	8:44 – 9:20	36
Period 3	9:26 – 10:02	36
Brunch	10:02 – 10:22	20
Period 4	10:28 – 11:04	36
Period 5	11:10 – 11:46	36
Period 6	11:52 – 12:28	36

Henry Clay Middle School   **Appendix F**

Elect to Work Agreement

Henry Clay Middle School is a school within the Los Angeles Unified School District (LAUSD) that has been granted increased flexibility and autonomy from the United Teachers of Los Angeles (UTLA) Collective Bargaining Agreement (CBA). This autonomy includes, but is not limited to, the right to set the scheduled school day for faculty, and to make changes in the teaching and learning conditions. The UTLA contract serves as the CBA for certificated staff at Henry Clay Middle School; however, this Elect to Work Agreement goes beyond the UTLA contract requirements. All certificated staff at Henry Clay Middle School must agree to the Elect to Work Agreement, as indicated by the reading and signing of this agreement, in order to remain a member of the Clay Middle School staff.

Certificated staff at Clay Middle School are expected to undertake a number of responsibilities to enhance and enrich the educational experiences of our students. To achieve our mission and vision for Henry Clay Middle School, certificated staff at Clay Middle School will be responsible for:

Commitment to Students

- Focus on student growth and advocacy, addressing student learning needs with flexibility and compassion
- Commitment to teaching young adults and addressing the unique developmental needs of middle school adolescents
- Acceptance that "counseling and guidance" is a responsibility of every adult employed at the school
- Willingness to adapt curriculum and instruction to meet the learning needs of Standard English Learners (SEL), English Learners (EL), and Students with Disabilities (SWD)
- Agreement that student learning needs supercede staff convenience, habits, or routines
- Identify one day per week (before or after school) to be available for student support (e.g. tutoring)

Commitment to School Colleagues

- Adoption of a problem-solving rather than a "problem finding" mindset in making individual and collective decisions
- Commitment to transparency and authentic staff collaboration; making public what have heretofore been private instructional decisions
- Participation in peer observations, debrief, and discussions aimed at improving classroom instructional delivery
- A passion for one's own subject matter and ownership of one's own professional growth
- Active participation in school decision-making through membership in at least one school committee or governance forum
- Involvement in developing a truly innovative school that provides a distinctive, meaningful educational experience for all students

- Arrive for school (workday) at 7:45 a.m. and end at 3:15 p.m.
- Participate in IEP, SST and interventions meetings as needed to support student achievement
- Each teacher will design lesson plan components to create a common foundation for a cohesive collaboration based on research strategies
- Each teacher will participate in grade level weekly content-area meetings via Common Planning Time.
- Implement grade-level Advisory program

Commitment to Parents and Community

- Engaged partnering with parents and the larger community to educate the whole child
- Willingness to participate in and model "community connections"
- Willingness to keep the line of communication open to all parents
- Participation in creating a learning environment that serves as a source of student and community pride

Henry Clay Middle School certificated staff members will continue to accrue seniority as they would if working elsewhere in LAUSD and will receive the wages and benefits established by LAUSD. Certificated staff members will continue to be members of the UTLA bargaining unit and receive the rights listed under the CBA, except for instances where Clay Middle School has received waivers to the CBA.

BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ ALL THE PROVISIONS OF THIS ELECT TO WORK AGREEMENT AND THAT I AGREE TO ALL OF ITS TERMS. I ACKNOWLEDGE THAT FAILURE TO MEET THESE EXPECTATIONS MAY RESULT IN MY DISPLACEMENT FROM HENRY CLAY MIDDLE SCHOOL.

Signature   _____

Name (Print):   _____

Employee #   _____

Date   _____

C·L·M·S

LIVE UNITED United Way
TO CREATE PATHWAYS OUT OF POVERTY

THE LEADERSHIP MATTERS MIDDLE SCHOOL PILOT: AN OVERVIEW
JUNE 10, 2010

BACKGROUND

The Leadership Matters Middle School Pilot is the newest advancement of a state and national initiative known as Schools to Watch – a network of high-performing middle schools that serve as school improvement models and mentors to staff from struggling schools. Schools are selected based on the fulfillment of evidence-based criteria. There are now more than 250 Schools to Watch in 19 states since the initiative started in 2002, and these states represent 70% of U.S. middle-grades students. California has 27 of these model schools, including Holmes Middle School and Millikan Middle School in the Los Angeles Unified School District (LAUSD). The California League of Middle Schools (CLMS) and the California Department of Education (CDE) co-lead the state initiative and CDE's official middle-grades online resource, *Taking Center Stage-Act II*, is based on it. State-level groups including ACSA, CSBA, CTA and AVID help operate the California Schools to Watch-Taking Center Stage program.

In 2007, CLMS and United Way of Greater Los Angeles (UWGLA) created a three-year leadership academy – the Principals to Watch Leadership Academy – designed to increase the management and instructional leadership capacity of Los Angeles County middle school principals serving high-needs students. The foundation for this leadership academy is the Schools to Watch criteria which is used to guide staffs in creating a consensus-driven school improvement plan. Twelve LAUSD principals successfully completed the academy.

THE GOAL OF THE LEADERSHIP MATTERS MIDDLE SCHOOL PILOT

The Leadership Matters Middle School Pilot has the full support of LAUSD Superintendent Ramon Cortines and Chief Academic Officer Judy Elliott; in fact, a staff member in Judy Elliott's office will be the liaison for the program to ensure there are no conflicts between program participation and other district requirements. The pilot will expand on the Principals to Watch Leadership Academy by training principals and leadership teams from 8 LAUSD middle schools and by directing increased resources and technical assistance to the selected schools. The Leadership Matters Middle School Pilot will create an intensive turnaround program that will result in significant gains in academic progress, student readiness, and learning environments within three years.

The goal of the program is to prepare students from economically disadvantaged backgrounds for success in high school thereby leading to reduced dropout rates, increased graduation rates, and improved readiness for college and career. CLMS and UWGLA will work closely with LAUSD to ensure the goals of the Leadership Matters Middle School Pilot align with district goals.

The Leadership Matters Middle School Pilot will train LAUSD middle grades leadership teams of four (the principal, plus three staff chosen by the principal who can best help accomplish outcomes) in Program Improvement high-needs schools – to improve teacher effectiveness, implement school-wide student support systems, and involve parents in creating learner-centered environments at home and at school. Leadership teams will convene every month to two months for training or to tour model Schools to Watch middle schools in and around Los Angeles County. They will receive on-site coaching and support to implement best practices on their own campuses.

1

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BENEFITS OF PARTICIPATING IN THE PILOT
- Professional development focused on one your school, targeted to your needs
- Stabilization of school site leadership that will result in the fuller development of Professional Learning Communities, improved teacher-to-teacher communication, and better utilization of data to improve student outcomes
- Participation in the program would help to support tangible improvements in students' academic performance

LAUSD LEADERSHIP HAS AGREED TO:
- Keep the school leadership team in place for three years
- Expect site staff to share lessons and teaching strategies with visitors/Leadership Matters Middle School Pilot staff, open classrooms to internal and external observers, and link data to student learning
- Provide explicit communication to the principal that s/he is part of a Leadership Matters Middle School Pilot with full district permission to innovate, involve staff in decisions, and make site-level changes
- Require site staff to participate 100% in training, homework, activities, and improvement plan implementation
- Allow administrators and other leadership team members to be off-site for a full school day when needed (usually once a month at most).
- Assume costs for substitutes and data collection.

