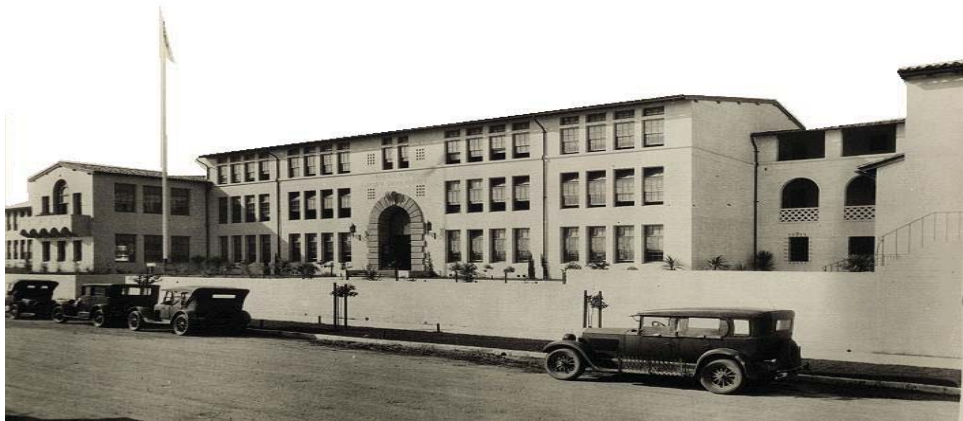


# PUBLIC SCHOOL CHOICE 2.0

## The PREP at HMMS Pride Responsibility Excellence Preparation

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Submitted by  
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Submitted December 1, 2010

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## 1. Executive Summary

### A. Mission and Vision

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include explanations of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21<sup>st</sup> century.

At the core of this transformational plan is the deeply held belief that there is no inextricable relationship between poverty, ethnicity and student achievement. Holding true to this belief, that all students, regardless of race and socio-economic status, are capable of academic excellence, The PREP focused on schools with similar demographics that were finding success on a consistent, replicable basis. This plan is based on the findings of Douglas Reeves and the 90/90/90 schools: schools with 90% free and reduced lunch, 90% minority enrollment, and 90% of students at or above mastery of academic standards. In these 90/90/90 high achievement schools, Reeves found five common characteristics: a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing, and collaborative scoring of student work. These five characteristics are the backbone of this transformational plan for The PREP at HMMS. Understanding the urgent need for effective reform at Horace Mann Middle School, this plan is designed to support significant academic gains.

**PREP** - Pride, Responsibility, Excellence, Preparation is the foundation of our educational philosophy. Our role in our young people's lives is to develop **pride** in self, school and community; to teach **responsibility** for actions, outcomes and behaviors, to demonstrate **excellence** in all endeavors, and to provide **preparation** for high school, college and beyond. Likewise, our adult stakeholders will pride in self, school, students and community. We are responsible for teaching and modeling appropriate behavior, and for *all* students achievement. We expect and exhibit excellence in our endeavors and are prepared to meet the needs of our students so they may achieve to their fullest potential.

### The Mission of The PREP

In cultivation of an exemplary learning community, The PREP recognizes that confident and positive students are better learners; therefore:

- We develop pride in self, school and community
- We empower the individual rights of students to demonstrate excellence in all endeavors by teaching responsibility for actions, outcomes and behaviors
- Our collaborative community focuses on continuous improvement by preparing students for High School, college and the demands of an evolving global society

### The Vision of The PREP

The PREP will develop and cultivate an exemplary learning community that is committed to continuous improvement. The PREP is committed to the academic, social, emotional, and physical needs of its diverse learners. The PREP will empower students to uncover their unique talents, skills and gifts as they become competitors in an evolving global society.

The PREP at HMMS believes:

- In a safe environment where all stakeholders assume the responsibility to maintain an orderly environment in accordance to the school-wide Positive Behavior Support Plan
- That students will succeed in a rigorous standards-based learning environment when they are supported, nurtured and encouraged.

- That each child is unique and valuable.
- In upholding high expectations and demanding school-wide accountabilities for learning.
- In the accountability and responsibility of all stakeholders (parents, teachers, staff, & community) to ensure every students' social, intellectual and academic well-being and success.
- In meeting the academic and social needs of all student, including second language learners, students with learning and physical disabilities, gifted/GATE students, and student in the general education program.

Upon matriculation from The PREP at HMMS, students will be self-directed and reflective learners. Students will be taught a variety of meta-cognitive strategies to help them to monitor and adjust their own learning. Based on the Learning Principles from Carnegie Mellon University, strategies such as evaluating their own strengths and weaknesses, planning their own future, and reflecting on what they are learning and how they will deepen their learning in every class, will be expected in all areas of the school environment. Developing the skills to engage in these processes will help students gain intellectual habits that not only improve their performance but also their effectiveness as learners. Evidence of rigorous habits of mind and mastery of state standards will be maintained in an Individualized Learning Portfolio (ILP). Modeled after the Individual Education Plan (IEP) and the Secondary English Learner Portfolio, the ILP will establish learning goals, monitor progress, and demonstrate standard mastery and skill proficiency. Created by the students with the support of parents, teachers, counselors and other school staff, the ILP will be updated, assessed and reviewed annually.

Graduates of The PREP will be proficient writers. The systematic and consistent emphasis on writing across all content areas, will strengthen and support graduates' ability to think about their thinking, question and pose problems, and apply past knowledge to new situations. Based on Reeves' findings, that a focus on non-fiction writing is linked to higher student achievement, The PREP will focus on writing to learn and learning to write. Reeves found that the use of written responses helps teachers obtain better diagnostic information about students. Similarly, writing to learn was found to help students demonstrate the thinking process that they employed in order to support students in becoming reflective, self-directed learners.

Given the rapidly changing demands on workforce skills in the 21<sup>st</sup> century, The PREP will support students' development as insightful and independent learners; therefore, allowing them to learn how to manage impulsivity, think flexibly, and create, imagine and innovate

## **B. Student Population**

Describe the student population your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

The PREP at HMMS will serve a student population of primarily Latino (49%) and African-American (49%) youth. Approximately 17% of the student population is classified as English Language Learners (EL), with the primary language of the students being Spanish. The majority of our Spanish speaking population is from Mexico and more than 15% of the student population is identified as Reclassified Fluent English Proficient (RFEP). There has been a steady increase in the number of students who reclassify while at Mann, from 5.4% in 2004-2005 to 17.6% in 2008-2009. In recent years, the EL enrollment population has shifted from students who had recently immigrated to a population of long-term English Learners. The educational needs of long-term EL students is significantly different than those of recent immigrants. Long-term ELs are often ignored because they can easily communicate their needs verbally. However, their ability to communicate and comprehend using rigorous academic

language and literacy skills is often lacking. These needs are similar to many of the school's Standard English Learners (SELs) who are able to communicate effectively in everyday situations, yet struggle with the demands of academic Standard English. Using Specifically Designed Academic Instruction in English (SDAIE) strategies and the instructional methodologies found in the LAUSD's Academic English Mastery Program (AEMP) in conjunction with The PREP's Flex period, we will provide targeted support to the linguistic needs of all of our students.

The PREP will also service a special education population. Currently, 18% of students are identified as special needs students and 5% are identified as gifted and talented. The PREP will offer a variety of specialized classroom settings including the special day program, resources program and gifted/talented program to meet the identified needs of these students.

The school is identified as a school-wide Title 1 school with 86% of the student population identified as economically disadvantaged. The socio-economic status of a majority of the student population has a significant impact on the educational needs of the students. Currently, the entire student population receives breakfast and lunch at no cost. In addition, all students receive basic school materials, including notebooks, pencil pouches, notebook paper and highlighters to support their academic needs. The PREP will continue to provide supplemental resources and services to meet the socio-economic needs of our population.

A considerable number of students enrolled at the school are not living in the "traditional" two-parent household. Many students are being raised by extended family members, grandparents, aunts or cousins. In addition, a portion of the student body is enrolled in the foster care system. The school must not only meet the educational needs of the student, but must also engage and support these extended caregivers. These students need support, not only instructionally, but socially and emotionally as well. The transiency rate of foster care children and the stresses that occur on the child when transferred from one location to another are factors in providing a comprehensive and supportive educational program. The PREP will coordinate wrap-around services for students. Through referrals to school mental health, partnerships with agencies such as AADAP, TeamWorks and Mentor and Me, The PREP will support the development of the whole child.

### **C. Instructional Program**

Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

The instructional program at The PREP is designed to support the development of cognizant learners who are able to monitor and adjust their approaches to learning. This will be achieved through an inquiry-based approach to learning based on the California State Content Frameworks. Driven by student interest and data identified needs, standards-based instruction is delivered daily through a scaffolded approach to mastery. Students maintain Individual Learning Portfolios (ILP). Based on periodic reviews of the ILP, students will be enrolled in a Flex period course designed to support mid-course correction and/or academic exploration.

Non-fiction writing, emphasized across all content areas, will strengthen and support graduates meta-cognitive skills. A common school-wide rubric (Attachment 8) will provide uniformity of expectations and provide reliable feedback to support students' growth as writers. Reeves findings in the 90/90/90 study found consistent academic gains in schools that focused on non-fiction writing.

The use of the LAUSD's identified core access strategies: Academic Vocabulary Development, Cooperative Learning, Instructional Conversations and Advanced Graphic Organizers will be used to scaffold instruction. To support the Standard English Learners, a demographic who has traditionally been unsuccessful on the CST, the instructional practices of the Academic English Mastery Program (AEMP) will be implemented. The AEMP program provides targeted research-based linguistic support to bridge the gap between the "home language" and Standard English. In support of the English Language Learner, SDAIE strategies will be utilized to enable students to access core standards.

**D. School Culture**

Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

The culture of The PREP is crafted to meet the needs of adolescents and is based on the findings of Taking Center Stage Act II (CDE). Middle schoolers are going through a tumultuous period of rapid physical development and emotional turmoil. To support these needs, The PREP is designed to look less like a large, impersonal high school or an extended elementary school. In fact, it is a blend of the two: a caring and nurturing learning environment that will afford students a challenging, subject-specific curriculum.

As defined in Taking Center Stage Act II, high performing middle schools provide "relationships that foster student achievement. In support of this need, The PREP is divided into two vertical houses: the Alphas and the Gammas. The vertical structure of the houses allows students and staff to develop relationships across grade-levels, while supporting curricular and skill articulation. Each house is allocated a contiguous space on campus that is easily identified by its colors and banners. Vested and known within their community, each member of the house participates in a multitude of activities and competitions designed to instill pride and build confidence. For example, rituals, activities and routines that clearly identify each house promote personalization, team unity, and school spirit. School opening activities, such as competitions to return compliance documents and assembling and maintaining the AVID binders, are a part of the school's culture. This model is in alignment with the LAUSD's policy for Personalized Learning Environments (PLEs) for middle schools. Houses are serviced by a counselor (or an administrative designee) and an administrator. In addition, lead teachers take an active role in distributed leadership and the day to day administration of the house.

Further personalization of the middle school experience is achieved through the creation of grade-level interdisciplinary teams. A core set of teachers at each grade-level share the same students and provides personalized instruction and supplemental support to their students. Likewise, the master schedule is designed to provide a common conference period for core teachers; thereby, allowing them to collaborate, discuss student progress and provide targeted interventions. In addition, this more personalized setting allows teachers to "keep closer tabs" on students and to work with them and their parents. It also allows teams to: build relationships with families and guardians; team-teach; network with other teachers, and develop success strategies to aid students with difficulties.

The staff at The PREP play a significant role in the culture of the school. Effective teachers and staff are flexible, positive, creative, and student-centered rather than rule-oriented. They maintain high expectations for all of their students and show they care about their students' success. Additional support is provided through itinerant support providers. Counselors, a school psychologist and a school nurse are available during school hours to assist students with emotional concerns, career awareness, college preparation and social needs. An array of extra-curricular activities such as Teamworks, Students Run



L.A., and clubs further personalize the middle school experience and promote positive interaction among students and other stakeholders.

### **E. Accountability and Performance Goals**

Briefly discuss how your organization will set and annually update targets for the indicators in the table below . Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

#### **PREP Mission Specific Five Year Goals 2011-2016**

- All stakeholders, including students, are vested, known and supported within their personalized learning environment (house). Pride is evident through improvements in attendance, lowered behavioral incidents and an increase in parental involvement.
- Students will demonstrate excellence as self-reflective and directed learners by maintaining and assessing an Individual Learning Portfolio. Portfolios showcase students' benchmark achievements and are presented to parents and the academic community at the 8<sup>th</sup> grade culmination fair.
- Common assessments, collaborative scoring of student work, and cross disciplinary data-analysis are used to inform instruction and support the collaborative culture at The PREP.
- Writing to learn strategies are incorporated across all disciplines to provide rich and complex diagnostic information about students' learning and allow students the opportunity to clearly process information and become meta-cognitive thinkers. Evidence of student writing is incorporated into the Individual Learning Portfolio.

#### **Core Academic Performance Goals 2011-2016**

- Students will demonstrate excellence by meeting established English/Language Arts performance standards in reading, interpreting, discussing and critiquing various writing domains (descriptive, narrative, expository, and persuasive). Students will communicate effectively through independent and collaborative writing exercises that utilize the writing process that demonstrate their ability to write for a wide variety of purposes and audiences. In accordance to the state's Reading/Language Arts framework for California public schools, by culmination from The PREP, students will have independently read one million words annually.
- Students will demonstrate excellence by meeting established mathematics performance standards in manipulating numbers and equations and understanding general mathematics principles at work. Students will have the skill set to solve multifaceted mathematical equations and understand the connections between mathematics and their daily life.
- Students will demonstrate excellence by meeting established science performance standards in critical thinking, technology and inquiry skills in life, physical and earth sciences. Students will use the scientific inquiry method to develop and test hypothesis and evaluate arguments based on evidence.
- Students will demonstrate excellence by meeting established history/social science performance standards through a historical analysis of the geography, religion, arts, politics, economics and social structures of multiple world cultures and governments. Students will use chronological and spatial thinking skills to understand the connectedness of events in time and place.
- Students will demonstrate excellence by meeting the established standards in physical education using motor skills and movement patterns needed to perform a variety of physical activities in order to improve health and physical fitness. Students identify and evaluate three preferences for life long physical activity that are incorporated into the Individual Learning Portfolio.

**F. Community Analysis and Context**

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

The PREP at HMMS is located in the Chesterfield Square community of South Los Angeles. This .63 square mile area is home to a population of 6,382. Approximately 58% of the community's residents are black, while 23.4% of residents are foreign born, primarily from Mexico and El Salvador. This is a unique area in Los Angeles, with a high percentage of black residents compared to a relatively low number of Latinos.

The notoriously gang-infested neighborhood is serviced by the Los Angeles Police Department's 77<sup>th</sup> precinct. Walking through neighborhoods primarily controlled by the Rolling 60's and Eight Trey Gangster Crips, students find safe haven at The PREP. Gang colors, gestures, or activity of any kind are not permitted on the campus. Partnering with community organizations such as Brotherhood Crusade and the Safe Passage Program, in conjunction the LAUSD's commitment to safety, The PREP maintains a safe and orderly campus.

Many of the students attending The PREP will be second or third generation families at Horace Mann Middle School.

Supported by Families in Schools (FIS), PREP families are afforded extended learning opportunities. FIS workshops include *Transition to Middle School*, which provides support and resources for parents of 6<sup>th</sup> grade students and the *College Knowledge Academy*, designed to inform 7<sup>th</sup> and 8<sup>th</sup> grade students and families of their future possibilities. The underlying purpose of FIS workshops is to open dialogue between students and their families. The PREP is committed to continuing this partnership to bring these valuable learning opportunities to our school family.

Throughout the PSC process, The PREP has been committed to seeing the input and feedback of the families and community we serve. Through a series of hosted meetings, we were able to gather information and ideas from all stakeholders and have taken their recommendations into advisement. Through a variety of media, including phone messages, mailings, flyers and our website, we have sought to engage all of our stakeholders in the transformational process. Their input and support have been invaluable resources in shaping The PREP.

**G. Leadership**

Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leaders should possess.

The PREP is supported through the guidance of the school-wide Instructional Leadership Team (ILT). Members of the ILT include the principal and assistant principal(s) (per District norms), two categorical coordinators (Title 1 and EL), Instructional Coordinators and Coaches, department chairs, house lead teachers and the school's administrative assistant. In the first three years, a member of the school's professional development partner, InnovateED, will also serve as a member of the ILT. Leadership training and capacity building will be provided to the ILT to provide instructional support to staff. This team will be responsible for monitoring and evaluating the instructional program of The PREP.



Each house at The PREP is supported by a House Leadership Team (HLT) consisting of an administrator, counselor, lead teacher and office clerk. The HLT will provide support for the day-to-day administration of each house. The HLT will be responsible for the development, monitoring and evaluation of the activities and instructional practices of their house.

Per state mandate, The PREP will establish a School Site Council to create and monitor the Single Plan for Student Achievement and the supporting categorical budgets. The SSC will seek the recommendations of the established Compensatory Education Advisory Council (CEAC) and English Learner Advisory Council (ELAC) and data in its decision making process. To engage students in the governance process, a student body council will be elected from the student body at large.

Like the staff, leaders of The PREP are flexible, positive, creative, and person-centered rather than rule-oriented. They maintain high expectations for all and show they care about students' and staff success. Leadership has an understanding of the unique needs of middle school students and values the role of middle school in the education continuum. Leadership at The PREP is committed to working collaboratively with stakeholders to provide excellent educational opportunities for all. Distributed leadership comes by way of transparent decision-making and engaging stakeholders in leadership opportunities.

**H. School Governance Model**

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or independent Charter school?

The PREP at HMMS is applying to operate as a traditional middle school in the LAUSD. As a traditional middle school, The PREP will provide the best level of service to its constituents. As a member of the LAUSD, our students and staff have access to the wealth of resources and support that the comprehensive district provides. This includes access to instructional support, access to counseling and mental health resources and professional development for administration and staff.

Building on the resources of the district, The PREP, has the flexibility to execute much needed reform at the school site. This includes the implementation of the Individual Learning Plan (ILP), the development of Personalized Learning Environments (PLE) and a tailored professional development plan. Greater school-based decision making ensures that reform efforts are targeted to the unique needs of the school-site.

## 2. Curriculum and Instruction

**A. Instructional Philosophy:** Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the o population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st century.

In cultivation of an exemplary learning community, the PREP’s instructional philosophy is designed to ensure that all students will uncover their unique talents, skills and gifts as they become competitors in an evolving global society. Tailored to address the unique needs of our diverse middle school learning community, The PREP at HMMS will be grounded in the research of Doug Reeves 90/90/90 schools, the California Department of Education (CDE), and the National Middle School Association (NMSA).

In the 90/90/90 schools, Doug Reeves found five common characteristics among high achieving schools:

- *A focus on academic achievement*
- *Clear curriculum choices*
- *An emphasis on nonfiction writing*
- *Frequent assessment of student progress and multiple opportunities for improvement*
- *Collaborative scoring of student work*

Understanding the urgent need for effective reform at Horace Mann Middle School, we believe these characteristics are replicable and will yield significant academic gains at the PREP at Horace Mann.

### **FOCUS on ACADEMIC ACHIEVEMENT**

The PREP at Horace Mann will have a “laser-like” focus on student achievement. Delivering high quality instruction, learning, meeting state proficiency standards, monitoring and sustaining academic achievement, will be the center of all endeavors at the PREP. Allocation of school resources will be predicated on how to best meet the students’ learning objectives. Likewise, school-wide goals, benchmarks, and accountabilities, will be prominently displayed and articulated throughout the school community. Even office displays will serve as consistent reminders of school-wide achievement goals and celebrate achievement. Ultimately, the school culture will lend itself to pride in academic excellence and achievement. The articulated message of The PREP is “learning matters here.”

### **CURRICULUM CHOICES**

The PREP understands and values the developmental needs of the young adolescent learner and their innate right to a challenging standards-based curriculum. Curriculum choices at the PREP will be in alignment with LAUSD curriculum resources and expectations. As such, curriculum and instruction will be standards and research-based, culturally relevant and responsive, and compliant with state requirements as established by the California Department of Education.

Focusing on the core subjects with an emphasis on reading, writing, and mathematics, PREP students will be challenged by an academically rigorous curriculum. Daily English and Math instruction is provided in a block schedule at The PREP. Reeves 90/90/90 study found that schools that focused on reading, writing, and mathematics outperformed their peers. He attributes this in part to the fact that science and social studies assessments tend to lend themselves to students’ ability to articulate a comprehensive analysis of text. “Tests of subjects such as science and social studies are in fact, tests of reading and writing.” (Reeves, 2005). Likewise, *Taking Center Stage Act II* also notes that data indicates that block

scheduling had a “larger positive impact on low-achieving students than traditional scheduling.” (California Department of Education)

### **EMPHASIS on NONFICTION WRITING**

The PREP services a population of students who are in the critical transitional years between the ages of 10 to 14. According to *Taking Center Stage Act II*, “planning and delivering effective learning experiences to middle grade students is easier when educators understand the developmental needs and characteristics of their ‘clients’- adolescents. For example, research consistently demonstrates that adolescents learn best when they experience success and are engaged in learning about things that matter to them.” (California Department of Education) Our instructional philosophy builds on students’ intrinsic desire to explore and their quest for social acceptance. We believe writing provides a unique vehicle to allow students the opportunity for self-discovery, self-reflection, personal success, and in-depth analysis. Likewise, Reeves found in 90/90/90 schools a direct parallel between effective writing instruction and student achievement regardless of the student population’s social, ethnic, or economic status. Therefore, school-wide writing serves as the foundation of our proposed instructional program.

Writing implores intellectual habits of minds that require students to not only demonstrate subject matter comprehension but their thinking process. Teacher analysis of student writing can be used to diagnose challenges in teaching and learning, inform reteaching, and drive instructional decisions. The PREP’s purposeful emphasis on writing will improve students’ opportunity for success.

### **FREQUENT ASSESSMENT and MULTIPLE OPPORTUNITIES to LEARN**

“The consistent message of the 90/90/90 schools is not a low grade followed by a low grade followed by a forced march to the next unit. Rather, student performance that is less than proficient is followed by multiple opportunities to improve performance” (Reeves, 2005). Operating within this paradigm, teachers at The PREP will continuously monitor student performance via common assessments, LAUSD Secondary Periodic Assessments and teacher created informal and formal monitoring tools. The mentality regarding success will be altered to include the belief that perseverance and multiple learning approaches will allow all students to master content standards. Likewise, students will understand that The PREP does not operate within a deficit model. Building on their strengths, students will be initially enrolled in Flex Period based on baseline data of their academic strengths. Progress monitoring and analysis of student growth will drive placement in subsequent Flex period enrollment. In 10-week cycles they will receive intensive intervention or enrichment.

The PREP will use writing to learn strategies as a means to evaluate and assess student learning. As noted by Dufor in *Whatever It Takes*, “Instruction can no longer be about teaching; it must be about how students learn” (Dufor, Eaker, Karhanek, & Dufor). We recognize that intellectual habits of mind include the ability to be self reflective investigative thinkers and problem-solvers ready to face the rigorous standards-based demands of high school. The systematic and consistent emphasis on writing across all content areas throughout the course of their education at The PREP will strengthen and support graduates ability to habitually reflect on their own thought processes, logically question in order to solve problems, and apply their prior knowledge and experiences when encountering new and challenging situations.

Writing to learn activities including but not limited to exit slips, ABC list, Top Ten lists will be incorporated into instruction allowing teachers to make real time adjustments to lessons based on feedback garnered from these assignments. Reeves analysis of 90/90/90 schools found that the schools that consistently provided “timely, accurate and specific” feedback had a significant impact on student achievement (Reeves, 2005). Providing this on the spot feedback, allows students to immediately self-correct errors before they become habits of mind. In addition, it allows teachers to make purposeful

corrective actions to their instructional plans. Teachers at The PREP will use writing to learn activities much in the way that a baseball coach uses batting practice. Rather than waiting until the big game to correct a batter while he is facing two strikes and the bases are loaded, the coach (teacher) provides on-going monitoring, feedback and corrective actions on a player's progress. Using writing to learn activities that are followed by timely feedback will enable teachers to support students learning needs and ensure academic mastery.

*Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools* states that “every middle grade student should pursue a common, comprehensive academically-oriented core curriculum irrespective of primary language or ethnic background” (Fenwick, 1987). Following this finding, all students have access to our common instructional program. Teacher weekly collaboration in the development of lessons and assessments, ensure that every student has equal access to rigorous standards-based curriculum. Access strategies, advanced graphic organizers, instructional conversations, academic vocabulary development and cooperative learning (See Section D), are incorporated into lessons to support and scaffold curriculum and allow all learners, regardless of their linguistic ability or learning style or learning disability, to master content.

### **COLLABORATIVE SCORING**

As part of the teacher's collaboration protocols developed and supported in the Professional Development plan, The PREP will conduct regular collaborative scoring of written assignments. This ensures equity of expectations for students and provides feedback for the ILT as to where further support is needed. Reeves again found that highly successful schools not only utilized written assessments, but required frequent external scoring. According to Reeves, these schools developed common assessment practices and reinforced the practice through the regular exchange of student work (Reeves, 2005). Supported by the PD plan, teachers will develop protocols for reviewing and analyzing common student work. This will create a consistent and standard approach to identify “proficiency”.

### ***BEYOND THE PREP***

The fundamental purpose of The PREP is to ensure that all students in our charge matriculate with the skill set needed for success in high school and beyond. Students at The PREP will be self-directed and reflective learners capable of meeting the rigorous demands of A-G requirements and the California High School Exit Exam (CAHSEE).

### ***Academic Goals:***

- Students will demonstrate excellence by meeting established English/Language Arts performance standards in reading, interpreting, discussing and critiquing various writing domains (descriptive, narrative, expository, and persuasive). Students will communicate effectively through independent and collaborative writing exercises that utilize the writing process that demonstrate their ability to write for a wide variety of purposes and audiences. In accordance with the Reading/Language Arts Framework for California public schools, upon culmination from The PREP, students will have independently read one million words annually.
- Students will demonstrate excellence by meeting established mathematics performance standards in manipulating numbers and equations and understanding general mathematics principles at work. Students will have the skill set to solve multifaceted mathematical equations and understand the connections between mathematics and their daily life.
- Students will demonstrate excellence by meeting established science performance standards in critical thinking, technology and inquiry skills in life, physical and earth sciences. Students will

use the scientific inquiry method to develop and test hypothesis and evaluate arguments based on evidence.

- Students will demonstrate excellence by meeting established history/social science performance standards through a historical analysis of the geography, religion, arts, politics, economics and social structures of multiple world cultures and governments. Students will use chronological and spatial thinking skills to understand the connectedness of events in time and place.
- Students will demonstrate excellence by meeting the established standards in physical education using motor skills and movement patterns needed to perform a variety of physical activities in order to improve health and physical fitness. Students identify and evaluate three preferences for life long physical activity that are incorporated into the Individual Learning Portfolio.
- Graduates of The PREP will be proficient writers. The systematic and consistent emphasis on writing across all content areas will strengthen and support graduates' ability to think about their thinking, question and pose problems, and apply past knowledge to new situations. Non-fiction writing emphasized across all content areas, will strengthen and support graduates meta-cognitive skills. A common school-wide rubric will provide uniformity of expectations and provide reliable feedback to support students' growth as writers.

### ***Supporting a PREP Writer***

A PREP Scholar reaps the benefit of a thoroughly developed instructional program saturated in nonfiction/expository writing. Understanding that many students are not comfortable writing or utilizing the writing process as evidenced by CST and SPA results, teachers will create classroom writing communities where emerging competent content-area writers employ features of discourse. For example, in a science class, students mimic writing as a scientist. They begin with low-stress writing to learn assignments like listing, graphic organizers and Cornell Notes and move to more high-risk, intellectually rigorous writing such as on-demand writing, essays, and research papers.

Research shows that students who increase their proficiency as non-fiction writers will also increase their proficiency as readers. Good writers equal good readers. Using the California State Framework for English Language Arts (ELA) and supplemental resources such as the LAUSD's Readers and Writers Workshops, ELA teachers will explicitly and systematically teach writing. All teachers, including elective and physical education teachers, will use writing as a way to monitor students' understanding and depth of classroom material. This cross-curricular correlation in writing will allow students to continue to build on what they learn and to see the intertwined connectivity of their learning. Focusing on the core subjects English, math, science, and social studies, through an emphasis on writing, PREP students will be challenged to an academically rigorous curriculum that will require them to complete quarterly common writing assessments.

### ***Habits of Mind***

Upon matriculation from The PREP at HMMS, students will be self-directed and reflective learners. Students will be taught a variety of meta-cognitive strategies to help them to monitor and adjust their own learning. Based on the Learning Principles from Carnegie Mellon University, strategies such as evaluating their own strengths and weaknesses, planning their own future, and reflecting on what they are learning and how they will deepen their learning in every class will be expected in all areas of the school environment. Developing the skills to engage in these processes will help students gain intellectual habits that not only improve their performance but also their effectiveness as learners. Evidence of rigorous habits of mind and mastery of state standards will be maintained in an Individualized Learning Portfolio (ILP). Modeled after the Individual Education Plan (IEP) and the Secondary English Learner Portfolio,



the ILP will establish learning goals, monitor progress, and demonstrate standard mastery and skill proficiency. Created by the students with the support of parents, teachers, counselors and other school staff, the ILP will be updated, assessed and reviewed annually. The instructional program (including the ILP) at The PREP is designed to support the development of cognizant learners who are able to monitor and adjust their approaches to learning.

### ***Why Flex?***

According to the NMSA in *Research Summary #5*, as young adolescents' developmental needs "have an orientation toward peers and a concern about social acceptance. Work in small groups and advisory programs promote opportunities for interactions with peers and adults." (National Middle School Association, 1996). The PREP's Flex Program is structured to foster feelings of belonging and school identity. This is achieved through the use of teacher advocates who loop with students as a team, thereby allowing for the development of deep meaningful relationships between peers and adults. Flex will also allow students an opportunity to reflect on their learning, try again, and improve their performance.

During the first 10 weeks of Flex, students set personal goals, assess and evaluate their individual academic achievement, learn school-wide expectations, and discuss complex social/emotional issues. The initial Flex teacher will be responsible for maintaining the students' Individual Learning Portfolio (ILP) and advocating for their needs. In addition, the initial Flex period curriculum is designed to enhance the instructional program and teach school-wide expectations (i.e. positive student behavior plan). Topics such as what to expect in middle school, note-taking, organizational skills and preparing for the CAHSEE will be covered and revisited throughout the course of the three-year program. The second phase of Flex will be designed to support a Response to Intervention model.

Given multiple learning approaches and varied assessments, PREP students will be expected to master grade-level standards and skills. Understanding that this will not necessarily happen for all students during core instruction, subsequent cycles of Flex (Attachment 1) will provide targeted interventions for struggling learners. For example, students who did not demonstrate proficiency on the ELA SPA # 1 may be targeted for Flex ELA intervention. Rigor lies within the standards and we understand that the recursive nature of most standards lend themselves to differentiation and scaffolding. Based on periodic reviews of the ILP students will be enrolled in a Flex Period course designed to support mid-course correction and/or academic exploration.

### ***On-Target***

Given the rapidly changing demands on workforce skills in the 21<sup>st</sup> century, The PREP will support students' development as insightful and independent learners; therefore, allowing them to learn how to manage impulsivity, think flexibly, create, imagine and innovate.



**B. Core Academic Curriculum:** Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards.

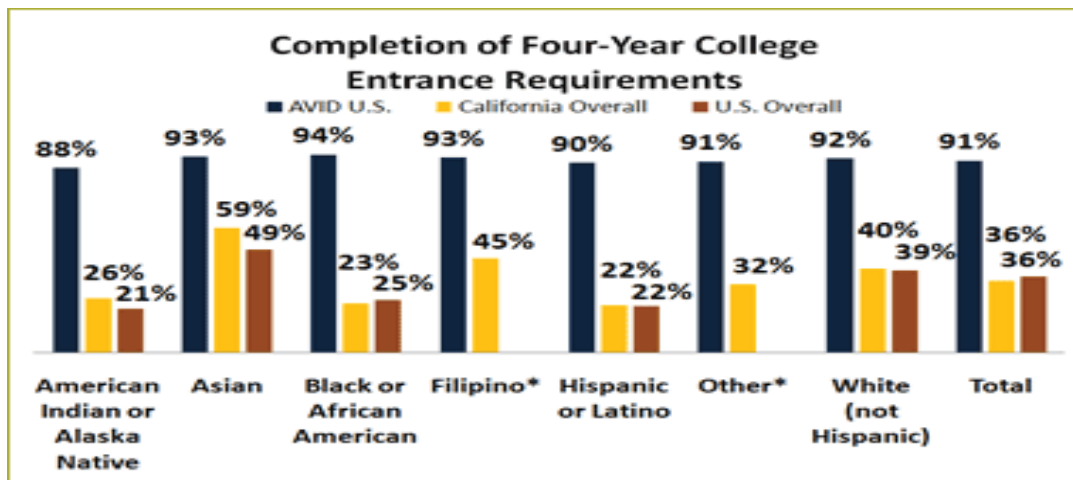
“Academic success in middle school increases the success in high school, post secondary education and in the world of work” (Williams, Kirst, Haertel, & al, 2010). Understanding the significance of middle school in a students’ academic career, the core academic curriculum of The PREP is developed in alignment with California State Content Frameworks and standards. Utilizing the LAUSD curricular guidelines and state-adopted textbooks, district design/model lessons will be implemented with fidelity.

The District has devoted significant resources to ensure that the Instructional Guides and Design lessons are research-based. When these lessons are implemented with fidelity, achievement on the Secondary Periodic Assessments has been linked to achievement on State Standardized Tests. Extensive professional development will support teachers in the faithful implementation of this core curriculum using assigned textbooks, ancillary materials, and supplemental resources.

### TAILORED CURRICULUM

#### *Advancement Via Individual Determination (AVID)*

The AVID curriculum provides a wealth of resources aimed at supporting students in the “academic middle.” AVID targets students who are capable of participating in an academically rigorous college-preparatory program but are not performing to their full potential. Statistically AVID has been proven to close the achievement gap and have a significantly positive impact on student achievement for underserved students. African-American and Latino AVID students meet four-year university admission requirements approximately 75% more often than their non-AVID counterparts. (AVID Center, 2009-2010).



Designed to develop habits of mind and study skills that promote post-secondary success, the AVID curriculum will be infused throughout The PREP at HMMS. The foundational tenets of the AVID curriculum align with the Doug Reeves findings of 90/90/90 schools and implementation of *core access strategies*. The AVID tenants include:

- **Writing** - Writing as a tool for learning (school-wide focus on writing to learn and learning to write) and Cornell Notes (*advanced graphic organizers*)
- **Inquiry** - Socratic Seminars and probing (*instructional conversations*)
- **Collaboration** - Collaborative groups (*cooperative groups*)
- **Reading** - Purposeful reading connected to writing (writing to learn) and comprehension (*advanced graphic organizers*)

Explicit AVID instruction will take place within Flex period and the AVID elective. In these classes students will learn and practice a variety of skills. For example, during Flex Cycle 1 all students will learn to utilize Cornell Notes as a tool for study, inquiry, and engaging in critical thinking. In addition, all students will develop organizational skills and maintain an AVID notebook.

Students seeking enrollment in the AVID Elective program must complete an admission process and demonstrate a desire and potential to excel in Honors classes. To further support these AVID students, at The PREP they will be clustered in Honors classes (AVID enrollment is not a condition for Honors) receive tutoring by trained college tutors using collaborative study groups, writing groups, and Socratic seminars via the AVID elective; and participate in family workshops, academics trips, college visits, guest speaker presentations, and specialized college counseling.

### ***Read 180***

The Read 180 curriculum will support English/Language Arts RtI at The PREP. Targeted toward students who are not demonstrating proficiency in ELA, Read 180 will support Tier 2 and 3 in The PREP's RTI model. Enrollment in a single period of Read 180 as an elective will be targeted for students who are scoring at the "basic" level on the CST. This Tier 2 intervention will provide supplemental support for reading skills while students continue to master grade-level standards. Intensive intervention instruction required for Tier 3 students will take place during a double-block enrollment in Read 180 intervention. In a study of Read 180, Papalewis found quantifiable improvement occurred in students participating in the program. "Results of the data analysis indicated that Read 180 participants made gains in reading and language arts during the year they were in the program that were significantly higher than participants who were not in the program" (Papalewis, 2004). The PREP will utilize the Read 180 curriculum in order to accelerate students reading skills and decrease the number of students not reading at grade-level (Papalewis, 2004).

### ***HighPoint***

Incoming 5<sup>th</sup> grade English Language Learners at EL levels 1-4 are identified through multiple data-points for enrollment in the *HighPoint* Curriculum. These data points include CST results, CELDT results and a diagnostic placement inventory. Identified Tier 3 students are enrolled in a double block ELD course using the *HighPoint* curriculum. This targeted curriculum supports EL growth in listening/speaking and reading and writing mastery of the English Language. Students progress through levels of *HighPoint* as they acquire and demonstrate mastery. Upon successful completion of the *HighPoint* curriculum students matriculate into grade-level English curriculum, Prentice Hall, with scaffolded support and monitoring. Adopted by LAUSD, *High Point* is a preferred research-based ELD curriculum selected for its diagnostic assessments and monitoring, high interest, and specialized strategies and supports for second language learners.

i. **Autonomy:** Describe how you will use curriculum and instruction autonomy to maximize student learning.

Curriculum and instruction at The PREP will be in alignment with state and LAUSD standards. Monthly updates based on data analysis will ensure that the Instructional Leadership Team is fully apprised of curricular impact on student achievement. Annual review of curriculum and instruction by the School Site Council will provide opportunities to assess the impact of The Prep's curriculum and instruction. Based on the findings of SSC and the ILT, the ILT will determine if adjustments need to be made to curriculum or instructional strategies. Any changes to the curricular or instructional program must be presented and approved by the Instructional Leadership Team and be data-based and results driven. The PREP believes strongly in utilizing effective curriculum and instructional strategies to support student success. We firmly support the ability to make autonomous changes to curriculum and instruction in order to service the needs of all students.

**C. Addressing the Needs of All Students:** Articulate how this proposed instructional program will reinforce a commitment to different methods of instruction to met the needs of all students, including students of poverty, student with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students.

The PREP serves a large population of historically underachieving students: English Learners, Standard English Learners, Students with Disabilities, and students from a low socioeconomic status. The PREP will embrace the uniqueness of the student population and build on their strengths. Furthermore, additional resources will be allocated to increase the identification and acceleration of GATE students. We believe all students will succeed in a rigorous standards-based learning environment when they are supported, nurtured and encouraged; therefore, The PREP at HMMS will provide differentiated instruction to address the needs of all students as follows:

### **Students of Poverty**

According to Ruby Payne in *A Frame Work for Understanding Poverty*, poverty comes with a set of "hidden rules." These hidden rules are relative to one's class and "for our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and at work." (Payne, 1996). This conforms to the intent of our implementation of the AEMP program and the ILP at The PREP.

As an AEMP School, The PREP teachers will ensure that students are exposed to culturally relevant material and experiences. Students not only explore the avenues of their ancestors, but learn how to accept and respect other cultures as well. All classrooms are equipped with an AEMP center and teachers infuse culture across the curriculum to engage students and enhance their subject matter. AEMP strategies like code switching and the use of a personal thesaurus will be implemented to build vocabulary and to develop the use of Academic English. School clubs and organizations such as TeamWorks, PEARLS, The Prime Club (math), and Mentor and Me are designed to build relationships, respect for one another, and pride in oneself.

Designed to demystify academic success, the ILP will empower students to establish learning goals, monitor progress, and demonstrate standard mastery and skill proficiency. Furthermore, students will learn to use their resources and to be accountable for their success because we understand that "poverty is more about other resources than it is about money." (Payne, 1996) At The PREP, this means teachers have an opportunity to be resources to our students. Teachers will be role-models of success, organization, perseverance, and hard-work. Using instructional resources such as the AVID notebook,

PREP teachers will model organizational skills and record keeping. Teachers will also use Cornell Notes as a resource for organizing class notes and teaching study habits.

### **Students with Special Needs and Gifted and Talented**

Threaded throughout our instructional plans are supports for all learners. PREP teachers will scaffold instruction and assess comprehension to ensure that students are engaged in learning and can demonstrate proficiency in state content standards. Therefore, PREP teachers:

- Provide standard-based instruction
- Develop cross-curricular lessons
- Plan common departmentalized lessons
- Use manipulatives, technology, flexible grouping, and core instructional strategies to ensure all students can access the curriculum
- Design common assessments
- Analyze assessment data
- Provide students with feedback
- Provide additional learning opportunities for students not demonstrating proficiency
- Provide extended learning opportunities for students demonstrating mastery
- Modify instruction in regards to individualized learning plans, pace, depth, learning styles, and complexity in order to meet the needs of all learners
- Allocate time for students to explore, problem solve, and “self-select” areas of interest related to the core curriculum

### **English Learners & Standard English Learners**

The PREP will provide targeted support to meet the linguistic needs of all students. As stated, using tenets of the LAUSD Academic English Mastery Program (AEMP), support for SELs will be infused into daily instruction. Designed to validate and value students’ home culture and background, AEMP will provide the tools and resources students will need in order to be successful as Standard English speakers. In addition, the AEMP program will provide targeted research-based linguistic support to bridge the gap between the “home language” and Standard English.

At The PREP we understand that statistically redesignation as Fluent English Proficient is critical for middle schoolers. English fluency has been linked to high school success. Using the *High Point* curriculum, English Learners will receive targeted support in the acquisition of the English language. Core access strategies such as advanced graphic organizers (Thinking Maps) will aide students as they learn to decipher complex text and organize their writing. Classes such as Read 180 and PRP will provide addition support to students as they reclassify as fluent in English.