SELECTION CRITERIA FOR LEADERSHIP MATTERS MIDDLE SCHOOL PILOT
- Low-income, Program Improvement middle schools
- Geographic distribution throughout the Los Angeles Unified School District
- Principals and leadership teams of middle schools committed to work on school transformation
- Support of Local District Superintendents and LAUSD staff for selected middle schools

SELECTION CRITERIA FOR PRINCIPALS/ASSISTANT PRINCIPALS
- Clear California administrative credential
- Minimum of 2 years administrative experience as assistant principal and/or principal
- Prior experience in a low-performing school in which at least 40% of students qualify for FRPM
- Prior experience with non-English speaking students and adults
- Commitment to remaining at school site for a minimum of 3 years while participating in the Pilot
- Willingness to participate in a program focused on a collaborative site leadership model
- Commitment to participate in all Leadership Matters Middle School Pilot meetings and activities

SELECTION CRITERIA FOR LEADERSHIP TEAM MEMBERS
- Clear credential (multiple or single subject, special education)
- 3 years teaching experience (preferably grades 6-8)
- Prior experience in a low-performing school in which at least 40% of students qualify for FRPM
- Prior experience with non-English speaking students and adults
- Commitment to remaining at school site for a minimum of 3 years while participating in the Pilot
- Willingness to participate in a program focused on a collaborative site leadership model
- Willingness to share lessons and teaching strategies with visitors to school
- Willingness to open classrooms to outside observers
- Commitment to participate in all Leadership Matters Middle School Pilot meetings and activities

2

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LEADERSHIP MATTERS MIDDLE SCHOOL PILOT
2010-2011 Calendar of Events

July 24-26	CLMS/CLHS Summer Institute – 2 nights hotel and conference registration paid by UWGLA and CLMS for Principals only
August	No meeting- select team members at each site
September	TBA – School Reform Overview – National Forum Vision for High Performing Middle Grade Schools, Characteristics of Early Adolescent Learners
October	TBA – Schools to Watch Criteria and Self Rating Rubric Performing the School Self Assessment and how to interpret and use this data to create a School Improvement Plan.
November	TBA -Organizational Leadership – presentation on creating structures for PLE's and Distributive Leadership and PLC's.
December 2-4	CLMS/CLHS Conference, San Diego (Town and Country) Leadership Matters Teams attend DuFour Workshops, Granger Junior High School Tour; do school presentation or participate in panel discussion Included: 2 rooms, 2 nights + conference registration for 4 team members
January, 2011	TBA – High Expectations, Rigor and Relevance, Project-Based Learning
February 25-27	CLMS/CLHS Conference, Sacramento Leadership Matters Teams attend Wormeli presentations plus conference sessions: do school presentation or participate in panel discussion Included: 2 rooms, 2 nights + conference registration for 4 team members; CLMS will arrange flights to Sacramento for teams

March	TBA - Standards for School Leaders in Turning Around Faltering Schools
April	TBA- Communities of Learners- Leadership's role in building a sense of community within the school and within the community
May	TBA- Developing partnerships on campus and within your community; developing advocacy for your students and their families; planning for MATH/ELA content area improvement workshops
June	TBA-Progress check on individual school improvement plans, adjustments for 2011-2012
July, 2011	CLMS/CLHS Summer Institute – 2 rooms for 2 nights hotel and conference registration paid by UWGLA and CLMS for 4 team members.

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LIVE UNITED United Way
TO CREATE PATHWAYS OUT OF POVERTY

LEADERSHIP MATTERS MIDDLE SCHOOL PILOT

SELECTION CRITERIA FOR LEADERSHIP MATTERS MIDDLE SCHOOL PILOT
- Low-income, Program Improvement middle schools
- Principals and leadership teams of middle schools committed to work on school transformation
- Demonstrated interest and commitment by the principal and leadership team
- Geographic distribution throughout the Los Angeles Unified School District

SELECTED MIDDLE SCHOOLS FOR LEADERSHIP MATTERS MIDDLE SCHOOL PILOT
1) **Local District 1**
   - Northridge Middle School – Deborah Wiltz, Principal (Principals to Watch Participant)
     17960 Chase St., Northridge, CA 91352 Office: 818-678-5115

2) **Local District 2**
   - Mount Gleason Middle School – Deborah Acosta, Principal (Principals to Watch Participant)
     10965 Mt. Gleason Ave, Sunland, CA 91040 Office: 818-951-2580

   - Van Nuys Middle School – Anita Barner, Principal (Principals to Watch Participant)
     5435 Vesper Ave., Van Nuys, CA 91411 Office: 818-267-5900

3) **Local District 3**
   - Webster Middle School – Kendra Wallace, Principal (Principals to Watch Participant)
     11330 W. Graham Pl., Los Angeles, CA 90064 Office: 310-235-4600

4) **Local District 4**
   - Irving Middle School – Kimberly Noble, Principal (Principals to Watch Participant)
     3010 Estara Ave., Los Angeles, CA 90065 Office: 323-259-3700

5) **Local District 5**
   - El Sereno Middle School – Arthur Duardo, Principal
     2839 N. Eastern Ave., Los Angeles, CA 90032 Office: 323-224-4700

6) **Local District 8**
   - Clay Middle School – Keri Lew, Principal
     12226 S. Western Ave., Los Angeles, CA 90047 OfficE: 323-600-6000

7) **Local District T**
   - Hollenbeck Middle School – Christina Rico, Principal
     2510 E. Sixth St., Los Angeles, CA 90023 Office: 323-780-3000

CONTACT: Dr. Irv Howard, California League of Middle Schools, stwcal@aol.com, 800-326-1880
CONTACT: Alicia Lara, United Way of Greater Los Angeles, alara@unitedwayla.org, 213-808-6510

Henry Clay Middle School Special Education Service Plan   **Appendix H**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	Clay Middle School will follow the guidelines of the Modified Consent Decree, Federal and State regulations found in the LAUSD's Special Education Policies and Procedures Manual that comply with the Individuals with Disability Education Act and Free and Appropriate Public Education for all students.
		At the time of enrollment, parents/guardians of new students will complete the District's Student Enrollment Form. Section 10 of the enrollment Form asks questions regarding previous special education services.
		Referral to determine need and provide interventions for student with suspected disabilities
		Policy/Procedures Brochures and parent support information is available for dissemination in the each grade-level counselor's office, parent center and attendance office.
Outcome 2	Intervention Programs	The RtI^2 framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing student have access to acceleration in learning.
		In this schema, Tier of RtI2 functions as the instructional program that all students receive in order to succeed.
		Tier 2 will include the set of strategic interventions for target groups of students who have experiences academic setbacks and need accelerated interventions and support to access the core curriculum.
		Tier 3, known as "Intensive Intervention," will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate progress.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	Clay's Discipline Foundations Plan and Behavior Support Program is based on a Three-tiered model approach as outlined in LAUSD Bulletin 3638.0 from basic core expectations to more intensive instruction. Clay Middle School will use the Three-Tiered Approach for Discipline and Behavior support: • Level A – Prevention Plan – Misconduct that requires classroom supports • Level B – Prevention Plan - Misconduct that requires a "Collaborative Team" response • Level C – Intervention Plan – Serious offenses with almost no administrative discretion Convene with an IEP Team meeting to review or modify a current behavior support plan or if needed develop a behavior support plan. A Behavior Support Plan as required for students with ED/AUT eligibility.
Necessary for Planning, will be provided	Description of Student Population	171 students approximately are enrolled in the Special Education Program. Of the total number of students enrolled in the Special Education Program approximately 3 students with an eligibility of AUT are successfully participating in the Least Restrictive Environment-General Education Classes. There are 2 Mentally Retarded students in a Least Restrictive Environment-Special Day Class. 70 students: Resource Program (RSP) General Education Standards Based 71 Students: Special Day Program (SDP) Standards Based 5 Students: Emotionally Disturbed Program (ED) Standards Based 9 Students: Autistic Program (AUT) Modified Standards Based 19 Student: Mentally Retarded (MR) Alternative

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	All classes will be taught by a highly qualified special education teacher. To ensure Equity and Access, each of the following programs promotes Inclusion in the Least Restrictive Environment (LRE) based on the student's IEP. Supports are provided for program development in the student's instructional setting through Direct Supports: co-teaching, modeling, pull-out from general ed program and small group instruction. Indirect Supports: curricular modifications, co-planning, and collaboration with general education teacher, Individualized Education Program (IEP) preparation and observations. Technical Supports: Adaptive technology and use of computers.
		General Education/Resource Program support (RSP): provides standards based instruction and services as indicated in their IEP and assigned to the general education classroom for the majority of the school day.
		Special Day Program (SDP): An accommodated standards based curriculum serves students whose disabilities impact their academic progress in general education classes to a degree that a smaller class setting as indicated by their IEP.
		Emotionally Disturbed Program (ED): An accommodated standards based curriculum serves students whose disabilities impact their social/emotional relationships, academic progress, and safety in general education classes to a degree that a smaller class setting as indicated by their IEP.
		Autistic Program (AUT): Modified standards Based serves students whose disabilities impact Social/emotional and academic progress to such a degree that a smaller class setting as indicated by their IEP.
		Mentally Retarded Program (MR): An accommodated alternative standards based curriculum serves students whose disabilities impact their academic progress in general education classes to a degree that a smaller class setting as indicated by their IEP.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	The district's computerized Welligent Tracking System will be used to monitor IEP dates for services and to adhere to timely completion of all IEPs (annual, 3year evaluation, amendments, 30-day and initial). First priority to schedule the IEP meeting at the convenience of the parent or guardian. Telephone conferencing may be held if the parent or guardian is unable to attend the meeting in person. Parents will be provided the appropriate District publication: the *Parent's Guide to Special Education Services (including Procedural Rights and Safeguards); the IEP and You and You in the IEP and You and ITP and You in the parent's primary language.* An interpreter will be provided at no cost to the parent. At the request of the parent, a translated copy will be provided in a timely manner. A secure meeting area will be provided to ensure confidentially. At the end of the IEP Team Meeting, the IEP is locked and parent is provided with a copy. All IEP meeting Team Members will be notified 10 days in advance. After approval of the updated Individualized Education Plan, hard copies of the IEP will be provided to the parent or guardian and service providers. Student progress will be monitored every five weeks to correspond with the school site progress-reporting period and to ensure that the IEP goals are being met. If a parent or teacher has concerns that the student is not making academic progress, the parent or the teacher may request an IEP meeting. The request will be presented to the special education coordinator.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	Procedures for Identification and Assessment of Students	Clay Middle School will follow the guidelines in the LAUSD s SPED Policy and Procedure Manual. The initial step in identifying students with special needs is a collaborative effort. Teachers, parents, and students meet to identify academic concerns and provide additional supports at home and in the classroom. Teachers access My Data for historical related to test results, attendance behavior, etc. There are five (5) basic steps in the special education process: • Student Success Team • Referral for Assessment • Assessment • Development and implementation of an IEP • IEP Review/Meeting A response to a written request for assessment will be provided 15 days of receipt. Once signed and received by the school, data is collected from the home and teachers. A comprehensive assessment is performed: school psychologist, social/emotional; health, nurse; academics, teacher. An IEP meeting is schedule to determine whether the student is eligible for Special Education Services.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Instructional Plan for students using grade level standards	CA State Standards Based Instruction to ensure academic proficiency. Use of MY DATA to assess areas of needs to develop backward planning. SDAIE Strategies CRRE Culturally Relevant Responsive Education Blooms Taxonomy Cognitive Domains of Analysis, Synthesis, and Evaluation Differentiation of instruction Scaffolding Small Cooperative group setting Use of Graphic Organizers Individualized accommodations/modifications Use of academic vocabulary Reciprocal Teaching
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	Alternative curriculum is used as a base to build academic concepts and performance to individual's maximum capacity. LRE to maximize the development of independent life skills Individual accommodations/modifications Functional Math Functional English Individualized Transition Plan Access to Community Resources and mobility awareness CAPA Adaptive Physical Education Vocational Training Health and Safety Awareness

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	The Student Success Team will collect data, assess student needs and implement supportive academic strategies. The Student Success Team then convenes, assesses data and previous strategies to consider additional interventions. A response to a written request for assessment will be provided within 15 days of receipt. Once signed and received by the school, data is collected from the home and teachers. A comprehensive assessment is performed: social/emotional, school psychologist; health, nurse; academic, teacher. A decision is made whether the student is eligible for Special Education services. A IEP Team Meeting is held to determine if the student is eligible for special education services.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	For students receiving special education services under the Individuals with Disabilities Education Act (IDEA), transition is preparing for and moving from school to work and community life. To determine students' post secondary interests, students are given the "Ready Set Go: A Transition Inventory" to develop and implement the ITP starting at the age of 13. Students gain awareness of potential areas of educational planning, career interest, and independent living needs.
Federal requirement	Access to Extra-Curricular/Non academic activities:	Students will have access to all elective classes and any related school activities before school, nutrition, lunch, after regular school time, weekends, holidays and summer vacation. Social interactions are encouraged to support students' social and emotional growth while participating in the school's clubs, teams, and community organizations. Accommodations will be included to support students with IEPs to participate based on each student's interests and inclusion by the nonacademic organization.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	**Providing Extended School Year**	Extended School Year (ESY) offered to students who have unique needs that are most likely to continue indefinitely or for a prolonged period of time and require services in excess of the regular school year. ESY will be taught by a highly qualified special education teacher. Guidelines to include: • Severity of the disability • Critical areas of learning • Extent of regression in learning • Recoupment rate • as indicated in their IEP. Availability of alternative resources (general education and intervention programs)
Federal Court requirement	**MCD Outcomes (to be woven among others)**	Review of Henry Clay Middle School Modified Consent Decree(MCD) Report • Implementation of LAUSD's Special Education Policies and Procedures Principal's Checklist to ensure stabilization of the Special Education Process completed by the committee. • Use of Welligent master Calendar and SIS to schedule/distribute IEP meeting calendar to Special Education Staff. • Completion of all IEPs 60 days after receipt of written request for assessment. • Special Education Bridge Coordinator to schedule large groups of scheduled IEPs to be completed a month in advance of due date (MCD 10). • Use formal and informal student assessments. • RSP teachers to complete resource logs in a timely manner (within three days of service provided). • A minimum of two Behavioral Intervention Case Managers (BICM) on site at Henry Clay Middle School each school year. (MEM H-50/MEM3958.0).

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	**Professional Development**	Local District 8 Special Ed Support Services will assist in facilitating professional development and in-service training to General Ed and Special Teachers to ensure that staff is in compliance with IEP goals and objectives and accommodations. • How to write Present Level of Performance • Welligent Training • Use of My Data • Instructional Strategies • Behavior Support Plans • School-wide Professional Development • Comprehensive Plan for Due Process • Intervention training for Regular School Year and Extend School year
Outcomes 6, 8, 16	**Staffing/Operations**	Clay Middle School is staffed with Highly Qualified Teachers: • 8 Special Education Teachers based on District funding • 3 Resource Teachers based on District funding • Part/full-time Bridge Coordinator based on funding Special Education classes are balance and not over norms. The Division of Special Education develops Service ratios and Clay Middle School is meeting those recommendations. School nurse, special education teachers and paraprofessionals are provided training when needed training on the use of specialized equipment when needed.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	2817 Special Education funds Title 1 funds
Outcome 14	**Parent Participation**	Henry Clay M S has an active Parent Center that works closely with the Bridge Coordinator who monitors Special Education service plans and assures compliance with District policy and Fed/state mandated programs and services for our student population. Communication mode starts with a student's identification, evaluation, placement, instructional setting, and re-evaluation for special education services. The school site will ensure that parents: • are provided with written notice of their rights in their primary language • consent for an initial evaluation • are notified of any change in placement that may occur • be invited and given opportunities along with teachers to attend conferences and meetings that provide information to assist in the development of IEPs • understand they have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation or educational placement of their child • follow the LAUSD's Comprehensive Plan for Due Process which outlines the procedure for parent concerns or complaints in the prescribed timeline

School of Education, Division of Graduate Education,
Educational Administration Programs

California State University Dominguez Hills • 1000 E. Victoria Street, Carson, CA 90747 • 310.243.3524

October 23, 2010

To Whom It May Concern:

This letter of support for the School Improvement Plan of Henry Clay Middle School is written on behalf of CSUDH and the School of Education (SOE). Over the years, Clay MS has partnered with the SOE on many joint inititiatives. We found the faculty, staff and administration to be quite supportive of the several ventures we undertook to improve the quality of education at the school. I am confident that Clay will be able to execute this comprehensive and inclusive plan for all students, and the greater community.
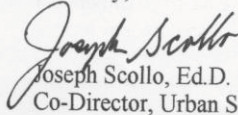
As a former Cluster Administrator for the Narbonne/San Pedro Cluster and the Director of Instruction for Local District K, I am very familiar with Clay. It is a large, diverse, middle school that strives to meet the needs of all students and the community it serves. Under the leadership of its new principal, Ms. Keri Lew, it has already made significant changes to improve the academic program for its students. In fact, this year Clay increased its Academic Performance Index (API) by 17 points, exceeding its API target of 14 points. The faculty, staff and community have begun weekly structured collaborations with course levels, which has led to the creation of comon focus calendars. The faculty is working closely together to utilize available data to make effective decisions to meet all student needs.