**D. Instructional Strategies:** Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Operating as a school within LAUSD, The PREP will embrace four instructional strategies to support scaffolding and access to core instruction. Known as key research-based access methodologies and the hallmark of good first teaching, LAUSD also identifies these strategies as:

***Cooperative and Communal Learning Environments:*** Supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal.

*Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.*

***Instructional Conversations:*** Discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students' conceptual and linguistic development by making connections between academic content, students' prior knowledge, and cultural experiences.

***Academic Language Development (ALD):*** The teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic areas.

***Advanced Graphic Organizers:*** Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking processes. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.

According to LAUSD, “the research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.” (BUL-4827.1, September 1, 2009, Office of Curriculum, Instruction, and School Support) Furthermore, the most casual observer will readily identify an emphasis of on these strategies throughout the school community.

For example: Working with “elbow partners” and small groups, students will participate in communal learning opportunities. Using guided questions and project-based learning, teachers will prompt communal groups to engage in instructional conversations. The use of vocabulary-rating sheets, personal thesauruses and word walls will reinforce the meaning of key academic vocabulary. Thinking Maps and Cornell Notes will be the preferred school-wide advanced graphic organizers.

**E. Early Care and Education:** Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

Not applicable



### 3. School Culture and Climate

**A. Description of School Culture:** Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structure, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

In alignment with 90/90/90 schools, The PREP will be a school that emphasizes student achievement and success by focusing on student data from multiple sources. The PREP will frequently monitor student progress through common formative assessments, provide multiple opportunities for student improvement, and promote teacher collaboration through the implementation of strategic classroom strategies and instruction that support student learning. Students are provided with clear models of achievement and benchmarks throughout the school environment. School hallways and classrooms will be filled with student work samples that highlight proficiency in standards taught across the content and grade levels. School-wide achievement of proficiency is reflected throughout the school in data displays that provide current academic progress on classroom formative assessments and district periodic assessments. The data displays that monitor academic progress and the models of proficient student work samples throughout the school inform students and all stakeholders of academic progress. The clear message at The PREP is that learning matters here and all students are supported in reaching high levels of achievement.

To shift to a culture that focuses on student achievement and effective instruction school-wide, teachers will receive training on the implementation of data-driven direct instruction, cognitive planning, data analysis to inform instruction and intervention, the review of student work, and the use of protocols that facilitate and promote collaboration from our partnership with InnovateED.

Many students at The PREP often encounter complex issues outside of school and within the school community. Taking Center Stage Act II states that applying ideals of fairness, equity and justice to school and classroom relationships and the larger world about them are important elements that support and promote honor, civility and service. ( Document Library, A Middle School Culture Supporting Standards-Based Education) These identified ideals will become evident throughout The PREP through the implementation of the research-based curriculum, *Second Step*. *Second Step* helps students to develop positive coping skills that assist them with making good choices and staying engaged in school. A core of teachers who effectively taught the *Second Step* curriculum during the 2010 summer program and local district personnel will provide the professional development and support to teachers new to the curriculum. Teaching common expectations and social skills school-wide will promote and maintain a safe and positive school climate.

Ensuring that students are well known and supported by caring adults, The PREP will be organized into two personalized learning environments (PLEs or houses, Alpha and Gamma. Each PLE is comprised of a vertical team of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students and teachers, one counselor and an administrator and/or coordinator. Students assigned to a team will remain in that PLE team for the duration of their middle school experience. As a vertical team, teachers will work together to support students in attaining academic and behavioral goals. Each team will monitor student progress by using the ILP (Individual Learning Plan) and assign students not reaching benchmark, to appropriate in-school flex period intervention every 10 weeks. In addition, vertical teaming of students allows assessment information to be analyzed in terms of cohorts, enabling teachers and staff to focus on the needs of their own students and not on generic improvement methods.



Teams will foster positive social and emotional support and motivation for students to connect to school and to develop a positive sense of belonging through monthly recognition assemblies for academics and behavior based on school-wide and team expectations. Weekly club meetings based on student interests will enhance adult relationships beyond the classroom, team competitions within the team and with the other PLE will develop pride in accomplishment, and regular team meetings will be used to identify and refer students to the Student Study Team (SST) or the Resource Coordinating Team (RCT) in order to connect students to services and support.

**B. Student Support and Success:** Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

Success for students at The PREP is defined as meeting or exceeding grade level standards and being prepared to meet the rigors of high school and beyond; writing proficiently, and making positive and productive behavior choices that support students setting goals and working to reach their potential.

Adolescents tend to be peer-oriented and the Alpha and Gamma teams are designed to create a culture where students feel known and valued by both peers and staff. These teams will provide a safe and secure learning environment. The teams are also designed to motivate students to come to school and stay in school by celebrating their growth and accomplishments, and providing extracurricular clubs that are aligned to student interests. According to *Taking Center Stage II*, “activities and structures that require students to work in groups to solve problems or complete projects often result in powerful learning experiences and connection to their strengths thus keeping them connected to school and the learning environment.” (California Department of Education).

**C. Social and Emotional Needs:** Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Using the RtI2 three tiered framework as a guide to implement positive social behaviors, *Second Step* will be taught school-wide as a Tier 1 instruction at the beginning of each school year during students’ flex period. Students who do not respond to Tier 1 instruction and who are identified as needing Tier 2 and 3 by their PLE team will participate in workshops and interventions conducted by the RtI2 Behavior Coordinator that will re-teach expected school-wide behaviors and support students in making appropriate social choices. Tier 2 and 3 students will be monitored and supported through communication with parents, identification of common behavior goals, interventions with teachers and other support staff, and referrals to appropriate interventions.

During weekly PLE team meetings teacher teams will identify and refer students who need emotional and behavior support to the Resource Coordinating Team (RCT). The RCT meets twice a month and reviews referrals made by teachers and counselors. The RCT team will recommend school, District, or community support based on individual student need. All referrals will be reviewed and monitored at future meetings to determine the effectiveness of the support.

**D. College and Career Readiness:** Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

To assist students and their families with information, steps, and skills necessary to move successfully through middle and high school and into a post-secondary experience The PREP is a school-wide participant in the AVID program (Advancement Via Individual Determination). AVID stresses academic rigor, organizational skills necessary for academic success, and its goal is to ensure that all students, especially the least served students in the middle, are capable of completing a college preparatory path. Most teachers have attended the AVID week-long training or the two day AVID training. AVID organization skills will continue to be taught school-wide and all students will continue to receive an AVID binder that assists with effectively managing their academic materials. Cornell Notes, a strategy that assists students organizing and understanding their learning, is another AVID strategy taught school wide. Through the team structure, students will be supported in setting learning goals, identifying their areas of strength and need, monitoring their progress, learning study habits, completing assignments, and applying self-discipline. Other specific strategies used to promote a college going, career ready culture are:

- AVID elective classes for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students.
- Moving from an affiliate to certified status within the AVID program
- Continued professional development for all teachers in learning AVID strategies.
- College awareness activities during College Awareness Month.
- Career/College speaker program during April, May and June
- *Families in Schools* workshop series on College Knowledge for 7<sup>th</sup> and 8<sup>th</sup> grade students. Families and their students participate in setting goals and learning the steps to prepare, apply and enter college.

**E. Parental Involvement –** Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

Traditional District structures for involving parents such as English Language Advisory Committee, Compensatory Education Advisory Committee, School Site Council, meet monthly and provide a chance for parents to be informed, to advise on school matters, and to participate in making decisions for the school. In addition, parents are invited to Back-to-School Night, Open House, PHBAO Parent Conference Nights, Family Math Day, Literacy Night, AVID and GATE parent meetings, and school performances. There are weekly and monthly communications to parents through Connect Ed, flyers, school calendars, and letters that inform families of school activities and events. The following activities and structures will support and promote parent and engagement:

- Monthly breakfast meeting with principal to promote regular and meaningful two-way communication between home and school.
- Active parent center located in the main building with classes for parents on supporting their middle school student's educational needs. Partnership with Manual Arts Adult School to provide on site classes for parents.

- Partnership with *Families in Schools* to provide a series of workshops on Transition to Middle School for 6<sup>th</sup> grade parents and College Knowledge workshops for parents of 7<sup>th</sup> and 8<sup>th</sup> grade students.
- School-wide expectation of teacher teams contacting at least five families per month to discuss academic progress.

**F. School Calendar/Schedule:** Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes students achievement.

The PREP will operate on the LAUSD single track calendar.

The PREP daily schedule is designed to maximize student achievement utilizing an alternating block schedule (See Below). Instruction begins at 8:00 a.m. and concludes at 3:00 p.m. Tuesday is designated as Professional Development Day (Attachment 2) with a 1:40 p.m. dismissal.

#### **Proposed Schedule**

Monday/Thursday - Odd Day	Wednesday/Friday - Even Day
Activity	Time
<b>The PREP Extended Day</b> <i>Breakfast, Tutoring, Enrichment or Club Activities</i>	<b>7:30-7:50 a.m.</b>
<b>Warning Bell</b>	<b>7:50 a.m.</b>
<b>Period 1/2</b>	<b>8:00 – 9:20 a.m.</b>
<b>Nutrition</b>	<b>9:20 – 9:35 a.m.</b>
<b>Period 3/4</b>	<b>9:40 – 11:00 a.m.</b>
<b>Period 5/6</b>	<b>11:05 – 12:25 p.m.</b>
<b>Lunch</b>	<b>12:25 – 12:55 p.m.</b>
<b>Flex Period</b>	<b>1:00 – 1:35 p.m.</b>
<b>Period 7/8</b>	<b>1:40 – 3:00 p.m.</b>
<b>The PREP Extended Day</b> <i>Tutoring, Enrichment or Club Activities</i>	<b>3:15 - 4:15 p.m.</b>
<b>Supplemental Services Extended Day</b> <i>Beyond the Bell, Mentor and Me, AADAP</i>	<b>3:15 – 5:00 p.m.</b>

The proposed schedule promotes student achievement by allocating additional time for math and English instruction, a flex period during the school day that serves as a tier two or three intervention for students who need support in learning skills, and an opportunity for teacher teams to collaborate and plan and based on student needs.

Students will be assigned to either the Alpha or Gamma house and will remain with their house throughout the course of enrollment at The PREP. In addition, Alpha and Gamma core teachers at each grade level will form a grade-level team and will share the same students. The master schedule is structured so that core teachers share a common conference period daily. Teacher teams are expected to meet bi-weekly to develop cross curricular lessons, evaluate student progress, develop individual learning plans and conduct parent/student conferences. This structure provides for collaboration, cooperation, and communication as teachers address the curriculum and focus on meeting the needs of the students. The PREP is a QEIA school and therefore must adhere to the target class sizes for core classes of 25 to 1 for 6<sup>th</sup> grade, and 23 to 1 for 7<sup>th</sup> and 8<sup>th</sup> grade.

#### 4. Assessments and School-Wide Data

**A. Assessment Philosophy:** Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

The PREP's assessment philosophy will be predicated on our vision of cultivating an exemplary learning community that is committed to continuous improvement. This is achieved through a qualitative and quantitative approach to assessment, designed to balance formative and summative assessments, with frequent and multiple opportunities for student assessment to support mastery. Assessments at The PREP are used to identify instructional priorities and target student interventions. In addition, vertical teaming of students allows assessment information to be analyzed in terms of cohorts, enabling teachers and staff to focus on the needs of their own students and not on generic improvement methods. A hallmark of The PREP's instructional program is our focus on writing and the use of writing in performance assessments. Analysis of written responses, including using frequent external scoring of assignments, will be used to obtain diagnostic information about students and to clarify students' thought processes in responding to questions. For the student, teacher feedback and assessment results help gauge individual progress to build on strengths and weaknesses. In addition, multiple opportunities for success, coupled with effective teacher feedback invigorate and motivate students to continue to progress toward mastery.

The National Middle School Association (NMSA) in the article, "Formative and Summative Assessments in the Classroom" urged the development of a comprehensive and balanced assessment program integrating formative and summative assessments. Using both formative and summative assessment, teachers are able to identify students' progress toward benchmarks and standards (Garrison & Ehringhaus). Formative assessments allow for practice of skills and concepts students are learning and aid teachers in determining next steps in the instructional process. During monthly collaborative professional development, teachers will be supported in the development of common formative assessments. The formative assignments aligned to the performance objectives and instructional units identified in the nine week learning cycle, will be administered twice minimally during the instructional unit. Teacher collaboration in the development and analysis of these formative assessments will provide a degree of consistency in teacher expectations. Reeves found that the use of *common* formative assessments provides a school-wide commitment to equity and consistency of expectations (Reeves, 2005). While teachers may have the discretion to determine the day to day teaching and intervention of their individual students, common formative assessments ensure that teachers cannot just assume their students cannot do it. By providing professional development and structured teacher collaboration, The PREP will make certain that common formative assessments are the foundation of our assessment plan. Summative or benchmark assessments are used to determine student learning relative to content standards. According to NMSA, summative assessments provide information that should be used to evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in a specific program (Garrison & Ehringhaus). Thorough analysis of summative assessment data by the ILT, will be reported to the Compensatory Education Advisory Council (CEAC), English Learner Advisory Council (ELAC) and the School Site Council. This will ensure that The PREP school improvement targets are being monitored and reported to all stakeholders.

The consistent message of all PREP stakeholders will be that there is no penalty for poor performance; rather, multiple opportunities to improve performance will be afforded the student. Assessment data, information which will drive differentiated instruction, will be used to develop targeted individual intervention plans for students who have yet to demonstrate mastery. According to Reeves in his 90/90/90 study one common characteristic of high achievement schools was frequent assessments of

student progress and multiple opportunities for improvement. The unwavering message of study schools was, "the penalty for poor performance is not a low grade, followed by a forced march to the next unit. Rather, student performance that is less than proficient is followed by multiple opportunities to improve performance" (Reeves, 2005). These teachers used frequent formative assessment results as opportunities to encourage students to "Do better next week" rather than punish with the phrase "Wait until next year". During collaborative professional development teachers will be engaged in foundational practices to develop the capacity of teacher teams to utilize interactive and engaging instructional practices as well as how to analyze data to inform instruction and intervention and identify and monitor targeted students. This focused and dynamic foundation of structured protocols provides teachers the skill set to implement multiple and differentiated learning opportunities for students to learn material and demonstrate mastery. Student motivation and behavior was drastically improved, when students knew that poor performance on one assessment was not the end result. Rather than be satisfied with a "D" or unmotivated by an "F", multiple opportunities for improvement provide motivation for students (Reeves, 2005). Allowing students multiple success opportunities not only improves academic achievement, but behavior as well.

The use of writing within performance assessments aligns with the instructional focus of The PREP. In the 90/90/90 schools Reeves found the most common characteristic of highly successful schools was an emphasis on written response in performance assessments (Reeves, 2005). Supported by Reeves findings, assessment at the PREP must include informative, or non-fiction, written responses in both formative and summative assessments. Reeves found the benefits of this to be two-fold. First, as students write to learn, they begin to clarify their own thought processes and therefore become metacognitive learners. This allows them to use writing as a means of personal assessment and monitoring of academic success. Secondly, the written response provides diagnostic feedback that enables teachers to identify obstacles to student learning. In comparison to a right/wrong answer, a written response allows teachers to fully appreciate why the student responded in such a manner. For instance, was the response due to misunderstood directions, lack of familiarity with vocabulary, or a processing error? The feedback garnered from this type of assessment format provides invaluable feedback to drive the instructional program of The PREP.

As part of the teacher's collaboration protocols developed and supported in the Professional Development plan, The PREP will conduct regular collaborative scoring of written assignment. This ensures equity of expectations for students and provides feedback for the ILT as to where further support is needed. Reeves again found that highly successful school not only utilized written assessments, but required frequent external scoring. According to Reeves, these schools developed common assessment practices and reinforced the practice through the regular exchange student work (Reeves, 2005). Supported by the PD plan, teachers will develop protocols for reviewing and analyzing common student work. This will create a consistent and standard approach to identify "proficiency".

The PREP believes that the true value of assessment lies in its ability to transform students' thinking and understanding of their own learning process, to create a metacognitive learner. The NMSA, emphasizing the value of student involvement in assessment states that assessment is not truly practiced or effective when it does not include the student (Garrison & Ehringhaus). Students' involvement and ownership of work is critical to their motivation to learn. In addition, when students are cognizant of their own thought process, strengths and weaknesses, they become a valuable resources to other students. Both Reeves and the NMSA stressed the importance of using descriptive and timely feedback as a way to engage students in their learning through assessments. This feedback must be accurate, provide students with a clear understanding of what they are doing well, articulate specific ways to improve, and provide next steps on how to achieve mastery. Effective feedback must also be given in a timely manner. Much like a coach provides immediate feedback to a player's jumpshot, so too must the teacher provide immediate feedback to guide students' progress toward mastery. Multiple formative assessments, developed collaboratively



during the nine week instructional cycle, offer numerous opportunities for teachers to provide timely and effective feedback in order to empower students in becoming metacognitive learners.

**B. Autonomy:** Describe how the school will use assessment autonomy to maximize student learning

In support of the California Standards Test and the LAUSD's Secondary Periodic Assessments, teachers at the PREP will be expected to create and administer common formative assessments. These formative assessments will be used to identify students' progress toward benchmark mastery. Formative assessments provide critical information to enable teachers and students to make effective and necessary adjustments to teaching and learning while it is happening. Identification of students who are not progressing adequately at this stage allows for intervention and support to ensure students achieve the learning objectives within the established time frame.

Supported in the nine week learning cycle of professional development, teachers at The PREP are engaged in developing protocols to effectively create and analyze formative assessments. In addition, teachers receive training and support in utilizing the LAUSD online assessment tool, COREK12 in creating standards based assessments. This system provides a bank of standards-based questions aligned with Bloom's Taxonomy for English Language Arts and Mathematics. In addition, teachers have the option to create their own questions and include them in a COREK12 assessment. Results of the teacher created formative assessments are shared with members of the Instructional Leadership Team, parent advisory councils and the School Site Council on a regular basis to provide oversight on the assessment autonomy.

**C. Student Assessment Plan:** Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration and the rationale for their selection and their intended purpose.

The assessment plan for The PREP is based on a balanced approach, incorporating both formative and summative assessments to develop a quantitative and qualitative picture of student progress toward mastery. The assessment plan is designed to provide timely feedback for teachers, students and other stakeholders as to student progress and success. Careful and timely analysis of data gathered in conjunction with the assessment plan will be used to determine intervention or acceleration opportunities, evaluate instructional and program effectiveness, and provide multiple opportunities for student mastery. See Attachment 3 for a detailed table of authentic assessments utilized to inform instruction at The PREP.

**D. Assessment Development:** If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Not Applicable



**E. Data Collection and Monitoring:** Describe the school-site data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

In support of The PREP's student assessment plan, data will be collected and monitored through multiple means. Instructional data will be available electronically through LAUSD's CoreK12 system. CoreK12 allows for the collection and organization of data to be used by an individual teacher, department or school-wide. Data can be reported in multiple ways including item analysis, skill breakdown and growth measurements. Data collected and monitored through the CoreK12 system includes periodic assessments, progress monitoring, both district and teacher created, and diagnostic assessment tools in grades 5 and 8. Teachers at the PREP will use the services of the CoreK12 system to generate assessments, collect data and monitor student progress.

Electronic data is also collected and monitored using the MyData system. MyData provides instructional data regarding student progress including CST results, periodic assessment results, and English Learner data. It also provides data regarding the student as a whole including attendance data and grades. Detailed reporting and monitoring features provided in MyData including early warning reports, allow teachers and support staff at The PREP to make timely and informed decisions regarding student needs.

Evidence of rigorous habits of mind and mastery of state standards will be maintained in an Individualized Learning Portfolio (ILP). Within the ILP, students will maintain their assessment data (CST, Performance Assessments, and Common Assessments), strengths, areas for improvement, and goals. Created by the students with the support of parents, teachers, counselors and other school staff, the ILP will be updated, assessed and reviewed in ten week cycles.

The intent of the portfolio is two-fold. First, the portfolio empowers students to be informed and accountable for their own learning. Students' involvement and ownership of work is critical to students' motivation to learn. Using an established protocol for ILP review, students, parents, teachers, and counselors will devise an instructional roadmap for each student. As students become cognizant of their own strengths and weakness, they will be able to identify and advocate for their educational needs. Personal goal setting and reflection are an integral part of the ILP.

Secondly, the portfolios allow the teachers to get a diagnostic "snapshot" of students' achievement and progress. Teachers will plan academically rigorous instruction that builds upon the residual strengths of their students' and closes "gaps" in learning. During collaborative professional development, teachers will develop structured protocols to implement multiple and differentiated learning opportunities for students to learn material and demonstrate mastery. Identification of strategic support comes by way of portfolio progress monitoring by grade-level teams, utilizing clearly defined goals and outcomes.

**F. Graduation Requirements:** For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Graduation requirements for students at The PREP will align with district culmination requirements outlined in Bulletin 721(REV) *Eighth Grade Standards Based Promotion Policy, Parent Notification, Documentation and Appeal Process* and further clarified in Bulletin 3815.0 *Middle School Culmination Activity and Certificate of Completion*.

The PREP recognizes the value and importance that mastery of middle school standards plays in high school and post secondary educational success. Therefore, The PREP is committed to ensuring that graduates are prepared to meet the rigorous demands of the A-G requirements and pass the CAHSEE in order to obtain a high school diploma.

## 5. Professional Development

**A. Professional Culture:** Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the instructional program outlined above. Identify activities and structures that will support the achievement of the professional culture envision. Discuss how you plan to introduce the activities and structures to teachers.

At the foundation of The PREP at HMMS is the core belief that we are developing and fostering life-long learners. With this in mind, the faculty and staff are supported in their continuous educational journey through professional development opportunities. The school embraces the Professional Learning Community (PLC) model, allowing all stakeholders: teachers, parents, counselors, administrators and other school personnel to collaboratively grow and develop as educational experts. The goal, based on the findings of Dufour, is to create a professional learning community, focused on learning rather than on teaching, working collaboratively, and holding oneself accountable for results (Dufour, Eaker, Karhanek, & Dufour, 2004). As a PLC, all stakeholders at The PREP will maintain a shared vision, in which, everyone can make a contribution. Stakeholders are encouraged to collectively undertake activities and reflection in order to constantly improve their students' performance.

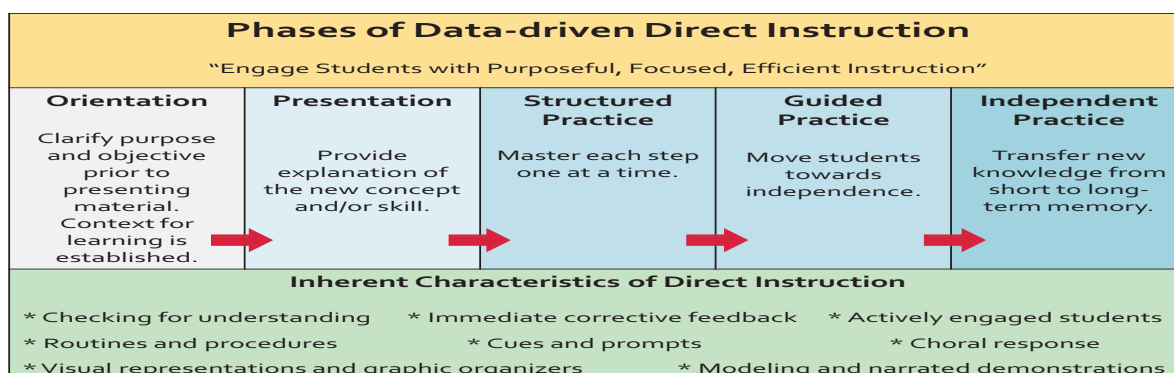
The PREP is organized into two vertical houses grade 6 through 8 - Alpha and Gamma. Within each house, teachers and students are grouped into core interdisciplinary teams. Working collaboratively as interdisciplinary teams, teachers in each of the four content areas form the basis of the PLCs. These teams not only develop learning expectations and goals for their students, but also for themselves as educators. In addition, the House structure allows teachers to set benchmarks and expectations across grade levels.

**B. Professional Development:** Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional programs as well as build capacity to improve teaching and learning, school performance and students achievement. How will the PD program be differentiated to support teachers at various stages?

In order to effectively meet the needs of our diverse learning community it is crucial that our school's administration and teachers are provided with a collaborative, strategic, comprehensible professional development plan. In partnership with InnovateED, The PREP developed a comprehensive professional development plan that will strengthen the academic programs, increase student support, enhance connections with the community, and develop a school culture that ensures all students are prepared to enter high school with the foundational skills, knowledge and academic behaviors essential for college and career readiness. Based on findings from the school-wide instructional audit, the Instructional Leadership teams identifies areas of need within the instructional practice and provides support through coaching, collaboration and feedback in 9 week cycles (see below). InnovateED also provides training, feedback and support for the administrative staff and Instructional Leadership Team, allowing on-site school staff to continue to the professional development work at the completion of the partnership with InnovateED.

At the heart of the work is the Data-Driven Instructional cycle which begins with a Report of Findings that will identify critical areas of improvement. A guiding coalition of administrators and teacher leaders will be established to work collectively and collaboratively to provide feedback to staff. Teachers

working in their PLCs will be supported to design lessons and assessments together that will improve student learning and provide important findings and feedback to improve delivery of instruction. Based on the findings from the school-wide instructional audit, the ILT identifies areas of need within the instructional practice and provides support through coaching, collaboration and feedback in 9 week cycles (see below). InnovateED also provides training, feedback and support for the administrative staff and Instructional Leadership Team, allowing on-site school staff to continue the professional development work at the completion of the partnership with InnovateED.



**Phase One** of the professional development plan for The PREP begins with an instructional audit conducted by InnovateED. The instructional audit consisting of focus group meetings, classroom observations, data analysis and a review of the master schedule. A report of findings, rating the school against 25 research-based indicators to identify critical areas of improvement, and academic program consultation focused on identifying and remediating gaps in our systems and practices essential to implementing a Data-driven Instructional Cycle lay the foundation for school improvement and the development of a comprehensive professional development plan. The objective instructional audit will guide the implementation of the Data-Driven Instructional Cycle based on the report of findings and consultations with the site administrative team and teacher leaders. Critical areas of improvement will be identified in the Report of Findings to focus school reform services; however, the outcomes will be aligned with the following foundational practices:

1. Create an academic program and master schedule that provides students with structured academic support, opportunities to connect with and pursue a course of study that promotes college and career readiness, and a seamless transition to high school.
2. Implement the consistent use of a common instructional model amongst staff that creates a rigorous, relevant and responsive learning environment for all students.
3. Implement an RtI framework that ensures all students are provided:
  - a. best first instruction,
  - b. targeted, strategic support based upon effective use of frequent, formative assessment data and on-going monitoring of student progress,
  - c. and intensive interventions focused on accelerating student acquisition of specific skills and concepts.
4. Implement school-wide policies, procedures and practices that create a culture of high expectations for student behavior and academic achievement providing both systematic student support and accountability for learning.
5. Implement frequent, structured teacher collaboration that guides the effective design and implementation of a coherent, cognitively demanding instructional program.

6. Establish a guiding coalition of administrators and teacher leaders that collectively, collaboratively and effectively monitor and provide feedback to staff that guides the continuous improvement of the academic program, learning environment, instructional practices and student achievement.

**Phase 2** of our professional development plan engages school administrators and teachers in effective, on-going professional development and coaching services to implement structural and instructional reforms. The partnership with InnovateED will continue, allowing for consulting and training services provided including:

- development of student support structures and processes
- structured teacher collaboration
- implementation of engaging and interactive instructional practices
- design and implementation of common formative assessments
- system of monitoring and feedback that guides collaboration and classroom practices to accelerate student learning

To ensure full implementation of our professional development plan, an **Instructional Leadership Team (ILT)** will be developed, consisting of administrators, coordinators, coaches, and teacher leaders. The primary responsibility of the ILT is to guide full implementation of our schools reform practices.

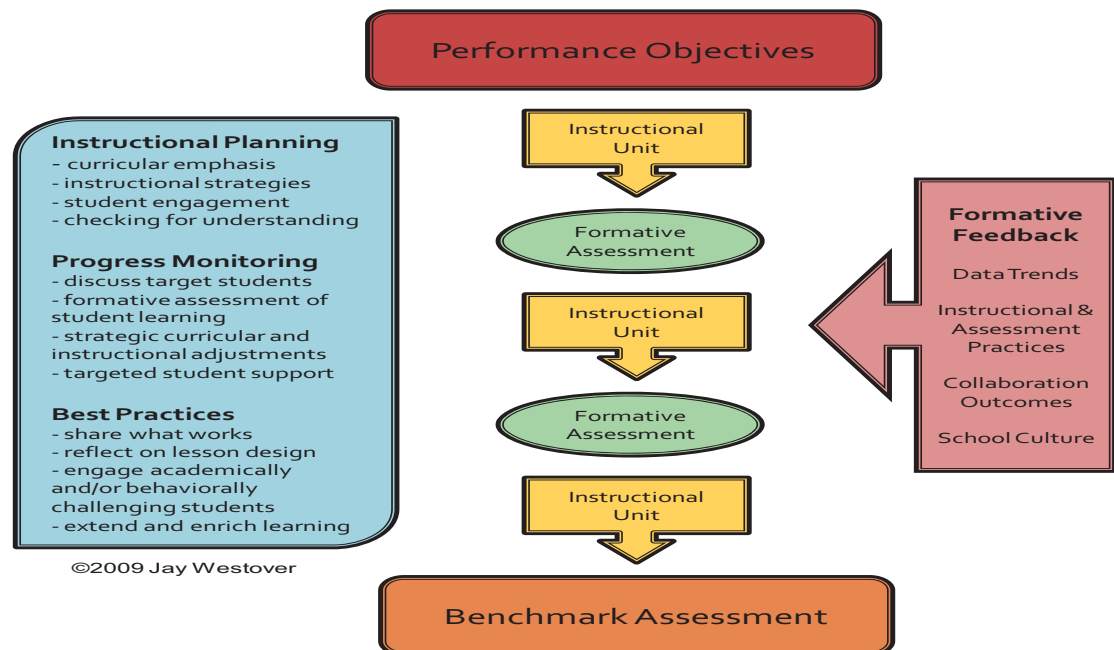
To maintain a consistent implementable focus, our professional development will be delivered as part of a Nine-Week Learning Cycle designed to incorporate instructional goals, lesson design, formative assessments, analysis of student learning, and monitoring of student progress.

During each Nine Week Learning Cycle, feedback will be provided through Instructional Rounds connecting teacher collaboration outcomes with classroom practices via data analysis and observational feedback from teacher leaders, administrators and InnovateED's consultants. Specific training and coaching will be delivered to ensure teachers develop the capacity to implement cognitively demanding instruction, utilize common formative assessments, and analyze data to provide targeted instruction and interventions. This approach will ensure content area teams and individual teachers receive the on-going feedback needed to transform practices.

**ILT Training Sessions** will occur each quarter of the school year. Teachers and administrators will receive training on how to implement common instructional routines, formative assessment practices and structured collaboration that guides teaching and learning during each Nine Week Learning Cycle. The focus of ILT sessions will be on lesson design, interactive and engaging instructional practices, implementation of formative assessments, analysis of data to inform instruction and intervention, and targeted student academic and behavioral support. At the conclusion of each ILT session site administrators and teacher leaders will have an action plan to guide the work of content area teams.

InnovateED in collaboration with the Instructional Leadership Team will provide Collaborative Professional Development on a monthly basis as part of regularly scheduled teacher collaboration. It is essential that the structures, processes and outcomes of teacher collaboration are clearly defined and focused on implementation of effective instructional and assessment practices and progress monitoring of students for targeted intervention. The focus of Collaborative Professional Development sessions will be implementation of the foundational practices connected to the ILT Training so as to develop the capacity of teacher teams to engage in lesson design, interactive and engaging instructional practices, implementation of formative assessments, analysis of data to inform instruction and intervention, and identification and monitoring of target students.

Teachers will receive training on the use of protocols to effectively guide the collaborative development and analysis of student work and outcome data. Common formative assessments will be analyzed to provide teachers a process to identify instructional priorities and target student interventions. As a result teacher teams will have a repertoire of structured protocols for cognitive planning, data analysis, and review of student work that will be the main focus of teacher collaboration as depicted in the diagram below:



**Instructional Coaching and Feedback** will be provided each month to content area teams as part of a short cycle implementation process. In this manner, each content area will receive classroom coaching and feedback between Collaborative Professional Development Sessions to support deep implementation of foundational practices. During Instructional Coaching, InnovateED's consultants will engage in modeling, co-teaching and providing observational feedback. To increase effectiveness, content area teams are provided sub-release time, to engage in this support as teams of teachers so as to create a lesson study approach to staff development.

Instructional Coaching and Feedback will provide an opportunity for teachers to implement a coherent instructional program using the direct instruction model wherein students are provided multiple opportunities to practice the application of content standards using key cognitive strategies. This consistent use of a common instructional model will ensure students move toward mastery of skills and concepts as a result of structured and guide practice and on-going formative assessment of student learning as depicted in the diagram below.

The administrative team will engage in **Instructional Rounds** on a monthly basis to reinforce the focus of the ILT Training, Collaborative Professional Development and Instructional Coaching sessions. On-going monitoring and formative feedback from administrators to teachers is essential to attain high levels of implementation and develop teacher efficacy. The Observation Form used by InnovateED during the School Review to establish baseline data on instructional practices will be used to guide Instructional Rounds and provide formative feedback to teachers and teams. Formative feedback to teachers has a



significant impact on student achievement and teacher efficacy, and instructional rounds will create a formalized process for providing on-going, effective formative feedback.

Implementation of a **Tiered Academic and Behavioral Support System** is foundational for the success of all students. Effective schools create personalized learning environments with relevant and engaging instruction and ongoing monitoring of student progress to targeted academic and behavioral support. InnovateED will provide guidance to create a framework of Tiered Interventions with clear actions steps for implementing academic and behavioral interventions, monitoring of student progress, and structured collaboration between administrators, counselor, lead teachers and teacher teams. Developing defined processes for on-going monitoring of student progress and analysis of the impact of academic and behavioral interventions will be the focus of consultation support services provided by InnovateED.

**C. Teacher Orientation:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction. .

The induction program at The PREP for new and existing teachers has been designed to provide teachers not only with resources, ideas, and professional literature, but the support and the building of professional collaborative relationships with colleagues. New teachers will have the support of a Buddy Teacher, who will act as a mentor. Buddy Teachers volunteer their time and expertise to assist the “New Kids on the Block” in all areas-from setting up their room environment, classroom management strategies, to lesson planning. They act as the go to person on those days when new teachers think they want to throw in the towel; Buddy Teachers catch it and encourage them to continue working hard and keep focused on the ultimate goal – Student Achievement.

In addition to Buddy Teachers, new and existing teachers are also provided with the support of Department Chairs, Team Leaders, and out-of-classroom coaches and coordinators. Department Chairs can provide content area support whereas Team Leaders act as a grade-level support. The coaches and intervention coordinators will serve as a support to teachers and provide assistance and ideas based on classroom observations. New and existing teachers will meet and be supported by the coaches and coordinators on a routine basis and will have the opportunity to observe Demo Lessons by their colleagues and coaches. At The PREP, we believe good teaching consists of modeling and guided practice not only for the learning of our students, but the staff as well. Therefore, the co-teaching model will be utilized. This model provides teachers with the opportunity not only to plan together, but to teach with one another. This model not only increases teacher’s self –efficacy, but continues to build and strengthen their trust and professional relationship

Finally, all teachers at The PREP will be provided with the professional development assistance of InnovateED. InnovateED will provide **Collaborative Professional Development** on a monthly basis as part of regularly scheduled teacher collaboration. Teachers will receive training on the use of protocols to effectively guide the collaborative development and analysis of student work and outcome data. Common formative assessments will be analyzed to provide teachers a process to identify instructional priorities and target student interventions. As a result teacher teams will have a repertoire of structured protocols for cognitive planning, data analysis, and review of student work.

**D. PD Calendar:** Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

The Professional Development Calendar (Attachment 4) is based on the 2010/2011 Traditional School Calendar and will be modified upon the release of the 2011/2012 Calendar. This calendar illustrates our scheduled topics and allocated time for collaboration and professional development throughout the year. The teachers and staff at The PREP will be provided with multiple opportunities throughout the year to continue their professional growth in the areas of: non-fiction writing across the curriculum, collaborative scoring of students work, development of common assessments and rubrics, and learning data protocols. Teachers at The PREP will also have daily common conference periods with their team members to collaborate, design cross-curricular lessons and analyze student progress. During our Collaborative Tuesdays, teachers will be given department time to plan and share lesson ideas, common assessments, and to develop standards-based task. Time will be allocated for utilizing protocols to analyze formative assessment data to guide teaching, lesson planning and interventions.

The PREP has partnered with InnovateED to provide on-going professional development for staff. Utilizing the findings of the instructional audit, InnovateED will work with the staff throughout the year to support areas of weakness and maintain and enrich our strengths. InnovateED has established 9-week cycle trainings and collaborations where the Instructional Leadership Team will be trained in lesson design, data protocols, and coaching and observation techniques. Collaborative coaching, mentoring and observational feedback will provide timely and personalized support for staff. Our on-going professional growth model is designed to take place over multiple years.

**E. Program Evaluation:** Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

Implementation of our vision of continuous improvement comes by way of timely monitoring, evaluation and data analysis of professional development effectiveness. Our Professional Learning Community operates under established protocols developed with the support of InnovateED, which allow for careful and objective monitoring of program effectiveness. Stakeholders are encouraged to collectively undertake activities and reflection in order to constantly improve their pedagogy and instruction and thereby improve their students' performance.

Adjustments and modification to our professional development program will be done in a timely manner, driven by data and with the goal of supporting growth in educators. Instructional Coaching provides timely, in the moment, corrective feedback to allow teachers to make real time adjustments to their practice. The Instructional Leadership Team will use student formative and summative data to develop targeted action plans for the subsequent nine week learning cycles. This ensures that each nine week learning cycle is focused on addressing both students' instructional needs and teacher's pedagogical needs. Instructional Rounds will be attended by site administrators and district personnel to establish a process for formative feedback to teachers and teams to guide the continuous improvement of teaching and learning. At the end of the 1st and 3rd quarters InnovateED will conduct an Implementation Review of school-wide practices as a means of measuring changes in school culture, instruction, formative assessment practices and learning environment.

## 6. Serving Specialized Populations

**A. Special Education:** Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and procedures Manual as required by the Modified Consent Decree.

### *Students with Special Needs/Students with Disabilities*

The PREP will continue to follow the process and protocols required to meet Federal, State and District guidelines. Teachers, administrators and staff will utilize the LAUSD Special Education Policies and Procedure Manual (PPM) to assist and guide personnel in consistent implementation of Federal, State, and District requirements to ensure compliance with all policies and procedures. Utilizing evidence, data, documentation and the support and guidance of LAUSD's Division of Special Education Support Unit, The PREP will maintain its commitment to serving students with disabilities and their families in a manner consistent with compliance requirements. Implementation and monitoring of processes and procedures will include identification and assessment, IEPs, and the provision of special education supports and services using the LAUSD Policies and Procedures Manual as required by the Modified Consent Decree.

At The PREP site administrators will be responsible for ensuring compliance with policies and procedures regarding the education of students with disabilities. The site administrators will ensure all staff members have appropriate knowledge, support, and resources to practice consistent compliance with all District policies and procedures. The PREP will annually assess compliance with State, Federal, and District policies and procedures by completing the District's *School Self Review Checklist, Students with Disabilities*. (A copy of the Checklist can be found on the Division of Special Education website at <http://sped.lausd.net>)

### **Identification**

The PREP will comply with the District's policies and procedures as specified in the Policy and Procedures Manual for identifying children who have or are suspected of having a disability and needing special education and related services. Compliance with policies and procedures will be evidenced by implementation of the three "search and serve" responsibilities:

1. Distribution of the brochure *Are You Puzzled by Your Child's Special Needs?* for every student to take home at the beginning of the school year.
2. Identification and prompt provision of appropriate services to students with disabilities which require special services who enroll in the school.
3. A process in place which is understood by all staff members for referring students who may require special services.

### **Developing a Special Education Assessment Plan**

Processes and procedures for assessment of children to determine eligibility for special education and related services or reassessment of students while receiving special education and related services will be in compliance with the District Policies and Procedures Manual. This includes development of the assessment plan utilizing the Welligent Individualized Education Program (IEP) System including assignment of an IEP case manager responsible for developing the Assessment Plan, assigning assessors to provide the assessments after the plan has been approved by the parents/legal guardians, and

monitoring the timely completion of the assessment. The administrator/administrative designee will immediately enter the date the assessment plan was signed and approved by the parents/legal guardians into the Welligent IEP system and the IEP meeting date will be calculated automatically by Welligent.

The administrator/administrative designee will ensure that all assessments are conducted, reports completed, and the IEP meeting is held within statutory timelines.

In the event the parents/legal guardians *do not* sign and return the assessment plan the administrator/administrative designee is responsible for following District processes and procedures in accordance with the Policies and Procedures Manual.

### **Initial Assessment, Reassessment, and Independent Educational Evaluation**

Initial special education assessments, initial assessment reports, reassessments, reassessment reports, and Independent Educational Evaluations will be conducted in accordance with the processes and procedures as delineated in the District Policies and Procedures Manual.

### **Individualized Education Program (IEP)**

IEP meetings will be held and conducted in compliance with District policies and procedures specified in the District Policies and Procedures Manual.

### **Free Appropriate Public Education (FAPE)**

The PREP will provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) according to IEPs of students with disabilities, including moderate to severe, as required by the Modified Consent Decree. The PREP will provide a FAPE in the LRE consistent with Federal, State, and District policies and protocols. The continuum of placements offered by the District include: general education classroom with accommodations or modifications; general education classroom with supplementary aids and supports; general education classroom with related services; general education classroom with resource specialist services; general education classroom and Special Day Program; and Special Day Program. General and special education teachers, administrators, parents, and students will collaborate to develop a culture of high expectations for, and inclusion of special education students that will value and celebrate the successes and accomplishments of all students.