We have been fortunate at CSUDH to have had several teachers and administrators at Clay in our educational administration courses. These individuals are well aware of the difficult task it is to turn around a school. I strongly believe they have the necessary knowledge and skills to accomplish this daunting task, and will provide a most successful academic program to meet the needs of its diverse student body. As mentioned earlier, we collaborated with Clay MS in the past, and we stand ready to assist and support them in their efforts to improve the instructional program in the future.

As a founding board member of the Port of Los Angeles Charter High School and the Co-director of the newly established Charter and Autonomous Schools Leadership Academy, I am a strong believer in charter schools, but when it comes to the uniqueness of this community, and the plan that the school has committed to implement, I enthusiastically support Clay Middle School's Improvement Plan.

Please feel free to contact me, if you would like to discuss this further.

Sincerely,

Joseph Scollo

Joseph Scollo, Ed.D.
Co-Director, Urban School Leaders

1

MIND

Research Institute

A neuroscience and education
research-based, non-profit corporation

October 25, 2010

To Whom It May Concern:

MIND Research Institute currently services Henry Clay Middle School students by providing the Algebra Readiness program to one of their classes. The Algebra Readiness program is a full curriculum that rebuilds a solid math foundation for middle and high school students by preparing them for success in Algebra. The content of the Algebra Readiness program includes: the Algebra Readiness ST Math® software, teacher and student edition textbooks, and additional instructional materials.
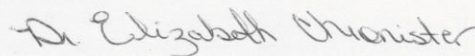
MIND Research Institute, a neuroscience and education research-based non-profit corporation feels the partnership with Clay Middle School will be a crucial component in the school's overall academic improvement. MIND Research Institute has developed the Los Angeles Math Initiative, of which Clay Middle School is currently a participant. The Math Initiative Program is a community partnership to help schools and teachers elevate student math skills through the utilization of the ST Math Program. By linking corporate partners, local education agencies and the MIND Research Institute, the Math Initiative is designed to significantly raise math scores, particularly in schools with historically low achievement levels.

In addition to receiving the award-winning ST Math instructional software, participating Math Initiative schools also receive training for teacher and administrators and an assigned MIND support representative who proactively supports school implementation throughout the year.
MIND Research Institute has been working with Clay Middle School since September 2010 and expects to work with Clay Middle School during the school 2011-2012 and beyond.

MIND Research Institute supports Clay Middle School's efforts to retain themselves under the Public School Choice Motion. MIND Research Institute feels that, due impart to the services MIND Research Institute provides, Clay Middle School will show improved academic progress in the near future.

Sincerely,

Dr. Elizabeth Chronister, Director Education Services
MIND Research Institute
888-751-5443 or
714-751-5443

www.mindresearch.net
888.751.5443 ▪ Fax 714.751.5915

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Email: nchs@history.ucla.edu

Los Angeles Unified School District
c/o iDesign Schools
333 S Beaudry Ave, 25th Floor
Los Angeles, CA 90017

To the iDesign Schools:

The National Center for History in the Schools (NCHS) is pleased to offer our enthusiastic support for the teacher-led design for Henry Clay Middle School. We are pleased to know that these teachers and administrators are working together to create an innovative plan that responds to the needs of students in the South Central Los Angeles Community.

In the spirit of the "UCLA in LA" NCHS is pleased to offer Henry Clay middle school students access to our academic support services and the teachers access to our professional development programs. Our approach engages students as we approach history from the "ground up," discussing "ordinary" individuals who made a difference. We encourage teachers to guide students to do the thinking—examining both visual and written original sources. Students should question their history texts with "How do you know that? Is that true? Who else might tell this a different way?" This helps students be the agent of their learning and translates into critical thinking that boosts their performance in other courses.

We also will introduce the teachers to the innovative (and free!) curriculum being used successfully in the Long Beach School District middle schools, World History for Us All (http://worldhistoryforusall.sdus.edu). Approaching history from the "big picture" rather than civilization by civilization, the curriculum has proved to more successful with helping students retain the material than traditional material.

Regards,

Marian M Olivas

Marian Olivas
Program Manager, National Center for History in the Schools

Los Angeles Unified School District

Beyond the Bell Branch

Expanded Learning and Enrichment Programs
Youth Services South/West Field Office
2060 West 156th Street
Gardena, CA 90249
Tel: 310-515-3010   Fax: 310-527-7147

November 10, 2010

To Whom It May Concern:

Beyond the Bell currently services Henry Clay Middle School students by providing free after school programming for all students through the After School Education and Safety (ASES) grant. Beyond the Bell is committed to providing all students access to high quality, safe and supervised educational, enrichment and physical fitness programs that engage and inspire learning and achievement beyond the regular school day. The Beyond the Bell after school program is open every day school is open and begins when school is dismissed until 6:00 pm. We have been working with Clay MS since July of 2009 and we currently serve approximately 60 students every day.

The partnership between Beyond the Bell and Clay MS is meaningful to students. Beyond the Bell offers students with many learning opportunities. Beyond the Bell provides students with, supervised academic assistance and enrichment opportunities that include music, visual and performing arts. Students are also involved in a leadership program that teaches students about student government and leadership. Physical fitness activities include a partnership with LA84, a non-profit organization that helps fund interscholastic sports competition. Throughout the week, students engage in mini-tournaments that emphasize sportsmanship, teamwork and physical fitness. The students also have an opportunity to practice and perform in dance and drill team activities, which culminate in 2 District Wide competitions.

Beyond the Bell expects to work with Clay MS during the school 2011-2012 and beyond. We support Clay MS's efforts to retain Clay MS under the Public School Choice Motion. Clay MS has made academic progress in the last two years and we expect that they will continue to improve along with Beyond the Bell support.

If we can be of further assistance, please contact us via John Han at 310 515-3010 or jhan@lausd.net.

Sincerely,

John Han
Field Coordinator

Mission Statement: *In collaboration with community partners, Beyond the Bell ensures that all children and youth in the LAUSD have access to high quality, safe, and supervised education, enrichment, and recreation programs that engage and inspire learning and achievement beyond the regular school day.*

EOTO

EACH ONE TEACH ONE

October 24, 2010

To Whom It May Concern:
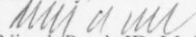
Each One Teach One is currently partnering with Henry Clay Middle School by providing 125 game tickets to the Los Angeles Lakers vs. Los Angeles Clippers. This event is an incentive to the students and staff whom are striving to make the world a better place. Each One Teach One will also provide a luncheon, motivational speakers and plan future educational events with Clay MS. This is our first year working with Clay MS. We have targeted the AVID, Leadership and Journalism students and teachers.

Each One Teach One feels that this partnership with Clay MS is important. Many times students who are in AVID, Leadership and Journalism, get over looked and are under appreciated. This incentive gives these students and teachers recognition for the hard work they have done and encourages them to continue.

Each One Teach One expects to work with Clay MS during the 2011-2012 school year and beyond. We support Clay MS's efforts to retain Clay MS under the Public School Choice Motion. We feel that Clay MS has made academic progress in the last two years and we expect that they will continue with this progress.

If we can be of further assistance, please contact us via Nitesh Patel, at (949) 294-2155 or npatel@eoto.org.

Sincerely,

Nitesh Patel, JD, LL.M.
Founder and Director
Each One Teach One

EOTO, Inc.
16491 Scientific Way, Irvine CA 92618
949-294-2155

**Catholic
Big Brothers
Big Sisters**

To Whom It May Concern,

I am pleased to express my strong support for Henry Clay Middle School students and our partnership with school administration. This collaboration of key community partners has the capacity, the experience and the commitment to meet the needs of our community.

Catholic Big Brothers Big Sisters currently services Henry Clay Middle School students by providing a professionally supported one to one mentoring program. Our program matches Henry Clay MS students to positive role models.

Youth development experts agree that personalized attention and guidance from a supportive adult can make a huge difference in the lives of at-risk young people. Our children have struggle with low achievement and truancy issues for too many years. We are hopeful that prevention services, such as mentoring programs will improve student performance. Therefore, this partnership fills a vital role in reaching out to our most troubled youth and ensuring their healthy development.

CBBBS is committed to working with Clay MS during the school 2011-2012 and beyond. We support Clay MS's efforts to retain Clay MS under the Public School Choice Motion. We feel that Clay MS has made academic progress in the last two years and we expect that they will continue with this progress, in part due to the services that we provide.

If we can be of further assistance, please contact Vice President of Programs, Rosario Delgadillo at 213-251-9800 or rdelgadillo@catholicbigbrothers.org.

Sincerely,

Kenneth Martinet, President/CEO
Catholic Big Brothers Big Sisters, Inc.
kmartinet@catholicbigbrothers.org

1530 James M. Wood Blvd., 2nd Fl. Los Angeles, CA 90015-0095 • (213) 251-9800 • (213) 251-9855 Fax •
Satellite Office: San Gabriel Valley
www.catholicbigbrothers.org • E-mail: info@catholicbigbrothers.org
Affiliated with Big Brothers Big Sisters of America

OTTP

Occupational Therapy Training Program

A Division of
Special Service for Groups

November 2, 2010

To Whom It May Concern:

The Occupational Therapy Training Program (OTTP) serves at-risk, economically disadvantage youth and families throughout Los Angeles. OTTP is a collaborative partner with Henry Clay Middle School and has been providing mental health services to students since 2007. The OTTP staff at Henry Clay Middle School consists of a Social Worker and Occupational Therapy practitioner. The Social Worker provides group and individual therapy to meet the needs of the students. The Occupational Therapy practitioner provides life skills groups and individual sessions based on client's goals. OTTP staff work with both clients and family members to address mental health needs.

OTTP facilitates mental health services at Century Park Elementary and Washington Preparatory High School. By providing services a Henry Clay Middle School we are able to provide a continuity of care and follow clients from elementary (Century Park) to middle school (Henry Clay) and then to high school (Washington Preparatory) if needed. OTTP would like to continue to serve Henry Clay Middle School to meet the mental health needs of the students.

I would like to acknowledge Erin Holman, Wellness Facilitator, who has been instrumental in coordinating services at Henry Clay Middle School. She has been an excellent addition to the collaborative partnership with our agency. OTTP is committed to providing mental heath services to students at Henry Clay Middle School and continuing our collaboration with the school. OTTP will assist Henry Clay Middle School to achieve their future goals to meet their student's needs.

Sincerely,

Suzanne Afuso-Sugano, OTR/L
School-based Services Director
Occupational Therapy Training Program

Promoting Possibilities

19401 South Vermont Avenue . Suite A-200 . Torrance, California 90502
Phone: (310) 323-6887 . Fax: (310) 323-1570 . web: www.ottp.org

Applicant Team Biographies

Alejandro Anaya: Mr. Anaya, 14 years experience, is the Title 1 Coordinator, AVID Site Team Coordinator and a member of both School Site Council and Shared Decision Making. He has served in the past as a Math/Science teacher, UTLA Chair, Local School Leadership Co-Chair. He is a graduate from CSU Dominguez Hills with a Master of Arts in Education and an Administrative Credential Mr. Anaya has fiscal leadership through maintenance of categorical and grant-funded budgets.

Louis Bonsteel: Mr. Bonsteel, 4 years experience, is a History/Social Studies teacher who also serves as the UTLA Chair, History/Social Studies Department Chair, Leadership Matters Leadership members, School Site Council member, Instructional Leadership Team member, AEMP Facilitator, and Shared Decision Making Co-Chair . He has served as the 8th Grade Lead Teacher for History/Social Studies and an AEMP Grade level Facilitator. He holds a Master of Arts in Education and is in the process of becoming a Nationally Board Certified teacher. Mr. Bonsteel evidences leadership in working with staff members to build consensus to make changes in both the school culture and the instructional program.

Martin Brown: Mr. Brown, 25 years experience, is a Resource Specialist who also serves as the Special Education Department Chair and Instructional Leadership Team member. He has extensive experience in leading the Special Education Department at Henry Clay Middle School.

Maria Canafax: Ms. Canafax, 4 years experience, is a Special Day Program English/Social Studies teacher who serves as an AEMP Facilitator and the Safe and Civil (Pride) Committee Chair. She is currently attending CSU Dominguez Hills, working towards a Master of Arts in Education. Ms. Canafax evidences expertise in providing professional development to staff members for our Standard English Learners through use of the AEMP instructional strategies.

Andrew Chewning: Mr. Chewning, 7 years experience, is an Instructional Coach who serves as an AVID site team member, Instructional Leadership Team member, and RtI[2] School-Based Leadership Team member. He has been an English/Social Studies teacher, UTLA Chair, Shared Decision Making Co-Chair, and the Social Studies Department Chair here at Clay. He is a graduate from CSU Dominguez Hills with a Master of Arts in Education and an Administrative Credential. Mr. Chewning's instructional leadership includes building the use of Accelerated Reader, common assessments and research-based instructional strategies with staff members.

Lisa Clark: Ms. Clark, 12 years experience, is a Math/Science teacher who serves as the School Site Council Chair and Academic Pentathlon advisor. She has been a BTSA Support Provider. She is a graduate from CSU Dominguez Hills with a Master of Arts in Education and Administrative Credential. Ms. Clark has extensive experience in providing mentoring support and advice to teachers who are new to Clay Middle School.

Ray Clark: Mr. Clark, 12 years experience, is a History/Social Studies teacher who serves as the Vice Chair for School Site Council. He has served as the UTLA Chair, Shared Decision Making Co-Chair, History/Social Studies Chair and the Foreign Language Chair. He has a Master of Arts in Cross-cultural Communications. Mr. Clark brings many fresh and new ideas to both the cultural and instructional program here at Henry Clay Middle School Clay.

Frank Davies: Mr. Davies, 5 years experience, is a Math/Science teacher who also serves as the Bridge Coordinator, Nutrition Network Coordinator; Shared Decision Making member. Mr. Davies has served as the Science Chair. He is also a graduate from CSU Dominguez Hills, receiving his Master of Arts in Education and Administrative Credential. Mr. Davies provides experience in working with students, parents and staff to meet the compliance needs of Special Education students.

Charles Franklin: Mr. Franklin, 10 years experience, is the Title III Instructional Coach who is a member of the Instructional Leadership Team and the PRIDE Committee. His previous experiences include ESL teacher and EL Coordinator. Mr. Franklin brings experience in working with students, parents, and staff to meet the needs of English Learners.

Robert Griffin: Mr. Griffin, 33 years experience, is a History/Social Studies Teacher. Mr. Griffin brings many years of classroom experience as well as a wealth of community knowledge.

Eva Holmes: Ms. Holmes is a retired educator with over 31 years of experience who is a Teacher Advisor, Lecturer and a Student Advocate. She is a Community Activist and is involved with many of the local community organizations associated with the West Athens area. Ms. Holmes brings a wealth of knowledge as well as being a strong link to the community.

Sherylin Jones: Ms. Jones, 8 years experience, is an English/Social Studies teacher. Who is a Clay alumnus. She has served as the English Department Chair, Instructional Leadership Team member, and UCLA English Content Lead Cadre. Ms. Jones has a Master of Arts in Education and is currently pursuing her Administrative Credential at CSU Dominguez Hills. Ms. Jones possesses administration, managerial, budgetary and instructional knowledge that she has used to make decisions and facilitate professional development to enhance student learning and achievement.

Keri Lew: Ms. Lew, 17 years experience, is the Principal of Henry Clay Middle School. In the past Ms. Lew served as an Assistant Principal, Title 1 Coordinator, Instructional Coach, Local District Testing/Intervention Coordinator, and a Nationally Board Certified English teacher. Ms. Lew possesses the instructional and operational leadership expertise needed to work with stakeholders to transform the school culture and improve academic achievement.

Faith McGary: Ms. McGary, 21 years experience, is a Resource Specialist Teacher who also serves as the Standardized Testing Coordinator. n the past she has served as a Title 1 Coordinator and she has a Master of Arts in Education. Ms. McGary brings a wealth of knowledge regarding compliance in standardized testing and motivating and preparing students to face the challenge of testing.