This culture of inclusion that values and celebrates the successes and accomplishments of all students will be developed and enhanced through the practice of collaboration between general and special education teachers and students. Collaboration between all teachers will ensure that the IEP goals and objectives are aligned to grade level standards.

A full-time Bridge Coordinator monitors all aspects of the Special Education program at The PREP to ensure that all provisions of the Modified Consent Decree are met. The Bridge Coordinator will also serve as a resource for teachers and administrators as well as facilitate communication between The PREP, LAUSD and the District's Special Education Division to coordinate training, retention, and professional development for general and special education teachers to ensure the needs of all students in the special education program and compliance with all provisions of the MCD are met.

Students will be provided with access to services that will support students both within and outside of the general education program. Support within the program includes but is not limited: to support creating accommodations, curriculum modifications, co-planning between general and special education teachers, inclusion, inclusion with resource specialist, inclusion with adaptive/instructional services, special day program, and itinerant support services. Service outside the general program will include learning centers, and/or special day program for the majority of the instructional day. When no appropriate public

education placement can be provided on site, The PREP will work with LAUSD's Special Education Division, students, and families to determine the appropriate alternative outside placement under contract with LAUSD.

The PREP will implement grade level core curriculum guided by content standards and research-based instructional practices that will provide access to rigorous content curriculum for students with disabilities. All special education students will receive instruction in the LRE according to their IEP. It will be the expectation that students with disabilities be mainstreamed and programmed into core content general education classes when appropriate and demonstrate progress consistent with their IEP and supported by the outcomes of the *Modified Consent Decree*. All teachers educating students with disabilities will provide accommodations and modifications in the classroom designed to help students access grade level content in accordance with the students IEP. Teachers will be knowledgeable on how to use research-based instructional strategies to help students with disabilities achieve academic success within the classroom.

Base instruction will consist of the use of the research-based, existing LAUSD instructional guides and state-adopted and LAUSD approved textbooks which are aligned to California content standards. Strategies will be used to ensure the effective delivery of a rigorous, standards-based curriculum using accommodations and modifications as outlined in the IEP. Core instruction will be based on ongoing progress monitoring in the regular instructional period allowing opportunities for remediation related to the core instruction including but not limited to, immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.

### **Resource Specialist Program**

The Resource Specialist Program (RSP) will use a systematic approach comprised of interrelated and multi-layered special education service components consisting of co-planning, collaborative co-teaching and teaming, and integrated learning centers. Students with disabilities receiving services in the RSP will be programmed into core content classes in the general education classroom and demonstrate progress within the general education curriculum for the purpose of improving academic achievement of students with disabilities. Resource Specialist Teachers (RST) will work with the general education teacher using research-based co-teaching and co-planning instructional models. The co-teaching/teaming model will consist of two teachers sharing instruction, planning, behavioral support, and grading for all students in the general education classroom. The co-planning model will consist of two teachers sharing planning, modifications, and evaluation of instruction and behavioral support for students with disabilities receiving instruction in the general education classroom. These models of interrelated teaching will be implemented for the purpose of improving academic achievement of students with disabilities. Collaborative co-teaching will provide students with more teacher time and attention, reduced teacher-pupil ratio and opportunities for individual assistance.

The primary focus of these models will be centered on student achievement through data and progress monitoring using the District approved curriculum and instructional strategies based on the tiered approach for instruction (RTI<sup>2</sup>). Professional development will be provided to ensure collaboration between the general and special education teachers and implementation of appropriate instructional strategies occur with fidelity. A systematic method will be used to evaluate whether the special education teacher is effectively meeting the needs of the special education student and whether the general education teacher is ensuring access to the local and state content standards.

The PREP will develop and maintain integrated learning centers to provide services that are specialized and targeted for students with disabilities programmed in the general education classroom. The learning



center will provide non-intensive school-based intervention that teaches learning strategies, provides support for content instruction, pre-teaches content material or provides immediate re-teaching as needed.

**Special Day Class (SDC)**

Special Day Class (SDC) teachers will provide services to students in small group settings. Special Day Class teachers will co-plan, co-teach, and collaborate with general education teachers to develop lessons which will ensure students with learning disabilities are provided access to the core curriculum within the SDC and mainstream setting when receiving instruction with their non-disabled peers for the percentage of weekly instructional minutes as specified in the IEP.

SDC teachers of students with mild disabilities will be paired with general education content teachers to provide SDC students with the opportunity to regularly receive instruction in the general education classroom setting with their non-disabled peers when appropriate as indicated by the IEP. Scheduling will provide adequate opportunities for co-planning and collaboration between the SDC and general education teacher.

SDC teachers of students with moderate to severe disabilities will collaborate with general education content teachers and co-teach within the general education classroom setting on a regular basis to maximize inclusion of SDC students within the general education setting. Students with moderate to severe disabilities will participate in the mainstream instructional program when appropriate as indicated by the IEP. All students with disabilities will participate in advisory class and physical education with their non-disabled peers when appropriate as indicated by the IEP.

Students with IEPs will have access to all school-wide interventions and supports as well as those specified in their IEPs. General and special education teachers will provide appropriate accommodations and modifications to provide students with disabilities access to the core curriculum.

Base instruction requires the use of research-based instructional strategies that support access to rigorous content curriculum. These include but are not limited to, the use of: active engagement; advanced graphic organizers; communication of clear expectations and purpose; peer assisted learning; scaffolded instruction; intensive strategy instruction and application; and Universal Design procedures, such as, providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students. Additional strategies include: teaching learning strategies; supporting content instruction; pre-teaching content material; providing immediate re-teaching; frequent progress monitoring of student learning; direct and explicit instruction; small group instruction; controlled task difficulty; extended instructional time; and ongoing systematic and corrective feedback.

Intervention must be intensive and provided in smaller groups and tied to specific areas of student need as identified through regular, scheduled data analysis and progress monitoring. Block scheduling will facilitate the provision of content instruction and small group intervention.

**Extended School Year**

Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. It is not a means to develop or enhance new skills or behaviors.

## 7. Performance Management

**A. Performance Goals and Metrics:** Each applicant team is required to set clearly measurable student performance goals and mission specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix.

Not applicable at the time

**B. Rationale:** Discuss why the proposed school will track the mission-specific indicators selected.

Not applicable at this time

## 8. Community Analysis and Context

**A. Description:** Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

The PREP will serve the Horace Mann Middle School community. The PREP at Horace Mann is located in the Chesterfield Square community of South Los Angeles. This .63 mile area of approximately 6,400 residents is unique for its moderate racially diverse composition. Fifty-eight percent of residents are African American, 36.9% are Latino, 1.5% are White, 0.8% are Asian, 1.5% and 2.2% are classified as “other”. Immigrants comprise 23.4% of residents and originate primarily from Mexico (48.4%) and El Salvador (21.1%). (L.A. Dept. of City Planning 2008)

The PREP families face a number of challenges. Located in a low income, high poverty, high crime, gang infested area the school is full Title I with 86% of students identified as economically disadvantaged. The median household income of \$37,737 is low for the city and county of Los Angeles. The 32.9% percent of area households that earn \$20,000 or less is also high for the county. Only 6 percent of residents 25 years and older have a four-year degree, 24.3% of residents have a high school diploma, and 39.2% have less than a high school diploma. Upward mobility for families is difficult despite a strong work ethic possessed by many area residents. Lack of English proficiency and limited education and job skills often result in low wage jobs. As the majority of adults have attained limited education The PREP’s development of a college-going culture will be of particular importance.

The area has 406 families or 29.8% headed by single parents, a rate that is high for the city and county and higher than the LAUSD average of 15.9%. Approximately one-third of students in the community serviced by The PREP are in kinship or group home foster care and grandparents are the primary caregiver for the majority of students in kinship foster care.

According to Los Angeles Police Department (LAPD) statistics, Chesterfield Square is first in violent crime and seventh in property crime in the City of Los Angeles. Located within the Los Angeles Police Department’s 77<sup>th</sup> Division II Gang Reduction and Youth Development Zone (77<sup>th</sup> GRYD II Zone). The 77<sup>th</sup> II GRYD Zone is characterized by a high level of juvenile delinquency and gang activity.

The student population at The Prep at HMMS is equally Latino (49%) and African American (49%). Although 17% of the student population classified as EL, 15% of students have reclassified as Fluent English Proficient (RFEP). Five percent of students are identified as GATE and 18% are special needs students with an IEP. The majority of students are underperforming academically, with only 19% of students in English Language Arts and only 14.5% in Mathematics scoring at the Proficient or Advanced level on the 2009-2010 California Standards Test. Students with disabilities scoring Basic and above on ELA and Math were an abysmal 8.1%. Horace Mann is identified as a Year 5 Plus Program Improvement school. Additionally, the 2007-08 graduation rates for The PREP’s receiver high schools Crenshaw and Washington Preparatory of 41.4% and 38% respectively are significantly below the State average (LAUSD School Profile on [www.lausd.net](http://www.lausd.net)). In middle class and affluent communities high school graduation and college are the assumed educational progression and community members serve as examples of the benefits of college attendance and graduation. However, The PREP students lack a significant number of these adults in their community to emulate.

Scholars attending The PREP will benefit from participation in a comprehensive learning community that provides them with the education and support required to manifest the mission and vision of The PREP. In this low income, high poverty community young people are at significant risk of gang involvement, juvenile delinquency, substance abuse, and failure to graduate from high school. Working collaboratively with students, parents and guardians, targeted community partners will share The PREP 's mission and work collaboratively to develop students who have pride in self, school, and community, demonstrate excellence in all endeavors, and are responsible for their actions, outcomes, and behaviors, while working to continuously improve and develop into successful citizens and community members. Community partners' active collaboration with the PREP will advance the academic, social, emotional, and behavioral development of scholars at The PREP.

Despite the community's challenges there are a variety of assets upon which The PREP community can build. The PREP has developed and intends to maintain partnerships with The Brotherhood Crusade's Mentor and Me program, AADAP, Inc. which is part of the Mayor's Office of Gang Reduction and Youth Development (GRYD), TeamWorks, and Families In Schools. Additionally, The PREP community partnership of staff, parents and families, students and community members will work toward identifying, cultivating, and developing additional community partnerships and support that will advance The PREP's goal of becoming a center of academic, social, and behavioral excellence for community students.

**B. Background/Support:** Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

The leadership team of The PREP at HMMS has extensive experience working within the existing site and in the surrounding community schools. Mrs. Gayle, our principal has served as an Assistant Principal at Mann Middle School, Crenshaw High School and Los Angeles High School. In addition, team members have successfully worked in similar schools for the past five years. Many members of our leadership team live in and are connected to community organizations throughout South Los Angeles and Inglewood. Our collective experience at the school site has prepared us for the challenges of working with the PREP community.

The following community leaders, groups, organizations and institutions have pledge support for The PREP at HMMS:

- AADAP
- Mentor and Me
- Families in Schools
- Brotherhood Crusade
- YWCA
- Teamworks

## 9. Community Engagement Strategy

**A. Engagement Plan:** Explain the team's vision for engaging the community and the underlying theory that supports it.

Successful community engagement benefits families, schools, and students and results in improved academic achievement and student behavior. Effective programs to engage family and community embrace a philosophy of partnership. The responsibility for children's educational development is a collaborative enterprise among parents and guardians, school staff, and community members (Henderson & Mapp, 2002). The PREP envisions a strong and mutually supportive community of parents, families, and students, teachers and staff, and community organizations. Cultivating and building relationships with new community partners and strengthening relationships with existing community partners, is an integral component of the academic success of scholars at the PREP.

The PREP is committed to building new partnerships and continuing the existing, successful partnerships which bring valuable opportunities to our school community. Additionally, The PREP community partnership of staff, parents, families, and students will work diligently with InnovateED during the 2011-2012 and 2012-2013 school years to identify and convene business, community organizations and college partners to cultivate and develop additional support for The PREP during the implementation period. This will enable PREP teachers, staff, parents, families, and students to continue the cultivation and development of these new partnerships which will further contribute to the advancement of The PREP's goal of becoming a center of academic, social, and behavioral excellence for community students.

**B. Key Community Partnerships:** Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships.

Broadening community support for and involvement with The PREP will make the school an integral part of the community as a center of academic development, civic involvement, information, resources and social activities. As community involvement and support deepens and expands coupled with increased academic achievement, parents and community members will view the progress and accomplishments of The PREP as reflective of the quality of educational institution they desire to be representative of their community.

The PREP intends to continue Horace Mann's existing partnership with AADAP, Inc.. The stated mission of AADAP, Inc. is to "bring about significant, long-term reduction in gang activity and improve overall community health through collaborative efforts." AADAP applies a "comprehensive gang reduction and youth development model in addressing the full range of individual, family, peer, school, and community factors that contribute to a high level of juvenile delinquency and gang activity in the 77<sup>th</sup> II GRYD Zone." (Attachment 5) The AADAP program targets youth at high risk of joining a gang by focusing on the youth as well as providing services to the families and the community. Services include individual, group, and family counseling, substance abuse education, academic support in collaboration with Hermanos Unidos/UCLA, parent education to assist parents in preventing and effectively intervening in gang involvement and substance abuse, lessons in self-esteem, motivation and conflict resolution, mentoring, recreational and extracurricular activities, and community assistance through housing and social service referrals.

The PREP will also maintain Horace Mann's partnership with Mentor and Me. The mission of the Brotherhood Crusade's Mentor and Me program which is located on the campus of The PREP is "to enhance the academic, social, and behavioral development of youth ages eleven through fifteen." Specifically designed to address the needs of the at-risk youth who attend The PREP, Mentor and Me provides participants with daily social and behavioral training. Volunteer mentors (age 18 and over) provide friendship, support, insight and guidance for five hours per week for a minimum one year period. Mentor and Me also provides homework help and tutoring, educational field trips, activities that promote health and wellness, character-building activities, and monthly group activities in furtherance of their goal of developing well-rounded young people who will be successful in high school and beyond.

Mentor and Me also has a parent component to assist parents and guardians in learning about and becoming involved in their child's academic, social and behavioral development. These monthly meetings allow parents and guardians the opportunity to dialogue about topics that are critical to the success of the student participants. (Attachment 6)

Families in Schools (FIS) provides PREP families extended learning opportunities. Workshops include Transition to Middle School, which provides support and resources for parents of 6<sup>th</sup> grade students, and the College Knowledge Academy designed to provide 7<sup>th</sup> and 8<sup>th</sup> grade students and their families with information about and preparation for future academic opportunities. The underlying purpose of FIS workshops is to open dialogue between students and their families.

TeamWorks is a mentoring program focusing on disadvantaged middle school students. The program fuses the strengths of traditional one-on-one mentoring with the power of group dynamics. Adult mentor teams comprised of teachers from The PREP, college students, and business and community volunteers work collaboratively to provide an activity-based curriculum focused on leadership development, conflict resolution and cultural diversity. The PREP will continue this relationship with TeamWorks in order to continue to positively impact this at-risk population by offering exposure to caring, concerned adult mentors, presentation of positive choices during this pivotal time, and constructive leadership.

Principal Gayle has established an open door policy and will welcome all members of The PREP community. Leadership of particular projects may be delegated to other school administrators, teachers, staff, or parents. The Parent-Community Representative will assist Mrs. Gayle with coordination of community partnership activities. The Principal and the Parent-Community Representative will also be informed of the progress and accomplishments of all activities involving and related to community partnerships and will share responsibility for their successful completion.



## 10. School Governance and Oversight

**A. School Type:** Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school.

The PREP at HMMS will operate as a traditional middle school in LAUSD. As a traditional middle school, The PREP will provide the best level of service to its constituents. As a member of LAUSD, our students and staff have access to the wealth of resources and support that the comprehensive district provides. This includes access to instructional support, access to counseling and mental health resources and professional development for administration and staff.

Building on the resources of the district, The PREP, has the flexibility to execute much needed reform at the school site. This includes the implementation of the Individual Learning Plan (ILP), the development of Personalized Learning Environments (PLE) and a tailored professional development plan. Greater school-based decision making ensures that reform efforts are targeted to the unique needs of the school-site

**B. Applicant Team Capacity:** List the members of the applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in this proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

Members of the applicant team for The PREP at HMMS who have a role in the development and will be an integral part of the leadership and operations team of the school are listed in the chart below. Information regarding their affiliation, biography, skills and experiences are also included.

Member Affiliation With School	Biography/Capacity
Mr. Doug Waybright Local District Principal Leader	Mr. Waybright, the Director of Secondary Student Services in Local District 3, has served 30 plus years in public education and twenty years as a school administrator. He has the unique opportunity to have administered and taught at the Elementary, Middle and High School Levels. With four years in his current position, Mr. Waybright currently supports sixteen Secondary Schools.  Mr. Waybright is actively involved in improving and supporting educational reform practices including serving as a president of the Senior High Principals Organization, participating on District-wide committees, serving as the District Representative to the Peer Assistance and Review Panel, participating in the Teacher Effectiveness Task Force, the District Implementation Team for Positive Behavior Support as well as serving on the Inter Scholastic Athletics appeal committee and elected Supervisory representative on the AALA Executive Board.
Mrs. Deborah Gayle Principal	Mrs. Gayle has been an educator in LAUSD for 25 years and is currently completing her second year as principal at Mann Middle School. She has experience at the elementary, middle and high school level, as well as working in the District offices. Mrs. Gayle has served in a variety of capacities at both local school sites and district offices, including as a multi-grade elementary teacher, dean, Title 1 Coordinator, Science Expert and

	professional development coordinator. In addition, Mrs. Gayle as served as an Assistant Principal at Mann Middle School, Crenshaw High School and L.A. High School. During her tenure as A.P. at Mann, the school gained over 40 API points in one year. In addition, while at Crenshaw H.S., Mrs. Gayle played an integral part of the team for accreditation renewal. During her first year at Mann M.S. as principal, the school experienced API growth. Mrs. Gayle passionately remains committed to transforming The PREP into the best school in LAUSD.
<b>Mrs. Tracy Murray Assistant Principal</b>	Mrs. Murray began her tenure at LAUSD nearly twenty years ago as an English teacher and drill team instruction at Fremont High School. Before promoting to administration, Mrs. Murray honed her instructional experience as a Standards Coordinator, Mentor Teacher, Reading Resource Teacher, Professional Development Coordinator, and Proficiency in English Mastery Co-Coordinator. Since 2002, she has worked in numerous capacities as an administrator for LAUSD. A Specialist in Local District G, she is versed in facilitating and coordinating professional development, interpreting policies and practices, and monitoring the implementation of instructional initiatives. Formerly a Human Resource Specialist, she has served as a liaison for Human Resource, the Local District, universities and private organizations. A seasoned administrator, Mrs. Murray has been a member of the Horace Mann Family for seven years and is experienced in the day to day operations of a middle school.
<b>Ms. Aimee Ross Title 1 Coordinator</b>	Ms. Ross has been a member of the school community for the past 8 years as History/Social Science and ESL teacher before serving as both the Title 1 and EL Coordinator. Ms. Ross has provided school and district-wide training on advanced graphic organizers (Thinking Maps) and developed and organized school-wide professional development for the past several years. In addition, Ms. Ross has developed and maintained oversight for the school's categorical budgets under the direction of the principal. Ms. Ross holds a master's degree and an Administrative Credential.
<b>Ms. Julia Bell Intervention Coordinator - Instruction</b>	Ms. J. Bell is a former alumni of Mann Middle School and is currently serving in her 9 <sup>th</sup> year as a faculty member. She began her career in the special education department as a Special Day Class teacher before transitioning out of the classroom. Ms. J. Bell has served as the Testing Coordinator, SIS coordinator, Data Coach and currently as the Intervention Coordinator for Instruction. Under her guidance, the school has made advancements on the CST including meeting participation targets. She was an integral part of the development of the student MyData Portfolio and is a valuable resource for staff in using SIS, MyDATA and ISIS to make informed instructional decisions. Ms. J. Bell holds a Master's Degree and an Administrative Credential.
<b>Ms. Wendy Marrero Bridge Coordinator</b>	Ms. W. Marrero has been a member of the Mann faculty for the past 9 years. She began her career as the Resource Specialist Teacher (RST) in our Special Education Department teaching English to students with learning disabilities. During her time as a RST she worked closely with specialists from Support Unit Central-West to develop an inclusive model for the resource specialist program at Mann which provides instruction, support, and services to students with disabilities enrolled in general education classroom. With the continual support from Support Unit Central-West, Ms. Marrero developed and taught in the Learning Center, a location where