Cindy Munesato: Ms. Munesato, 10 years experience, is the AEMP Parent Representative. She has organized and provided workshops/trainings for parents and community members. In Local District 8, she is an active participate on the following committees: Special Education committee that plans the Special Education Parent Training conferences, Washington Involving Neighborhoods Advisory Committee, 10th District PTA Officer, Parent Center Institute, Council of Councils member, and Compensatory Education Advisory Committee (CEAC). Ms. Munesato has a wealth of experience in working with parent and community groups to bring resources to the Clay Middle School stakeholders.

Michael Pile: Mr. Pile, 14 years experience, is an Instructional Coach and a Shared Decision Making member. He has been an Elementary Teacher, UTLA Chair and School Site Council member. Mr. Pile has a Master of Arts in Education as well as an Administrative Credential. Mr. Pile brings instructional leadership skills to Clay through sharing his expertise in implementing, innovative, research-based instructional strategies with staff members through the whole group model and on an individual, coaching basis.

Mark Ross: Mr. Ross, 16 years experience, is the Assistant Principal of Henry Clay Middle School who has oversight of Grade 8, Facilities, Attendance, Supervision and the Math Department. He has been an English/Social Studies teacher, Title 1 Coordinator, GATE Coordinator, and English Department Chair. Mr. Ross has the leadership expertise needed to ensure a safe and civil campus that facilitates student learning for all.

Theressa Sams: Ms. Sams, 49 years experience, is a Resource Specialist. She is currently on the CTA State Council, a CTA/NEA Delegate, member of CTA Legislative Contact Committee, CTA Due Process, UTLA Harbor Area Steering Committee, and the UTLA House of Representatives. Ms. Sams brings a wealth of knowledge regarding district and state policies, procedures and staff rights to the members of Clay Middle School.

Keri L. Lew

klew@lausd.net

ACADEMIC PREPARATION	Institution	Major	Dates	Degree
	California State University, Dominguez Hills	Education	1997-2003	M.A.
	University of California, Santa Barbara	English	1989-1993	B. A.

Credentials

Administrative Services 2003

National Board for Professional Teaching Standards: English Language Arts 2001

Crosscultural Language Acquisition Development 1996

California Clear Single Subject Teaching Credential 1996

PROFESSIONAL EXPERIENCE

July 2008 – current: Henry Clay Middle School
Principal
- Administrator: administrative, certificated and classified staff
- Instructional leader, +22 API points, Focus Calendars
- Implementation: AVID, Charter school co-location, Common Planning Time, QEIA, School Improvement Grant, Safe Schools/Healthy Students grant, School uniforms
- Member, Leadership Matters Middle School Pilot

September 2007 – June 2008: Local District 8
Testing and Intervention Coordinator
- Liaison between Local District and Beyond the Bell
- Compliance for intervention programs
- Coordinate Local District training for intervention programs
- Coordinate monthly training, Required Learning Administrators
- Coordinate Summer School administrative placements
- Coordinate training for high school Testing Coordinators

July 2007 – September 2007: Franklin High School
Assistant Principal
- Administrator, English Language Arts Department,
- Administrator, Media and Graphic Arts Academy
- Oversight of Textbook services (i.e. Williams)
- Oversight of Student Activities
- Oversight of Testing (i.e. CAHSEE)

Keri L. Lew

Page 2

PROFESSIONAL EXPERIENCE

February 2004 – June 2007: Hollywood High School
Assistant Principal, Secondary Student Services
- Administrator, B-Track staff and students
- Administrator, Mathematics Department
- Administrator, Student discipline and Campus security
- Oversight of CST testing
- Oversight of WASC Accreditation Mid-Year Review

July 1998 – February 2004: Hollywood High School
Faculty-Title I/CSR Coordinator, Literacy Coach, WASC Coordinator, English Department, Leadership Advisor
- Coordinate categorical funds
- Coordinate Comprehensive School Reform plan
- Collaborate with teachers to implement literacy strategies and standards-based instruction into curriculum
- Co-coordinate school-wide standardized testing
- Co-coordinate WASC Accreditation
- English teacher, grades 9 – 10
- Faculty advisor, student Leadership class

March 1997 – February 2004: LAUSD District Intern Program
Instructor
- Teacher, education courses for new secondary teachers in the district alternative credentialing program
- Write and refine the District Intern Portfolio process
- Member, District Intern Steering Committee

July 1994 - June 1998: Los Angeles High School
Faculty-English Department
- English teacher, grades 9-12, English Learners through Honors
- Faculty advisor, student Leadership class
- Assistant Chair, English Department
- Representative, Local School Leadership Council

PROFESSIONAL ORGANIZATION

Associated Administrators of Los Angeles (AALA)
Alliance of Asian/Pacific Administrators (AAPA)
Association of California School Administrators (ACSA)
Middle School Principals Organization (MSPO)

Henry Clay Middle School   Appendix L
Principal Job Description

The Principal for Clay MS should be an Instructional leader and demonstrate the four key dimensions of being an instructional leader.

5. *Resource provision*: ensuring that teachers have the materials, facilities, and budget necessary to perform their duties.
6. *Instructional support*: active support of day-to-day instructional activities and programs by modeling desired behaviors and consistently prioritizing instruction.
7. *Communication*: setting clear goals for the school and articulating these goals to faculty, staff, parents, and community.
8. *Visibility and presence*: engaging in frequent classroom observations, participation in professional development, and being highly accessible to faculty and staff.

The Principal must be a transformational instructional leader capable of relentlessly aligning the school with our student-centered philosophy, based on a shared vision of all students becoming college prepared and career ready graduates. The principal must also coordinate and orchestrated the development of a school culture, buttressed by for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement.

The Principal should posses the following components of effective school leadership.

- *Situational Awareness*: principal is aware of the details and undercurrents in running of the school and uses this information to address current and potential problems
- *Knowledge of Curriculum, Instruction, and Assessment*: principal is knowledgeable about current curriculum, instruction, and assessment practices and can lead it, because he/she is familiar with it.
- *Ideals/Beliefs*: principal communicates and operates from strong ideals and beliefs about schooling defined as a framework for action that defines what is distinctive about this school and what it stands for.
- *School Culture*: principal fosters shared beliefs and a sense of community and cooperation aligned with our vision of Professional Culture (see Section 5 on Professional Development).
- *Communication*: principal establishes strong lines of communication with and among teachers and students. He/she recognizes student and staff performance and is able to provide descriptive feedback at regular intervals.
- *Monitoring/Evaluation*: principal monitors the effectiveness of school practices and their impact on student learning through regular monitoring and evaluation of Curriculum, Instruction, and Assessment to ensure "transfer" to the classroom and hold staff accountable in ways that are fair and transparent.
- *Discipline*: principal protects teachers from issues and influences that would detract from their teaching, keeping time for teaching and learning free from interruptions and distractions.

Henry Clay Middle School   Appendix M

Leadership Flow Chart

Principal	

Assistant
Principal

Assistant
Principal SCS

Intervention
Specialist

RtI[2:]
School-Based
Leadership Team

Leadership
Matters
Leadership Team

Instructional
Leadership Team

School
Leadership
Council

School
Site
Council

CEAC

ELAC
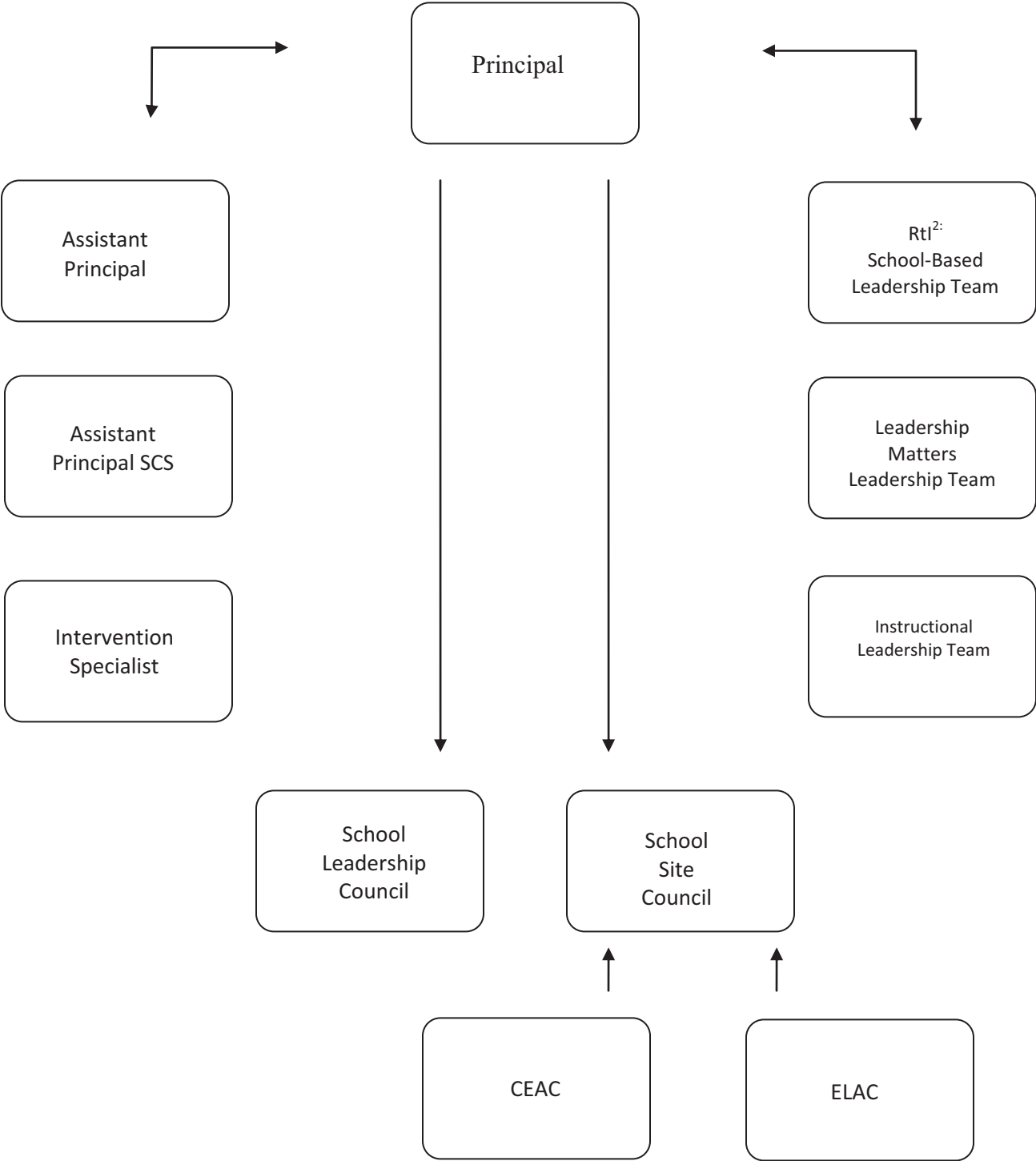
Henry Clay Middle School   Appendix N
Teacher Portfolio
To complement and supplement the LAUSD evaluation process

Henry Clay Middle School certificated staff will be evaluated by the process identified by the Los Angeles Unified School District (i.e. Stull) and a teacher portfolio that reflects the California Standards for the Teaching Profession (CSTP). The purpose of the portfolio is to demonstrate the teacher's talents through highlighting and demonstrating their knowledge and skills in meeting the CSTPs A portfolio also offers the opportunity to critique one's work, evaluate the effectiveness of lessons, and reflect upon interpersonal interactions with stakeholders. Certificated staff members who are to be evaluated for the school year will collaborate with their identified administrator to identify a minimum of 2 CSTPs to serve as the focus for their portfolio. The CSTPSs are summarized below. Staff members will gather evidence to show their growth proficiency of this standard and include at least a 1-page reflection regarding their growth/proficiency in each identified CSTP.

California Standards for the Teaching Profession

Standard for engaging and supporting all students in learning	**Standard for creating and maintaining effective environments for student learning**
• Build on students' prior knowledge, life experience and interests to achieve learning goals • Use a variety of instructional strategies and resources that respond to diverse needs • Facilitate challenging learning experiences in environments that promote autonomy, interaction and choice • Actively engage ALL students in problem solving and critical thinking • Assist students to become self-directed learners	• Create physical environments that engage ALL students in purposeful learning activities • Maintain safe learning environments where all students are treated fairly and respectfully • Encourage all students to participate in making decisions and working independently and collaboratively • Use instructional time effectively
Standard for developing as a professional educator	**Standard for understanding and organizing subject matter for student learning**
• Actively engage in planning professional development • Establish professional learning goals • Learn about and work with local communities to improve professional practice • Communicate effectively with families and involve them in student learning • Contribute to school activities	• Exhibit strong knowledge of subject matter and student development • Organize curriculum to facilitate student understanding of themes, skills, and concepts • Interrelate ideas and information within and across curricular areas • Make subject matter accessible to all students
Standard for developing as a professional educator	**Standard for planning instruction and designing learning experiences for all students**
• Actively engage in planning professional development • Establish professional learning goals • Learn about and work with local communities to improve professional practice • Communicate effectively with families and involve them in student learning • Contribute to school activities	• Establish challenging learning goals for all students based on student experience, language development, and home and school experiences • Design long-term and short-term plans that are standards-based • Sequence curriculum and use instructional activities that promote learning goals • Modify and adjust instructional plans

Implementation Plan

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Expanded School Based Management Model (ESBMM)	Year 1: 2011-2012	• Principal • UTLA Chair • School Leadership Council	• School Leadership Council • School Leadership Council Committees	• Hiring autonomy • Budgetary autonomy • Professional Development autonomy	• Hiring data comparisons • Budget data comparisons • Professional Development reflections
Elect to Work Agreement	Year 1: 2011-2012	• Principal • UTLA Chair • School Leadership Council	• UTLA Waiver • School-site Elect To Work Agreement	• Submitted Elect to Work Agreements • End of the year reflection	• Comparison data regarding school transfers • Hiring data • Summative assessment data
Advisory Period	Year 1: 2011-2012	• School Leadership Council • Curriculum & Instruction Committee • Professional Development Committee • Instructional Specialist	• Revised Bell Schedule • Advisory Period Curriculum • Individual Learning Plans	• Individual Learning Plan portfolios • Advisory teacher surveys • Student surveys	• Schoolwide attendance rate • Schoolwide suspension rate • Schoolwide summative data

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Professional Learning Communities (course level and interdisciplinary)	Year 1: 2011-2012	• Principal • Assistant Principal, SCS • Curriculum & Instruction Committee	• Master schedule for interdisciplinary teams • Common Planning Time	• Course Level PLC focus calendars • Course Level PLC Common Lesson Plans • Course Level PLC Common Assessments • Interdisciplinary PLC agendas • Interdisciplinary PLC commitments to instructional strategies	• Course level summative data • Common student work assessment • Common Assessment data • PLC surveys
Response to Instruction and Intervention (RtI²)	Year 1: 2011-2012	• RtI² School Based Leadership Team • Professional Development Committee	• Clay Middle School RtI² Pyramid • Multiple data resources (e.g. MyData, Core K-12, etc.) • Course level and interdisciplinary PLC Common Planning Time	• Evidence of course level and/or interdisciplinary PLC Problem Solving Process • Identification of students in different tiers • Restructuring of master schedule	• Formative and summative assessments • Movement of students in accurate tiers • Staff reflections
Weekly Professional Development and Common Planning Time	Year 1: 2011-2012	• School Leadership Council • Professional Development Committee	• UTLA Waiver • Revised Bell Schedule • Professional Development calendar •	• Use of strategies shared during professional development • CPT agendas	• Formative and summative assessments • Pre-and post-data on use of instructional strategies

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Lesson Plan Template	Year 1: 2011-2012	• Administration • Curriculum & Instruction Committee • Staff Performance/ Evaluation Committee • Course-level PLCs	• UTLA Waiver • Common Lesson Plan Template • Professional Development	• Submitted Lesson Plans • Course-level reflections • Student work samples • Common Assessments	• Classroom observations • Formative and summative assessment data
Block Scheduling	Year 2: 2012 – 2013	• Administration • School Leadership Council • Professional Development Committee	• Revised Bell Schedule • Professional Development	• Submitted Lesson Plans • Course-level reflections • Student work samples • Common Assessments	• Classroom observations • Formative and summative assessment data comparisons
Reciprocal Teaching	Year 2: 2012 – 2013	• Professional Development Committee • Curriculum & Instruction Committee • Instructional Coaches • Instructional Specialist	• Reciprocal Teaching protocols • Professional Development Calendar	• Submitted Lesson Plans • Course-level reflections • Observation Rounds	• Classroom observations • Formative and summative assessment data comparisons