	specialized and targeted services are provided for specific students. Ms. Marrero currently works as the Bridge Coordinator supporting the instructional and compliance activities involved in working with students with disabilities. Ms. Marrero holds a master's degree in special education.
<b>Ms. Lisa Smith Instructional Coach, SSC Chairperson</b>	Ms. Smith, with over ten years of experience in education, began teaching elementary school in Moreno Valley Unified School District, before moving to 92 <sup>nd</sup> Street Elementary. In the five years Ms. Smith was at 92 <sup>nd</sup> Street, the school moved from a decile 1 ranking to a decile 10 ranking. Ms. Smith has been a member of Mann Middle School for the past three years, currently serving as the Instructional Coach. Ms. Smith also has experience as the GATE coordinator, Science Lead Teacher, BTSA Support Provider and Student Mentor Teacher for the UCLA Credential Program. Ms. Smith holds a multiple subject credential, a master's degree and her administrative credential.
<b>Ms. Elena House ELA Department Chair</b>	Ms. House has been a member of the Mann faculty for the past 5 years. As a model teacher within the co-teaching model, Ms. House provides on-going support to teachers in incorporating differentiation and scaffolded support for struggling learners. She has extensive training in reading intervention curriculum including the Language! program and Read 180. In addition, Ms. House served as a member of the 7 <sup>th</sup> grade ELA Design Lesson pilot team. This year, she joined the leadership team as the English Language Arts Department Chair, is a member of the RtI school-based leadership team and is a reading intervention teacher.
<b>Mr. Armando Tejada EL Coordinator, 6<sup>th</sup> Grade Teacher</b>	Mr. Tejada began his career at Mann Middle School as a Teacher's Assistant, while earning his multiple subject teaching credential. For the past 6 years, Mr. Tejada has taught 6 <sup>th</sup> grade core and HighPoint. His experiences in these classes have made him an expert on differentiation, SDAIE strategies and maintaining high student expectations. This past year, Mr. Tejada earned a master's degree in Educational Administration and is currently utilizing his talents as the EL Coordinator and 6 <sup>th</sup> Grade Department Chair. His parent outreach, use of RtI for instruction and positive behavior support serve as a model for the entire staff.
<b>Ms. Carrie Jones UTLA Chapter Chair, Special Education Teacher</b>	Ms. Jones has been a teacher of students' with special needs at Mann Middle School for the past four years. Aware of the importance of students with special needs being included in the general education population, Ms. Jones works diligently to implement the inclusion model. Serving as UTLA chapter chair for the past two years, Ms. Jones provides updates and support in regards to contractual issues.
<b>Mr. Alonzo Jones Electives Teacher</b>	Mr. Jones has been a member of the Mann faculty for the past 5 years as a member of the 8 <sup>th</sup> grade science team. Over the years, Mr. Jones has developed an understanding of the power of data to make instrumental and profound instructional decisions. Currently, Mr. Jones serves as the Leadership and AVID teacher. Through his work with student government, Mr. Jones has garnered the input and support of the student body in the development of The PREP's proposed plan.
<b>Ms. Martha Morin CEAC Chairperson and Representative</b>	Ms. Morin has served as the CEAC Chairperson and Representative for the past two years. She is a parent of both a former graduate and current 6 <sup>th</sup> grade student. Ms. Morin is an active member of District Level Parent Councils and routinely works with school parents and guardians. Through

	her active engagement and solicitation of parents and community members, Ms. Morin serves as a key resource to both the school and community.
<b>Mr. Jay Westover Co-Founder and Chief Learning Officer - InnovateED</b>	During his 15 years of experience in education, Mr. Westover has served as administrator of Educational Leadership Services at Riverside County Office of Education, middle school principal, high school assistant principal, and teacher. He is a certified trainer with the United States Department of Education's Teacher Training Corp. and serves as Executive Board member for the California Staff Development Council. He has a proven track record working with high achieving and underperforming schools and school districts across the United States to increase student academic achievement.

### C. School Governance and Oversight:

i. **Autonomy:** How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

The PREP will utilize the governance autonomy established in Article XXVII – Shared Decision Making in the LAUSD collective bargaining agreement, to develop a culture of shared leadership. The governance structure established at The PREP provides for both instructional and operational oversight and decision-making, by way of the Instructional Leadership Team (ILT), House Leadership Team (HLT), School Site Council (SSC) and Shared-Decision Making (SDM) Council. Members of these leadership committees and councils are elected or selected for their position based on their proven commitment to high student performance. Members receive regular school and district level training and professional development designed to enable leaders to maximize their understanding of their roles and responsibilities and thereby effectively govern The PREP.

### C. School Governance and Oversight:

ii. **School Level Committees:** Describe the decision-making bodies and general areas of decision-making responsibilities for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

The PREP at HMMS will adhere to Article XXVII of Shared Decision Making as described in the LAUSD collective bargaining agreement and will follow the Education code regarding the formation and operation of the School Site Council.

The **School-wide Instructional Leadership Team (ILT)** will have the primary responsibility for guiding full implementation of school reform practices. The ILT will consist of the principal, designated assistant principals, coordinators/coaches, Alpha and Gamma representatives and teacher leaders representing the departments. Technical support for reform implementation and leadership capacity building will be provided through The PREP's partnership with InnovateED. During quarterly ILT training sessions, the team will receive training on how to implement common instructional routines, formative assessment practices, and structured collaboration that guides teaching and learning during Nine Week Learning cycles. The focus of the quarterly ILT training sessions will be on lesson design; interactive and engaging instructional practices; implementation of formative assessments; data analysis to inform instruction and intervention; and targeted academic and behavioral support. At the conclusion of each session, the ILT will have an action plan to guide the work of the subsequent nine weeks of instruction for each content area team. The ILT will also engage in monthly Instructional Rounds to reinforce the focus of the ILT

training and professional development activities, as well as to establish a process for formative feedback to teachers and teams to guide the continuous improvement of teaching and learning.

In addition, the ILT is charged with school-wide monitoring of the instructional program and activities, including the oversight of the Alpha and Gamma house. The team will have the responsibility to meet at least twice a month, other than meetings dedicated to ILT training/Instructional Rounds, to make informed, timely, data-based instructional decisions. Recommendations of the ILT will be presented to the School Site Council or Shared Decision Making Council.

The **House Leadership Team (HLT)** will consist of the lead teacher of each house, a teacher representative from each core team, a classified representative, a house counselor or designee, a house administrator or designee and a parent. The HLT is responsible for the day to day operations and implementation of the house's instructional initiatives in support of the school-wide instructional program. In addition, the HLT will develop and implement student activities within and between the houses. The HLT is responsible for representing their house before school-wide governing councils and the Instructional Leadership Team. Decisions will be data-based and determined by consensus of the team. It is the responsibility of the HLT to seek input from stakeholders and communicate timely and effectively with house members, parents, governing councils and the ILT.

In accordance with California law, The PREP will establish and maintain a **School Site Council (SSC)**. The SSC is responsible for the creation and monitoring of the Single Plan for Student Achievement (SPSA) based on data and recommendations from the ILT and parents' advisory councils. The SSC creates and monitors the categorical budgets that support the SPSA. The SSC is charged with seeking input from stakeholders and receiving recommendations from the ILT, Compensatory Education Advisory Council (CEAC), and English Learner Advisory Council (ELAC).

The **Shared Decision-Making Council (SDM)** is established in accordance with California State law and Article XXVII of the Collective Bargaining Unit. The Principal and UTLA chapter chair serve as co-chairs to the council. The SDM is responsible for oversight in the following matters:

- Staff development program
- Student discipline and code of student conduct
- Schedule of school activities and events
- Guidelines for use of school equipment
- Local Budgets: Instructional Materials (4170); Lottery Funds (5381), School-Determined Needs (3986), State Textbook and Related Materials (4111,4152, 4267)

The SDM will meet monthly and will consider all points of view and seek recommendations from parents' organizations and interested parties prior to making decisions.

The role of the **Compensatory Education Advisory Council (CEAC)** at The PREP is to work cooperatively to increase academic achievement. As a school-wide Title 1 school, the CEAC is comprised of parents of all students and community members. The CEAC assists in the design and implementation of the instructional program, the development of a parent policy, the home-school compact, and parent trainings. The CEAC meets monthly to review student data, discuss school events and activities and develop recommendations to the School Site Council. The Title 1 Coordinator serves as The PREP's liaison to this council.

The **English Learner Advisory Council (ELAC)** is comprised of parents of English Learners and elected community members. The ELAC at The PREP is responsible for participating in the



development, implementation, and evaluation of the English Learner program at The PREP. The ELAC meets monthly to review English Learners data, discuss issues that pertain to the EL program and make recommendations to the School Site Council. In addition, information regarding school attendance, the Single Plan for Student Achievement, an annual needs assessment and the school's language Census are presented for review and analysis. The English Learner coordinator serves as the liaison between the ELAC and The PREP.

**C. School Governance and Oversight:**

iii. **Governing Council:** Describe the composition of the Governing Council and the process for membership selection.

As an internal applicant team, The PREP is ultimately governed by the Board of Education for the Los Angeles Unified School District. Primary oversight is provided by Local District 3 through the Local District Superintendent, Principal Leader, Administrator of Instruction and other support personnel of the Local District. Additional oversight in the governance of The PREP is provided by the central office of the LAUSD. Ongoing communication between The PREP and the Local District representatives ensure that all stakeholders are informed of activities, progress and needs at The PREP. The Local District regularly reports to the Central Office and the Office of the Superintendent regarding updates and progress of The PREP. The Superintendent of the Los Angeles Unified School District provides regular updates to the Board of Education for the Los Angeles Unified School District.



## 11. School Leadership

**A. Principal Selection:** Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

Focusing on teaching and learning, promoting a collaborative climate that uses data to monitor the instructional program, holding high expectations and ensuring shared accountability are characteristics of a leader who is aligned with the research on 90/90/90 schools and will support the PREP in developing the vision of an exemplary learning community focused on student needs. In addition, leadership that is proactive and knowledgeable of instructional practices and strategies associated with students' adolescent development ensure that students will be supported, nurtured and encouraged toward success in a diverse learning environment.

At this time the principal is Deborah A. Gayle, an educator in LAUSD for 25 years currently completing her second year as principal at the school. Mrs. Gayle maintains high expectations for student learning outcomes and supports teachers with obtaining the knowledge and skills necessary to provide a caring, rigorous, relevant, standards based education. She is a collaborative leader with a strong instructional background who has collaborated with teacher teams and school communities on data, standards-based instruction, lesson design and setting school priorities for professional development that lead to student achievement. Her experience in elementary, middle and high school gives her an articulated understanding and perspective of the important role middle school plays in the students' educational experience. She believes that education is a civil right and is passionately committed to establishing a school culture where all students have the opportunity to receive a world-class education that gives them the skills and knowledge necessary for high school and prepares them for college and career choices that allows them to be successful, contributing members of society. She resides in the community and has previously worked as an assistant principal at the PREP and the feeder high school.

**B. Leadership Team:** Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

Leadership positions in addition to the principal are assistant principal, instructional coaches, RtI2 Intervention Coordinator Instruction, RtI2 Intervention Support Coordinator Behavior, Title I and EL Coordinators, and department chairpersons. These positions will comprise the Instructional Leadership Team who will be responsible for guiding implementation of the school reform practices. The team will receive technical support from our partner, InnovateED, on how to implement common instructional routines, common formative assessment practices and structured collaboration that will guide teaching and learning, and an analysis of data to inform instruction and intervention during each nine week learning cycle. In addition, InnovateED will engage the administrators, coordinators, instructional coaches and teacher leaders in Instructional Rounds on a monthly basis. (Instructional Rounds provide a formalized ongoing monitoring system, formative feedback to teachers, and develop teacher efficacy and leadership capacity.)

The ILT is charged with monitoring the implementation and goals of the school-wide instructional program, including the oversight of the Alpha and Gamma houses. Using the protocols established in conjunction with InnovateED, instructional coaching and feedback will be provided each month to content teams. In addition, the ILT will present data and findings on instructional progress to the School Site Council at monthly meetings; thereby, empowering the ILT to monitor instructional progress and to make informed decisions about allocating resources that support student achievement.

**C. Principal Evaluation:** Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The Principal Leader, with oversight by the Local District Superintendent, will meet monthly with the principal to review and monitor school data aligned to identified district and school learning outcomes. The evaluation process will be aligned with District and union agreements, and the results of the monthly reviews will be reflected and completed by the Principal Leader in the principal's annual evaluation.

## 12. Staffing

**A. Staffing Model:** Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

Academic staffing needs will be developed in alignment with the District norms based on E-cast enrollment and norm allocation (Bulletin 123.4). In addition, as a recipient of the Quality Education Investment Act (QEIA) Grant, the PREP is committed to adhering to the mandated QEIA targets. Therefore the following norms will be used to staff core academic teaching positions:

Implementation Year	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
2011-2012	25.0	23.1	23.2
2012-2013	25.0	23.1	23.2
2013-2014	25.0	23.1	23.2
2014-2015	25.0	23.1	23.2
2015-2016	25.0	23.1	23.2

In alignment with our vision to uncover the unique talents of all students and prepare them for high school and beyond, the PREP will provide a comprehensive elective program. Staffing of the elective program will include qualified teachers in areas such as Band, Computer Science, and AVID/Leadership teacher. As qualified and eligible elective teachers are placed on the staffing list, the PREP will evaluate their possible contribution to our instructional program and make staffing decisions accordingly.

Based on the proposed bell schedule with increased time for English/Language Arts and mathematics, the PREP will need additional teachers in ELA and mathematics. Staffing decisions will be based on the current staffing needs of 2010-2011 until e-cast enrollment and norm allocations are available. Below is the staffing assignments for the 2010-2011 school year:

Norm Allocation: 23

PHBAO Allocation: 4

Categorical/QEIA Funded\*: 11.5

Special Education Teacher Allocation: 8

Resource Program Teacher Allocation: 2

*\* The PREP at HMMS recognizes that Federal stimulus funds will no longer be available for the 2011-2012 school year. Solvency of QEIA grant ensures carryover totals allow funds to be earmarked to provide appropriate academic staffing needs.*

Additional academic support for the instructional program of the PREP is provided by the administrators, coordinators, coaches and counselors. In addition, support service personnel, such as health and human service workers provide comprehensive wrap-around support to PREP students. Support personnel's responsibilities and duties are in alignment with the implementation of the mission and vision for the PREP. These out of classroom positions are staffed according to district norm allocations. QEIA funding, Title 1 funding and other categorical funds are used to support the implementation of the instructional program at the PREP. The following chart of full and part-time out of classroom staffing needs based on 2010-2011, will serve as a guide until enrollment and funding for 2011-2012 is available.

<b>Position</b>
Principal
Assistant Principal
Title 1 Coordinator
Response to Intervention Coordinator, Positive Student Behavior
Response to Intervention Coordinator, Instruction
Instructional Coach
English Learner Coordinator
Title III: Access to Core Coach
Bridge Coordinator
Counselor
Pupil Services and Attendance Counselor
School Psychologist
School Nurse
DIS Counselor (2)
Parent/Community Representative (2)

All certificated staff are required to hold authorization to teach English Learners. In addition, the English Learner Coordinator, Title III Access to Core Coach and administrator responsible for EL students, provide professional development and in class support for teachers who provide instruction to EL students. Routine classroom observations, in conjunction with the professional Development 9 week learning cycle, ensure monitoring and timely feedback are provided to EL instructors. The EL coordinator, supported by the administrator responsible for the EL program, is responsible for ensuring that all program compliance requirements are completed. This includes monitoring of EL and reclassified student progress, parental notifications and developing and establishing supplemental instructional services to ensure appropriate EL progress and reclassification,

Special Education certificated personnel are hired from the district established eligibility list. The bridge coordinator, in conjunction with the administrator responsible for Special Education, as well as District Special Education personnel, provide professional development and in class support for teachers who provide instruction to Special Education students. In concurrence with the Professional Development 9 week learning cycle, routine classroom observations ensure timely feedback and monitoring of classrooms that service special education students. Because special education students are also included in many general education classes, special attention is placed on professional development for general education teachers to developing differentiated lessons and services the unique needs of special education students. The bridge coordinator, supported by the administrator, is responsible for ensuring special education program compliance. This includes identification and monitoring of special education students, ensuring IEPs are completed in a timely manner, providing parental notifications and developing and establishing supplemental instructional services to ensure Special Education students master grade-level content standards.

Non-academic staffing needs will be developed in alignment with district norms based on E-cast enrollment and norm allocations. In addition, the PREP will use additional QEIA funding to purchase non-academic staffing positions that support the instructional program. The PREP will utilize the current staffing chart as a guideline until the 2010-2011 e-cast enrollment numbers and norm allocations are available. The current allocated positions and QEIA purchased positions for the 2010-2011 school-year are as follows:

Position	Norm Allocation	Categorical/QEIA Purchase
School Administrative Assistant	1	
Senior Office Technician	2	
Office Technician		1
Plant Manager III	1	
Building and Grounds Worker	3	
School Facilities Attendant	1	
Microcomputer Systems Support		1
School Police	1	
Campus Aides	4	

\* The District's Food Services Branch will determine the number of cafeteria workers and the District's Maintenance and Operations Branch will determine the number of Building and Grounds staff.

**B. Recruitment and Selection of Teachers:** Describe the criteria for the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as any unique considerations needed to support the school design.

The PREP at HMMS understands that school-site selection of teachers must be made in accordance with LAUSD's Human Resource Policy, as such, teachers selected for employment at the PREP will be recruited from approved Human Resource eligibility list.

The Ideal Candidate will be:

- deemed Highly Qualified in appropriate content subject matter
- hold appropriate English Learner authorization
- believe in the innate right of all students to a challenging standards-based curriculum
- demonstrate an understanding of the realistic challenges of an urban-middle school population
- utilize data and collaboration to make informed instructional decision
- understand the value of collaboration and peer observations and feedback
- demonstrate proficiency in the all domains of the California Standards for the Teaching Profession

The Ideal candidate must also be committed to the vision and mission of the PREP. As such, the candidates will possess the following attributes:

- Hold the belief that each student is a uniquely talented individual
- Have pride in self, students, school and community
- Demonstrate responsibility for teaching and modeling appropriate behavior
- Maintain the belief that teaching at the PREP means responsibility for *all* student success
- Expect and exhibit excellence in all endeavors
- Prepared to meet the needs of *all* students
- Be self sufficient and a problem-solver

In accordance with QEIA grant requirements, the teacher experience index must be greater than 6.2 years. The current teacher experience index is 6.3. In addition, based on the most recent School Report Card, 65% of the teaching staff has been employed at the site for more than 3 years. The selection committee of The PREP is committed to continuing to select staff, both experienced and new to the field, that support the mission and vision of the school. There are no foreseen staffing circumstances that must be addressed prior to the adoption of this plan.

**C. Autonomy:** How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

While staff selection will be made in accordance with LAUSD's Human Resource Policy, The PREP will utilize staffing autonomy in order to ensure that staff support and implement the vision, mission and instructional program of The PREP. It is essential that teachers and support staff believe in and are dedicated to implementing the transformational plan for The PREP. Prior to opening The PREP in 2011-2012, teachers and staff members who wish to become faculty of The PREP will be required to meet with the principal, UTLA representative and members of the applicant team to discuss their commitment to implementing the transformational school plan. Faculty applicants will present evidence to support their ability to create an optimal learning-centered culture for students in alignment with the vision for The PREP. The applicant team will work closely with UTLA and Human Resources to make certain that the vision of the staff is aligned to the vision of the school. Staff members who chose not to remain at The PREP will be offered the opportunity to submit a teacher initiated transfer. It is our belief that The PREP faculty must be of the highest caliber of teacher, committed to implementing reform and believing in the fundamental right of education for all students. We believe that in order for true and effective reform to occur, staff members must support and implement the vision. We will exercise our rights to staffing autonomy to their fullest extent to ensure that our students are led by an effective and outstanding staff.

**D. Evaluation:** Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

Evaluation of The PREP faculty will be conducted in accordance with the collective bargaining agreement between LAUSD and UTLA. Teachers who are selected for the Stull evaluation process, in accordance with the collective bargaining agreement and principal discretion, will develop goals and outcomes based on the California Standards for the Teaching Profession and outlined in the LAUSD's Stull Performance Indicators. Collaborative planning for evaluation, in addition to support and observations by administration provides multiple opportunities for teachers to strategically target improved instructional practice.

In support of the recommendations of the District's Teacher Effectiveness Task Force, and building on the collaborative coaching model developed in the professional development plan, data will be used as a means of teacher evaluation. Teachers will be expected to maintain data portfolios that measure student growth across time. Teachers will use the information provided in CoreK12, MyData and the ILP to measure growth and evaluate instructional effectiveness. Teachers will be expected to meet with administration and the Instructional Leadership Team to discuss formative assessment results, reflect on instructional outcomes and develop action plans to support student achievement. In addition, semi-annual surveys of teacher effectiveness will be distributed to parents and students. Analysis of these multiple



data points will be conducted by the administrative leadership team to determine teacher effectiveness and next steps.

In support of our vision of continuous improvement, teachers whose student data does not reflect academic growth will be supported through differentiated professional development opportunities, collaborative and supportive coaching and support from administration and peer mentor teachers. The PREP will work with UTLA to provide alternative support structures for teachers who need further support. Teachers who are not meeting growth goals and targets will be expected to fully engage in practices that will improve pedagogy.