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Writing Across the Curriculum	Year 2: 2012 – 2013	• Professional Development Committee • Curriculum & Instruction Committee • Instructional Coaches • Instructional Specialist	• Writing Across the Curriculum protocols • Professional Development Calendar	• Submitted Lesson Plans • Course-level reflections • Observation Rounds	• Classroom observations • Formative and summative assessment data comparisons
Observation Rounds	Year 2: 2012 – 2013	• Professional Development Committee • Curriculum & Instruction Committee • Instructional Coaches • Instructional Specialist	• Observation Rounds protocols • Substitute Release time	• Observation Rounds calendars	• Observations Rounds reflections
Student Portfolios	Year 2: 2012 - 2013	• Curriculum & Instruction Committee • Instructional Specialist • Course-level PLCs	• Student portfolio protocols • Professional Development • Student Portfolio requirements	• Student Portfolios	• Student Portfolio Reflections • Student-Led conferences

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Student-Led Conferences	Year 2: 2012 - 2013	• Curriculum & Instruction Committee • Professional Development Committee • Instructional Specialist • Teachers	• Student-led conference protocols • Professional Development • Student Portfolios • Parent Conference opportunities	• Student Portfolios • Parent conference calendars	• Student-led conference reflections from students, parents and teachers
Teacher Portfolios	Year 2: 2012 - 2013	• Principal • Administration • Staff Performance/ Evaluation Committee	• Teacher portfolio requirements	• Teacher Portfolios	• Teacher evaluations • Teacher Portfolio reflections by evaluators and staff
Project Based Learning (8th grade Culminating Project)	Year 3: 2013 - 2014	• Administration • Curriculum & Instruction Committee • Professional Development Committee • Course level PLCs • Interdisciplinary PLCs	• Project-based learning requirements • Advisory curriculum	• Grades 6 and 7 projects • Advisory PBL monitoring systems	• Grade 8 Culminating Project • Grades 6 and 7 project reflections by students and staff • Grade 8 culminating projects reflections by students, staff, and judges

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: ___29 November 2010___

School/Office: ___Henry Clay Middle School___   **Local District/Division:** ___Local District 8___

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA)to be waived) Article XI, Section 2.0 Administrative Transfers
Waiver Description : (Describe the actions that require a waiver) Elect to Work Agreement for Placement, "Commitment to Excellence"
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) Clay MS is asking for each teacher to make a commitment to the school, through an Elect to Work Agreement, to provide the best possible education for the students that are serviced by Clay MS. Teachers will have to make a conscious agreement to provide a commitment to Students by becoming an advocate for them and doing what it takes to help the students succeed. Teachers will have to make a commitment to colleagues to become a problem solver, to collaborate, and to become an active participant in helping Clay MS reach it vision and mission. Teachers will have to make a commitment to Parents and Community by engaging in partnerships with parents and the community, to be willing to participate in community connections, and by helping to create a learning environment that serves as the student and the community. Granting this waiver this will enable Clay MS to become a school that is moving forward and reaching its academic goals for students so that it can become a model school. **Teachers who choose not to sign the Elect to Work Agreement will be provided an Administrative Transfer pursuant to Article IX, Section 2.0.**

Requesting Administrator's Approval:

_____   11 /2 9 /2010
Principal/Administrator   Date

_____   1) 2 7/0
Local District Superintendent/Division Head/Designee   Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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Date: _____29 November 2010_____

School/Office: ____Henry Clay Middle School_____ **Local District/Division:** ____Local District 8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX, Section 3.0 Minimum On-Site Obligation
Waiver Description: (Describe the actions that require a waiver) On-Site Obligation, extending the minimum required of on site obligation by 14 minutes per day.
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) Clay Middle School is asking for a waiver to extend the current minimum on site obligation by 14 minutes per day. Teachers would be required to sign in no later than 7:45 am each morning and sign out no sooner than 3:15 pm each day. Currently students are expected to be at school by 7:50 am, but teachers are not required to be at school until 7 minutes before the instructional day begins (7:53 am). Extending the teacher day to 3:15 pm will allow weekly one-hour Professional Development Tuesdays, weekly one-hour Common Planning Time Thursdays, and helps ensure that students are exited from campus safely. Granting this waiver will ensure the teacher day begins at 7:45 am so that teachers can open their classroom, accept students into class, and monitor the hallway at the start of the school day and ends the teacher day no sooner than 3:15 pm to allow for weekly Professional Development, Common Planning Time, and campus safety at the end of the day.

Requesting Administrator's Approval:

_____   11/29/2010
Principal/Administrator   Date

_____   11/29/a
Local District Superintendent/Division Head/Designee   Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: 29 November 2010

School/Office: Henry Clay Middle School   **Local District/Division:**   Local District 8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX-B Professional Development, Section 2.0 e/f
Article IX, Section 3.0 Minimum On-Site Obligation (3.5)

Waiver Description: (Describe the actions that require a waiver)

Clay Middle School would like to use minimum days in conjunction with LAUSD's "banked" Professional Development Time to provide one hour of Professional Development every Tuesday, to help with the implementation of the Clay Middle School PSC 2.0 plan.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

Clay Middle School is asking to reallocate the "banked" Professional Development time in conjunction with minimum days to make every Tuesday a Professional Development time of 60 minutes. Granting this waiver will allow regular Professional Development time for the staff to learn and implement the research-based instructional strategies needed to accomplish the goals of the Clay MS PSC 2.0 plan.

Requesting Administrator's Approval:

_____   11/29/2010
Principal/Administrator   Date

_____   11/28/11
Local District Superintendent/Division Head/Designee   Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: ___29 November 2010___

School/Office: ___Henry Clay Middle School___   **Local District/Division:** ___Local District 8___

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA)to be waived)

Article IX, Section 4.1 Lesson plans or evidence of planning

Waiver Description : (Describe the actions that require a waiver)

Clay Middle School would like to implement a common lesson plan template required by all teachers to insure that all teachers are working towards providing well-rounded rigorous instruction for all students.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

Teachers will be able to create and implement lesson plans to meet the needs of all students through the use of the common lesson plan template. This lesson plan will enable PLCs to work together in the development of lesson plans and will also provide a tool for teachers to reflect on to improve instruction and help students achieve. The lesson plan template will insure that the needs of special student populations are met through the use of research-based instructional strategies, like SDAIE and Access to Core. Granting this waiver will allow Clay Middle School to provide a basis for common understandings of teaching practices and shared definitions of high-quality classroom teaching and student learning aligned to Tier 1 of RtI2 when planning lessons.

Requesting Administrator's Approval:

_____   11/29/2010
Principal/Administrator   Date

_____   11/23/11
Local District Superintendent/Division Head/Designee   Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: _____29 November 2010_____

School/Office: ___Henry Clay Middle School_____ **Local District/Division:** ___Local District 8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA)to be waived)

Article XI Transfers, Section 3.0 Teacher Integration Transfer program, 6.0 Displacement- Over Teacher School, 13.0 Voluntary Continuous Service Transfers, K-12 program.
Article XI Transfers, 6.2 District Seniority Number
Article XIII Reduction in Force and Reassignment, Section 3.0

Waiver Description: (Describe the actions that require a waiver)

All certificated members of the Clay Middle School PSC Design Team who fall under the auspices of the UTLA CBA will be exempt from the district seniority with regards to a Reduction in Force, displacement, and/or reassignment.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The Clay Middle School PSC Design Team has written the Plan to transform the school culture and improve student achievement for all. Granting this waiver will allow Clay Middle School PSC Design Team members to remain at the school site and effectively implement the PSC plan.

Requesting Administrator's Approval:

_Ken L_____   _11/29/2010_____
Principal/Administrator   Date

_Michael R_____   _11/29/10_____
Local District Superintendent/Division Head/Designee   Date