### 13. Finances

**A. Financial Sustainability:** Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

The PREP at HMMS is committed to fiscal responsibility and will utilize LAUSD's transparent budgeting process. Funding for The PREP is generated by student average daily attendance and allocations of per pupil categorical funds. As stated in our vision, we aim to create an exemplary learning community to empower our students in their endeavors, as such, our financial decisions are based on supporting and advancing the vision. Student achievement is the lens through which all financial and budgetary decisions are made. Guided by data-driven identified student need highlighted in the Single Plan for Student Achievement, the leadership team will analyze potential expenditures and determine how to best allocate resources.

In light of current uncertain funding levels, The PREP remains committed to providing for students' first. Funding for classroom services remains first and foremost the priority of The PREP. Current staffing plans highlight this commitment to classroom level funding, with the majority of funding dedicated to class-size reduction. Fiscal responsibility in past years of the QEIA grant, has the provided a carryover balance that allows The PREP to remain fiscally solvent and able to continue class size reduction. Despite the rising norm charts from the District, the PREP is fiscally able to maintain its class size QEIA requirements.

Further budgeting for support personnel, including coaches, coordinators and health and human services workers is based on data-analysis and review of our school population. Funding for a school nurse and a school psychologist remain one of our top priorities. A significant portion of our student body has asthma and other conditions which require the administration of on-site medication by medical personnel. Many of our students do not have adequate health care coverage and depend on the services provided by the school nurse for basic health care. Additionally, a school nurse provides resources for families to ensure students receive proper care and assists in raising attendance rates. The school psychologist provides not only support for the significant special education case load, she also provides counseling and referrals for students who are in need of intensive support. The school psychologist provides in depth reviews and consultations with students and families to ensure that students receive the mental and emotional supports they need. In addition, the school psychologist is utilized to deescalate situations which may arise given the high number of students who are in the foster care system. In cultivation of an exemplary learning community, The PREP recognizes that its first priority for student success, is to ensure that students are cared for physically, emotionally and mentally, this is achieved through the funding of health and human service workers.

Further budget priorities are based on analysis of student achievement data. The support positions of Title 1 Coordinator, EL Coordinator, Bridge Coordinator, Instructional Coach and Intervention Coordinators are used to provide supplemental instructional support and program compliance. Each one of these positions plays a critical role in providing an individual comprehensive instructional program for students. Understanding that finances are limited, the PREP is committed to ensuring that support personnel are dedicated to student success. Their duties and impact on student achievement is analyzed yearly in light of student data, including CST results, SPA results and students individual growth as evidenced by the Individual Learning Portfolio. This analysis is presented to the School Site Council during budget development for program/personnel effectiveness.

To provide additional services to our students and families, The PREP remains committed to developing partnerships with outside agencies. For example, our partnership with AADAP, provides no cost counseling and mentoring services for students and families. On-site AADAP counselors provide targeted support and intervention for our Tier 3 behavior students. Our partnership with Families in Schools allows us to provide workshops on the middle school experience and preparing for college without any additional cost to the school or families. These workshops provide instructional resources, opportunities to visit college campuses, and strategies to navigate the educational system all at no cost to the participants. We remain committed to seeking out and developing partnerships with quality agencies that will provide additional resources and supports for our school family.

**B. Additional Funding:** To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

We, at The Prep, believe that we can create and maintain a high quality instructional program without the need for funding outside of the district allocation and QEIA grant. As such, we remain committed to seeking out quality people and programs that can operate within our financial constraints.

Limited fundraising, on behalf of student body or parental groups, may be used to provide special incentives or activities for students. For example, student leadership may raise funds to provide 8<sup>th</sup> grade class activities, or parents of the Gamma House may raise funds to purchase Gamma Banners. These fund raising activities will be conducted in conjunction with the regulations regarding student body funds and be monitored by the school's financial manager.

**C. Autonomy:** Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

Utilizing the budgetary autonomy granted via Transparent Budgeting, The PREP will align its fiscal resources to ensure that expenditures support the instructional program, mission and vision of The PREP. The flexibility of transparent budgeting allows stakeholders at The PREP to analyze multiple student data points to determine the most effective use of fiscal resources. Based on current student data and in support of the vision, mission and instructional program of The Prep, we have identified the following fiscal priorities from start-up through year 5:

1. **Register -Carrying Teachers** to reduce class size in the core in compliance with QEIA requirements.
2. **Professional Development Contract** with InnovateED to provide training, support and feedback in developing structured protocols and systems to engage teachers in effective lesson design and instruction. Provide on-going support to leadership team and staff in the implementation of the professional development plan to support transformation at The PREP.
3. **Instructional Support Services** of coordinators, coaches and/or administrative staff to provide on-going coaching, support, progress monitoring and direct services to students to ensure the instructional program of The PREP is implemented with fidelity. These services form the foundation of the Instructional Leadership Team.
4. Increase **technology** providing opportunities for students to utilize technology in order to become competitors in the global society of the 21<sup>st</sup> century. In addition, technology will be utilized to support the timely analysis of data to inform instructional practice and implement RtI.

**D. Budget Development:** Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

Recognizing the importance of transparent budgeting and input from all stakeholders, The PREP is committed to a budget development process that is transparent, equitable and timely. Our vision, of continuous improvement is evident in our budget development process. Annual evaluations of personnel and program effectiveness are utilized to develop the annual school budget. The stakeholders at The PREP recognize that limited funding requires that expenditures must be tied to increase student achievement. As such, we are committed to using data as a means to budget development. Data-driven decision making provides the tool to eliminate the “emotion” that is often associated with annual budget development. Stakeholders must ask themselves, “How does this expenditure support student achievement?” and “What evidence supports this belief?”

The parent advisory councils of Compensatory Education Advisory Council (CEAC) and English Learner Advisory Council (ELAC) will receive monthly budget updates from their program coordinator. In addition, these advisory councils will review and analyze student data to evaluate program and expenditure effectiveness. A summary of findings and recommendations from the CEAC and ELAC will be presented to the School Site Council (SSC) at their monthly meetings. Membership of the SSC includes parents, students, teachers and out of classroom personnel. The SSC is charged with the task of reviewing council recommendations as well as conducting their own program evaluations as it relates to categorical budgets. These evaluations will be utilized during budget development as a means to determine continued funding or a revision in practice. All CEAC, ELAC and SSC meetings are held in conjunction with the Green Act, with a minimum of 72 hour meeting notification and agenda posting. Time for public comments is allocated on each agenda, allowing non-council members the opportunity to provide input.

During the budget development window, dependent on the District’s release of allocations and budget development materials, The PREP will conduct a series of workshops that will support stakeholders in understanding the budget development process. These transparent budgeting workshops will provide training on budget development, reviewing categorical regulations and understanding how to analyze data to determine program/expenditure effectiveness. During this time, the CEAC and ELAC will review data, analyze program effectiveness and the amount of the allocation to provide recommendations to the School Site Council. School Site Council will receive the recommendations of the CEAC and ELAC and develop a budget based on the allocation of resources, data analysis and council recommendations. It is the responsibility of the SSC members to seek out the input of their representative groups and advocate in the interest of student achievement. All budget meetings are open to members of the public and minutes of each meeting are public record available for review. In addition, The PREP will use their website, the ConnectEd system and mailings to provide information and seek information from stakeholders. Our goal, is to empower stakeholders to make informed decisions regarding school budget that are based on data and student need. We remain committed to providing support and training to all stakeholders to enable them to advocate effectively and knowledgeably for the rights of all students.

## 14. Implementation

**A. Implementation Plan:** Which elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.

Understanding the urgent need for effective reform at Horace Mann Middle School, our plan is designed to create a cycle of continuous growth and improvement. This is achieved by purposeful and timely implementation of key components of the proposal. **Appendix G** outlines our full timeline of implementation. Below is a highlight of key reforms that will support our high leverage reform efforts.

### Spring 2011

*Professional Development - Instructional Audit* conducted by InnovateED. The instructional audit consisting of focus group meetings, classroom observations, data analysis and a review of the master schedule. A report of findings, rating the school against 25 research-based indicators to identify critical areas of improvement, and academic program consultation focused on identifying and remediating gaps in our systems and practices essential to implementing a Data-driven Instructional Cycle lay the foundation for school improvement and the development of a comprehensive professional development plan. Critical areas of improvement will be identified in the Report of Findings to focus school reform services.

*Instruction* – Develop evidence of Benchmark Mastery Standards for **Individual Learning Portfolios** for 6<sup>th</sup> grade.

### Year 1 (2011-2012)

*Professional Development -Phase 1* of our professional development plan engages school administrators and teachers in effective, on-going professional development and coaching services to implement structural and instructional reforms. The partnership with InnovateED will continue, allowing for consulting and training services provided including:

- development of student support structures and processes
- structured teacher collaboration
- implementation of engaging and interactive instructional practices
- design and implementation of common formative assessments
- system of monitoring and feedback that guides collaboration and classroom practices to accelerate student learning

*Instruction* –

- ✓ Develop evidence of Benchmark Mastery Standards for **Individual Learning Portfolios** for 7<sup>th</sup> grade.
- ✓ Implementation of Common Quarterly Writing Assessments

*Community Engagement* – Develop organizational structure for partnerships, design and coordination of partnership activities, establish mentoring opportunities, design and implement acceleration and intervention activities that promote preparedness for high school and college

**Year 2 (2012-2013)**

*Professional Development* – **Phase 2** of our partnership with InnovateED will continue, allowing for consulting and training services.

*Instruction* – Develop evidence of Benchmark Mastery Standards for **Individual Learning Portfolios** for 8<sup>th</sup> grade.

**B. Waivers:** *For Internal Applicant Teams Only*

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according to seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

Identify what, in any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure that successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year.

**Article 6.0 Reduction in Force Defined** – Request that design team members not be eligible for displacement

Attachment 7: LAUSD/UTLA Waiver-Side Letter Request Form



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PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

## 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](mailto:psc@lausd.net).

APPLICANT TEAM INFORMATION			
<b>Name of Applicant Team</b> <i>(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.)</i> The PREP at HMMS - Deborah Gayle, Principal			
<b>Address:</b> 7001 South St. Andrews Place		<b>Phone Number:</b> 323-541-1901	
<b>Website</b> <i>(if applicable)</i>		<b>Email Address:</b>	
<b>School site for which your team is submitting a Letter of Intent</b>		Horace Mann Middle School	
<b>School type for which your team is applying</b>		Traditional	
<b>List the name and contact information of your design team members below:</b>			
<b>Name:</b>	<b>Phone:</b>	<b>Email address:</b>	<b>School/Affiliation</b>
1. Deborah Gayle		<a href="mailto:Dag1295@lausd.net">Dag1295@lausd.net</a>	Mann Middle School
2. Tracy Murray		<a href="mailto:Tracy.triplett@murray@lausd.net">Tracy.triplett@murray@lausd.net</a>	Mann Middle School
3. Aimee Ross		<a href="mailto:Alr8827@lausd.net">Alr8827@lausd.net</a>	Mann Middle School
4. Julia Bell		<a href="mailto:Jab1357@lausd.net">Jab1357@lausd.net</a>	Mann Middle School
5. Carrie Jones		<a href="mailto:Ciporche41@sbcglobal.net">Ciporche41@sbcglobal.net</a>	Mann Middle School
6. Elena House		<a href="mailto:Exh0742@lausd.net">Exh0742@lausd.net</a>	Mann Middle School
7. Wendy Marrero		<a href="mailto:Waj2447@lausd.net">Waj2447@lausd.net</a>	Mann Middle School
8. Armando Tejada		<a href="mailto:Axt8925@lausd.net">Axt8925@lausd.net</a>	Mann Middle School
9. Analuz Aguirre		<a href="mailto:Aguirre-ana@sbcglobal.net">Aguirre-ana@sbcglobal.net</a>	Mann Middle School
10. Paulette Shelley		<a href="mailto:pshelley@lausd.net">pshelley@lausd.net</a>	Community Members
11. Martha Morin			Parent Representative
12. Alonzo Jones		<a href="mailto:alonzo.e.jones@lausd.net">alonzo.e.jones@lausd.net</a>	Mann Middle School
13. Lisa Smith		<a href="mailto:Lns0165@lausd.net">Lns0165@lausd.net</a>	Mann Middle School

PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

## **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](mailto: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.**

Deborah A. Gayle  
Name/Team Representative

Deborah A. Gayle  
Signature/Date

Horace Mann M.S. Internal Team  
Applicant Team Name/Organization



**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 form 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:** November 29, 2010

**School/Office:** The PREP at HMMS

**Local District/Division:** LD3

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

**ARTICLE:** Granting of Probationary Contracts, Reduction in Force and Reassignment, and Resignation/Reinstatement

**SECTION:** 6.0 Reduction in Force Defined

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

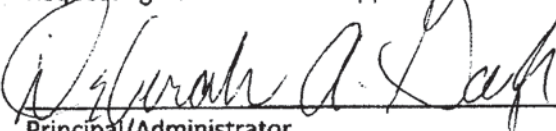
6.0 Reduction in Force Defined: the basis for a Reduction in Force shall be limited to the following: a. reductions in program offerings; b. returns from leaves of absence; c. actual or anticipated declines in student enrollment; d. reductions in off norm positions, including Specially Funded positions; e. reductions in non-classroom positions; f. reductions in permanent certificated positions; g. changes in class size or norm tables as indicated in Article XVIII.

Teachers who are members of the PREP Design Team will remain at the PREP and not be eligible for a displacement.

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

This ensures that the PREP's plan will be supported and implemented with fidelity by staff who were an integral part of the design.

Requesting Administrator's Approval:

  
Principal/Administrator

11-30-10  
Date

  
Local District Superintendent/Division Head/Designee

11/30/10  
Date





## AADAP, INC.

2900 S. CRINSHAW BLVD.  
LOS ANGELES, CA 90016  
TEL (323) 293-6284  
FAX (323) 295-4075

# 77th II GRYP Zone

## Gang Reduction and Youth Development

### In Partnership with:

All Peoples Christian Center

Amer-I-Can

Community Artist Guild

Los Angeles Team Mentoring

People Who Care Youth Center

Theatre of Hearts/Youth First

West Angeles Church CDC

Hermanos Unidos/UCLA Chapter

### 77th II GRYP Staff:

Jose Esqueda  
Director

Reginald Quinn  
GRYP Coordinator

Michael Porco  
Clinical Social Worker

Bill Burgess  
Community Liaison

Mario Castro  
Counselor

Dora Chin  
Counselor

Alejandro Garcia  
Counselor

Jamie Pate  
Counselor

Frederika Keating  
Youth Worker

Funded by:  
City of Los Angeles  
Mayor's Office

## Serving youth 10-14 years of age



### Mission Statement:

The Mayor's Office of Gang Reduction and Youth Development seeks to bring about significant, long-term reductions in gang activity and improve overall community health through collaborative efforts. AADAP will apply a comprehensive gang reduction and youth development model in addressing the full range of individual, family, peer, school, and community factors that contribute to high level of juvenile delinquency and gang activity in the 77th II GRYP Zone.

### Program Services:

**Individual Counseling** - one on one sessions are opportunities for youth to express their ideas and feelings about family, school, gender, peers, or any issue that they wish. One hour sessions are held 2-4 times per month.

**Family Counseling** - Family sessions are based on the principle of treating the whole family for problems that may be manifested by the youth. One on one parent counseling or family session with counselor and client. Home visits will be provided on an as needed basis.

**Group Counseling** - In collaboration with All People's Christian Center, frank discussions on how the group is functioning in the planning, implementation, and evaluation of their monthly activities. Older youth is encouraged to play a roll in facilitating to build group cohesion and an atmosphere of trust and support.

**Substance Abuse Education** - Workshops are in four phases:

1) Orientation, 2) Education, 3) Intense Intervention, and 4) Follow up. Youth are taught the dangers of drugs and their negative effects on the body, mind and spirit. Guest speakers are invited to share stories of their addiction and the challenges that they continue to face on a daily basis.

**Academic Support** - In collaboration with Hermanos Unidos/UCLA for clients to achieve academic success. A minimum of 4 hours per week is expected and devoted to cultivating reading, writing, and math skills.

**Parent Project** - A 16 week skills building course. Skills equip parents to both prevent and effectively intervene, with an emphasis on gang involvement and substance abuse.

**Life Management Skills** - in collaboration with Amer-I-Can offers lessons on self-esteem, motivation, conflict resolution and self-determination techniques that will empower each youth to bring about better decision-making skills.

**Fine Arts** - collaborating with Theatre of Hearts providing multi-disciplinary fine arts workshops that build self-esteem, self-confidence and foster positive youth development. They will provide a 10 week session artist in residence program for program participants on site. In these workshops youth will be creatively thinking and will produce fabulous pieces.

**Community Assistance** - A faith based assistance program operating through West Angeles Church CDC. Working with both private and public financial institutions and community organizations in a connective continuum of care for those in need. CDC offers (1) shelter placement, (2) referral listing to housing (i.e. low income housing, section 8 and subsidized housing), and (3) emergency food.

### Program Description:

AADAP, Inc. is a 501(c)3 private non-profit organization providing services for over 35 years. Prevention services will be provided to youth between the ages of 10 and 14 who are most vulnerable to joining a gang. Services will not only focus on youth and their family but will also focus on the community as a whole.


[www.aadapinc.org](http://www.aadapinc.org)



"People Need People"

Ms. PATE





**NYPUM (The National Youth Project Using Mini-Bikes)** - utilizes a non-traditional teaching instrument of the off-road mini-bike. Highly rigorous and structured service. 12 to 15 hours per week in academic, social, family, developmental, and recreational activities. The mini-bike and the monthly desert riding trips serve as an incentive to achieving individualized milestones, teaches youth how to be responsible. NYPUM cultivates the critical thinking and application of strong communication skills used to capture the youth's attention and motivation to experience the fun and exhilaration of riding in the desert.

\* **TV Productions** - In collaboration with **Community Artist Guild** offers close supervision and mentoring in a comprehensive 48-week residency (includes summers) at their middle school. The program includes a basic introduction front of camera and behind the scenes trades, to produce a 20 minute basic class or documentary short film, music video, or a 30 minute sitcom production. Lessons include general business overview, life skills, basic acting technique, auditioning, on-camera acting, voice and diction, camera presence, behind the scenes support, camera equipment operation, non-linear editing, script writing, production planning, scheduling and stagecraft.

\* **Mentoring** - In collaboration with **LA Team Mentoring** fusing the strength of traditional one-on-one mentoring through an activity based curriculum that focuses on leadership development, team building, community service, conflict resolution, and cultural diversity. Its mentors are comprised of teachers, college students, and business/community volunteers. They work with groups of 12-15 students doing activities that support positive choices and constructive leadership. Groups are held on a weekly basis.

**Case Management** - In collaboration with **People who Care Youth Center**, case managers are facilitators of self-sufficiency and function as a diagnostician, therapist, advocate, liaison, evaluator, and counselor. An Individual Service Plan (ISP) is developed between the case manager, the youth, and parent(s). An ISP will include an academic benchmark, a family dynamics benchmark, a social benchmark, and a behavioral benchmark (e.g., anger management). Case managers will also address the parent's concerns through community resources and collaboration.



**Recreational Outings** - AADAP has always believed that recreational outings are opportunities for client, family and counselors to let out frustrations, bond and allows clients to view life in a different setting. AADAP and their subcontractors plan various outings. Many of these outings are planned by youth. They foster trust and are often key opportunities that enable youth to disclose in a less threatening or formal setting. A typical month includes outings to places such as: the Museum of Tolerance, the beach, community events (e.g., health fairs, community forums, etc.), the movies, sporting events, and cultural events (e.g., Cinco de Mayo, Martin Luther King Day, etc.). Included are weekend camping trips to places like Mono Lake (an environmentally focused camping and training experience), Lake Arrowhead, and Mount Whitney.

**Transportation Services** - AADAP transportation is provided to existing clients to and from group, outings, and family sessions. All Youth and Family Unit staff are required to obtain a Class B driver license. Staff are trained on vehicle safety on a quarterly basis.

**AADAP**   
People Need People

[www.aadapinc.org](http://www.aadapinc.org)







Dear Parent or Guardian,

The City of Los Angeles has funded prevention programs for youth ages 10-15 across the City as part of an intensive effort to encourage youth development and reduce the influence of street gangs in the lives of our youth. The City of Los Angeles, in partnership with the University of Southern California (USC) and the University of California at Irvine (UCI), has developed an assessment or set of questions that we are required to use to decide which youth may benefit the most from the planned programs. In order to determine whether your child is eligible for services we must ask your child questions related to his or her personal characteristics.

The questions ask about personal characteristics such as taking risks or being impulsive, parent's knowing where their child is at night and who they are with, a student's commitment to schoolwork, attitudes towards doing things that are against the law, participating in organized activities at the school, church or community and activities around the neighborhood with groups of friends, participating in behaviors (like skipping school, getting into fights, stealing things, or doing drugs) and important life events like being sick, getting new friends, or having someone close die.

If you agree to participate in the eligibility process, a Case Manager from our staff will interview your child for about one hour using the Youth Services Eligibility Interview, Screen 1. A copy of the form may be provided to you upon request.

By signing this consent form, you also agree to allow AADAP to release your confidential program records to a research team led by Dr. Karen Hennigan at the University of Southern California (USC) and to our evaluator, Urban Institute for research purposes only. Confidential program records include: a) responses to the Youth Services Eligibility Interview; b) responses to the Youth Services Semi Annual Interviews; c) contact information such as names, addresses, and phone numbers; and d) other information needed to evaluate the effectiveness of the eligibility process and the outcomes of the program.

You understand that before the researchers receive any confidential information, the City of Los Angeles and AADAP will require them to present a plan to protect the confidentiality of all information received and will allow for information to be used for research purposes only. This means that under NO circumstances can researchers share any of the confidential information with anyone outside the research team – confidential information will not be given to police officers or probation officers, teachers, parents or anyone else outside the research team.

If you have any questions regarding the interview or eligibility process please contact Reggie Quinn at







## IDENTIFIED RISK FACTORS THAT LEAD TO GANG JOINING

*If a youth (10-15) is determined to show four or more of these risk factors, he/she will be considered to be at the highest risk of becoming an active gang member.*

### Antisocial Tendencies

- Isolates him/herself from other young people who are involved in positive activities in school, community, faith-based organizations, and/or after school programs.
- Tends to rebel against authority figures such as: parents, teachers, law enforcement, community elders, and faith based leaders.
- Unable to work as part of a socially acceptable work group in school, community, or after school program.

### Impulsive Risk Taking

- Frequently prone to do things that could be harmful, or dangerous to him/herself and/or others without first considering potential consequences. This may include, but is not limited to: accepting a ride in a stolen vehicle, carrying a weapon, being a look out for a drug sale, consistently cutting school, storing stolen property.
- May experience dangerous or illegal acts as thrilling, or as a sign of being "down with his peers."

### Neutralization

- Justifies or makes excuses for actions that are hurtful to others, which may include but not limited to: lying, stealing, punching, bullying, threatening, and/or other illegal activities.
- Shows a consistent tendency towards victimizing and manipulating others, while rationalizing that it is acceptable to do so.
- Unable to show or feel remorse or accept responsibility for his/her hurtful actions against others.

### Delinquency & Substance Abuse

- Frequently involved in illegal behaviors connected to drug use, which may include but not limited to: using or selling drugs, stealing in order to buy drugs, or committing illegal acts while under the influence of drugs and/or alcohol.

### Negative Peer Influence

- Tends to follow the advice and influence of the "negative friends" as opposed to the advice and influence of positive peers and/or adults.
- Regularly associates with a group of "negative friends" who approve or condone potentially illegal activities.
- Often associates with a group that approve of behaviors such as hurting others, taking other people's property, using or selling drugs.

### Peer Delinquency

- Associates with "negative friends" who are directly involved in illegal activities including but not limited to: stealing cars, breaking into homes, taking property from others, selling drugs, and may be involved in tagging.

### Critical Life Events

- A young person who is experiencing a traumatic event such as losing a family member or someone close to them, witnessing a homicide, being sent to a juvenile camp, relocating to a new neighborhood, losing a significant relationship such as a boyfriend or girlfriend.
- These traumatic events in combination with other risk factors may be "the last straw" that leads a young person to formally adopt a gang member identity.

### Weak Parental Supervision

- Lacks parental guidelines for curfews, school attendance, and may spend a significant amount of time involved in street activities without the knowledge or supervision of the parents.
- A young person whose parents are often physically or emotionally absent due to work schedules, drug use, and/or interpersonal family problems.

### Family Gang Influence

- Having one or multiple influential family members that are actively involved in formal gang activity.
- Being exposed to family values that affirm and accept gang involvement as a normal part of life.



# Mentor&

To: Mrs. Deborah A. Gayle, Principal

From: Dr. Nathan J. Sessoms, Program Director

Date: October 22, 2010

Re: Program Summary and Initiatives

The Brotherhood Crusade's Mentor & Me Program is designed to enhance the academic, social, and behavioral development of youth ages eleven through fifteen, including students from various backgrounds attending Horace Mann Middle School, and others residing in South Los Angeles. Homework assistance and tutoring, STEM-related educational activities, inter-school academic competitions, exercises that promote health and wellness, educational field trips, motivational guest speakers, and character-building recreational activities assist in the creation of an environment that is not only positive, but also conducive to the development of well-rounded young people, as they prepare for high school success.

Additionally, the program is specifically designed to address the multifaceted needs of at-risk youth through social and behavioral training and the provision of mentors. Social and behavioral training is provided on a daily basis, through in-depth group discussions, role-playing, and one-on-one consultation. Meanwhile, mentors (volunteers ages eighteen and over) interact with mentees in one-on-one, small-group (three to five youth), or group mentoring (six to eight youth) relationships for at least one year and provide friendship, support, insight, and guidance. Once trained, mentors and their mentees meet on their own for as many as five hours per week and participate in activities that they both enjoy. There are also monthly group activities to bring all program participants together.

Finally, the program's Parent Component provides an opportunity for parents and guardians to learn more about and, more importantly, become more involved in their child's academic, social, and behavioral development. Through this aspect of the program, parents and guardians meet on a monthly basis to dialogue around topics that are exciting, engaging, and critical to the success of program participants.

On the following page, three of the program's more recent academic and recreational initiatives are summarized:





**BioFuture: STEM Education Initiative:** BioFuture is a high intensity, engaging, competency enhancement program that features three multi-module instructional elements. Each element is designed to re-introduce youth to science, technology, engineering and math (STEM), creating a thirst for the disciplines, through an engaging platform curriculum; help students internalize positive attitudes and behaviors towards the disciplines; provide a course for students to develop their skills and matriculate through school and through life; and assist those students who desire to pursue STEM-based careers.

**Thinkfinity Bowl:** An academic game played by two opposing teams of five players each that represents a myriad of interests and knowledge bases. Questions pertain to science, math, technology, English literature, sports, drama, theatre, the environment, astronomy, music, history, or any other educational topic. All questions are derived from Thinkfinity.org, thereby giving every participant an equal opportunity to succeed. Through academic competition and debate, underperforming youth create a thirst for knowledge and are thoroughly engaged in the learning process. This program is currently being developed and is scheduled to be launched at six LAUSD schools.

**The Scholastic Sports Experience:** While academic success is of the utmost importance, participation in sports and recreational activities has been proven to build individual character, while teaching important life skills, such as sportsmanship, tenacity, time management, and teamwork. Additionally, sports provide social rules of fair play that can be used to develop acceptance amongst people who would otherwise never relate in any way. Taken together, these qualities effectively address the above-identified needs of South Los Angeles youth.

Through Tennis and Soccer initiatives, the Scholastic Sports Experience project expands and enhances the fee-free academic assistance, educational enrichment, and family literacy opportunities offered by Brotherhood Crusade and its collaborative partners through the Youth Development Program. It focuses on developing well-rounded, socially viable youth by identifying essential developmental qualities and introducing them through the medium of sports and physical activity. Simultaneously, the project provides intensive health and nutrition education programming. This approach creates an environment above sports, race, gender, and social status that adequately prepares our youth for life's challenges. The Scholastic Sports Experience represents a model integrated, coordinated, comprehensive, evidence- and research-based approach to lifelong physical fitness and health.





## Los Angeles Unified School District

## APPENDIX D

## PUBLIC SCHOOL CHOICE 2.0

## SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: The PREP at HMMS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>The PREP at HMMS will continue to develop and implement Search and Serve activities outlined in LAUSD <i>Special Education Policies and Procedures Manual</i> to identify children who are suspected of having a disability and needing special education and related services at there home school.</p> <p>The PREP will continue to utilize the District's <i>Student Enrollment Form</i> completed by parents at the time of enrollment as a means of identifying students with special needs. In completing the form if any of the five questions in section 10 - Special Services is answered YES, office personnel will notify administrator/designees, bridge coordinator, or special education clerk the student enrolling requires special services so they can be promptly provided appropriate school programs and services.</p> <p>Once a student is identified as needing specialized services the appropriate staff member will...</p> <ul style="list-style-type: none"> <li>• View the student's active IEP in the Welligent IEP system when the student has an IEP from a previous school.</li> <li>• Provide the parent the <i>Parent Request/Reasonable Accommodations</i> form and maintain the completed form in the student's special education folder. (located in the Documents section of the Welligent IEP system).</li> <li>• Review the IEP and provide the student the programs and services specified.</li> <li>• Review the IEP and provide the student the programs and services specified if the student enrolled with an IEP from another school district. Hold an IEP review meeting within thirty days.</li> <li>• Implement a student's existing 504 plan ( if available) or hold a meeting to develop a 504 plan.</li> <li>• Take the specified actions when the parents have indicated that the student has difficulties that interfere with his/her ability to go to school or learn.</li> <li>• Enter all appropriate information into Student Integrated System (SIS) for students who have an existing IEP.</li> </ul> <p>The PREP staff members will assist any person who believes that a student has or may have a disability and requires special education and related services make a formal request for a special education assessment. The</p>

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Applicant Team Name: The PREP at HMMS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>PREP will ensure that all requests are in writing and entered on the <i>Request for a Special Education Assessment Form</i> (located in Welligent).</p> <p>Once a written request for a special education assessment has been received, The PREP administrator/designee within 15 days will review the students cumulative files to determine if there is a need to develop and provide the parents with a special education assessment plan or provide the parent with a denial letter providing documentation used to make the decision and the reason for The PREP's decision.</p> <p>The PREP administrator/designees will take the following actions to ensure that requests for a special education assessment are handled properly:</p> <ol style="list-style-type: none"> <li>1. Copies of the <i>Request for A Special Education Assessment Form</i> and the <i>Student Information Questionnaire for Parents And Guardians Form</i> will be kept by The PREP administrator/designee. The PREP will ensure all school staff is knowledgeable about the referral process and how to access the forms.</li> <li>2. Provide the appropriate forms to parents, staff and others upon request. They may also be provided when a parent/guardian responds affirmatively to questions A, B, or D in Section 10 of the Student Enrollment Form.</li> </ol> <p>The PREP will maintain the following publications and forms in the school office and make available to parents and staff upon request:</p> <ul style="list-style-type: none"> <li>• <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure</li> <li>• Student Enrollment Form</li> <li>• Request for Special Education Assessment Form</li> <li>• Student Information Questionnaire for Parents and Guardians</li> <li>• <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i></li> </ul> <p>At the beginning of each school year The PREP will distribute the <i>Are You Puzzled by Your Child's Special</i></p>

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		<p><i>Needs?</i> brochure to every student to take home.</p> <p>The PREP will notably display the Parent Resource Network poster that provides parents with information about where to call if they have questions or complaints concerning special education.</p> <p>The PREP will ensure designated school staff are prepared to assist parents in completing forms and answering questions they may have and when appropriate, refer the parent to the District's Parent Resource Network, (800) 933-8133.</p>
<b>Outcome 2</b>	<b>Intervention Programs</b>	<p>In accordance with LAUSD, The PREP is dedicated to ensuring all students with disability receive quality, standards-based instruction in all content areas for academic achievement. Therefore, The PREP will continue to comply with LAUSD bulletin 4827.1 which establishes the District's Response to Instruction and Intervention (RtI<sup>2</sup>) framework for instruction. The PREP will be committed to following the policy which describes and provide clear direction, support, and guidance to teachers, site-administrators, Local District, and Central support staff to ensure that students receive the necessary supports to achieve proficiency in grade-level standards across content areas and graduate high school ready to lead successful and productive lives.</p> <p>The PREP is to engage students with disabilities in the instructional programs at the secondary level at there home school. The PREP will continue to develop and implement a tiered approach to instruction, intervention, and services for students with disabilities who are using core curriculum and alternative curriculum.</p> <p>The PREP supports implementation and continual development of the five essential components of RtI<sup>2</sup> within the special education classrooms. Those components are as follows:</p> <p>1) Multi-tiered framework to instruction and intervention</p>

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		<p>2) Problem-solving progress  3) Data-based decision-making  4) Academic engaged time  5) Professional development</p> <p>In correlation with LAUSD RtI<sup>2</sup> framework, The PREP will continue to utilize the guidelines outlined in BUL-4827.1 thereby using a multi-tiered approach to interventions. The PREP will provide students with increasing levels of instructional time and intensity through block scheduling, allowing differentiated instruction, teacher teaming, co-teaching and co-planning between special and general education teachers. Teachers will use core programs, multi-model instruction, through frequent progress monitoring, ongoing data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it.</p> <p><b>Tier 1</b> is known as “Core Instruction” to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction.</p> <p>Within Tier 1, identified students receive additional differentiated instruction and support. Instruction is matched to student needs based on levels of performance and rates of student progress. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided.</p> <p><b>Tier 2</b>, known as “Strategic or Supplemental Intervention,” is provided in addition to Tier 1 core instruction. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students’ instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency.</p> <p><b>Tier 3</b>, known as “Intensive Intervention,” is for students that need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2, and designed to accelerate student progress.</p>

## Los Angeles Unified School District

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Progress monitoring at Tier 3 is more frequent. These assessments provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring allows for the adjustment of curricula and instruction/intervention. Tier 3 services are <b>not</b> synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Within the District's tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers. (Note: Information adopted from LAUSD Bulletin 4827.1)</p> <p>Curriculum Based Measures (CBM) will be implemented as one measuring tool that monitors student achievement weekly to determine the level of academic progress and intervention needed. The results from the school-wide CBM benchmarking data will be examined to determine appropriate level of instruction and strategies to progress toward core curriculum. The benefit of CBM data tells a teacher that a student's pattern of progress is or is not acceptable.</p> <p>Formative Assessments are used to assess students' learning and obtain information will be used to make beneficial changes in instruction. Formative assessments that will be used are: CST or CAPA <i>STAR</i> program using appropriate accommodations and modification, and periodic assessment.</p> <p>Summative Assessments are used after a period of instruction and requires making a judgment about the learning that has taken place so the teacher made re-adjust instruction to students needs.</p>



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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>The PREP will utilize LAUSD Board Policies to implement responsible behavior support efforts involving staff development, data management and analysis, and program implementation. Through the support of The PREP's Instructional Leadership Team, school site MCD team and LAUSD Support Unit, and the special education staff will work efficiently using ongoing data collection, analysis, and monitoring to make data-based decision to affect systematic positive behavior changes.</p> <p><b>Prevention:</b> The PREP will continue to maintain a suspension rate lower than 8.6% by employing positive interventions to resolve disciplinary issues by adopting and consistently implementing LAUSD Policy Bulletin 3638.0. LAUSD's school-wide positive behavior support is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.' The school level behavior support and discipline plan will consistently implement and post the following publications distributed by LAUSD:</p> <p><i>Culture of Discipline: Guiding Principles for the School Community</i>  <i>Culture of Discipline: Student Expectations</i> (To further <i>How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System</i> [Attachment A, B, &amp; C of BUL-3638.0 found on LAUSD Division of Special Education website])</p> <p>The PREP will follow all guidelines of BUL-3638.0 and understand to successfully implement this policy it will take the understanding, collaboration and cooperation of everyone.</p> <p><b>RESPONSIBILITIES:</b>  <i>Students are expected to ...</i></p> <ul style="list-style-type: none"> <li>• learn and model <i>Culture of Discipline: Guiding Principles for the School Community</i> and <i>Culture of Discipline: Student Expectations</i></li> <li>• <i>Expectations</i>. [Attachment A, BUL-3686]</li> <li>• learn and follow all school and classroom rules and to demonstrate appropriate social skills when</li> </ul>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>interacting with both adults and peers.</p> <p><i>When behavioral expectations are not met, the student is expected to ...</i></p> <ul style="list-style-type: none"> <li>• to work to improve targeted behavior</li> <li>• to take leadership roles in modeling appropriate behaviors and attitudes for peers [<i>Student Tips</i>, Attachment D LAUSD BUL-3686 ].</li> </ul> <p><i>Parent/Caregiver Responsibilities are ...</i></p> <ul style="list-style-type: none"> <li>• to actively participate in supporting the school's efforts to maintain and implement the school-wide positive behavior support and discipline plan at their child's home school.</li> <li>• be familiar with and model <i>Culture of Discipline: Guiding Expectations for the School Community</i> and <i>Culture of Discipline: Student Expectations</i>.</li> <li>• review the <i>Culture of Discipline: Student Expectations</i> and school rules with their children reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct (see <i>Parent/Caregiver Responsibilities</i>, Attachment E).</li> <li>• will work with the school as a collaborative partner to address the student's needs.</li> </ul> <p><i>Teachers will ...</i></p> <ul style="list-style-type: none"> <li>• teach <i>Culture of Discipline: Guiding Principles for the School Community</i> and <i>Culture of Discipline: Student Expectations</i></li> <li>• positively state rules in all classroom which are taught, enforced, advocated and modeled</li> <li>• provide students with social emotional skills</li> <li>• acknowledging and consistently practice reinforcing appropriate student behavior</li> <li>• use effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.</li> <li>• provide corrective feedback and re-teach the behavioral skill when misconduct occurs.</li> <li>• work with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence,</li> </ul>

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		<p>utilizing parent center as appropriate, etc.).</p> <p><i>School administrators will ensure...</i></p> <ul style="list-style-type: none"> <li>• inclusion of Culture of Discipline: Guiding Principles for the School Community, Culture of Discipline: Student Expectations and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community.</li> <li>• a method for recording, collecting and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decisionmaking from the individual student through the school-wide student population.</li> <li>• provide training and support for staff and parents/caregivers in maintaining an environment conducive to learning.</li> <li>• implementation of the district or state-approved violence prevention curriculum</li> </ul> <p>1 Boynton, M. &amp; Boynton, C. (2005). The Educator's Guide to Preventing and Solving Discipline Problems, Alexandria, VA: ASCD.</p> <p><b>Intervention:</b> In support of the District's <i>Guidelines for Determining Appropriate, Reference Guide</i> 5052.1(REF- 5052.1) The PREP will provide Behavior Instruction and Intervention is necessary for students to access their special education in their Least Restrictive Environment (LRE). The PREP's Individualized Education Program (IEP) team's will ensure the responsibility to determine student needs based on a assessments and on-going progress monitoring of behaviors to generate meaningful goals and appropriate instructional and behavioral supports and services. In order to promote positive behaviors, The PREP will consistently use on-going implementation of Tier I supports to prevent problem behaviors for students with disabilities. All teachers and support staff will maximize structure in the classroom and throughout the school to develop predictable routines that promote positive, collaborative behaviors. All rules will be clearly stated, posted and explicitly taught in the classroom and throughout the school using examples, non-examples and practice activities.</p>

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		<p>The PREP will be committed to provide social skills instructions that are reinforced, integrated throughout the day and modeled by adults. The PREP will continue be devoted to working with District's programs and community organizations that may include but are not limited to: Second Step, CHAMPs, YMCA, and TeamWorks.</p> <p>At Tier I, Teachers will provide a continuum of strategies which encourages and acknowledge appropriate behavior in and outside the classroom environments. Teachers will...</p> <ul style="list-style-type: none"> <li>• Provide immediate positive feedback</li> <li>• acknowledgement students for doing the right things</li> <li>• develop class-wide and school-wide reinforcement systems</li> <li>• and monitor student behavior throughout the school using systematic supervision, pre-correction, proximity and the collection of data to evaluate the effectiveness of school-wide and classroom plans</li> </ul> <p>At Tier II, The PREP teachers will use selected instruction and intervention to keep providing on-going first instruction and best practices to deliver intervention to students when differentiation of Tier I supports that have proven insufficient in improving pro-social behaviors and preventing or reducing problem behaviors in and outside of the classroom environments.</p> <p>In this tier, The PREP will use social skills instruction to increase integrating problem solving, conflict resolution, anger management and opportunities to learn empathy throughout the day. Strategies can include de-briefing, priming, reflection and the use of additional Second Step, and CHAMPs or other violence prevention lessons. Teachers and support staff will ensure self-management/self monitoring is explicitly taught and supported. The PREP is committed to implementing school and community based mentor programs that promotes cross age mentors, adult mentors, buddy systems and intentional building of healthy relationships by using community support using ADAP and TeamWorks as partnerships.</p>

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		<p>Examples of strategies teachers may use...</p> <ul style="list-style-type: none"> <li>• check in/check out system of support</li> <li>• reviewing rules before transitions</li> <li>• having students' problem solve collaboratively</li> <li>• use of daily report cards</li> </ul> <p>The PREP will also develop a plan that allows for increased home-school communication at Tier II with regular home-school dialogue, behavior contracts, individualized reinforcement systems as well as parent collaboration and training. The PREP will ensure that Tier II includes increased academic support, after-school intervention, Saturday intervention, opportunities for errorless learning, and the use of accommodations and increased progress monitoring. At this level The PREP's IEP teams will consider developing or revising Behavior Support Plan (BSP) that are data-driven that targets specific behaviors. The BSP will be implemented and corrective feedback will be provided to the student so that the student develops an understanding of school and classroom appropriate behavior and is provided opportunities for practice and successful demonstration of the expectations.</p> <p>The PREP will be dedicated to organizing and providing professional development to enable all staff to collaborate on the provision of additional instruction and intervention based on data.</p> <p>Tier III: Targeted/Intensive Instruction and Intervention* For a Few Students</p> <p>At Tier III, The PREP will use the most intensive level of intervention and instruction and will base it on assessed need(s). Students requiring Tier III supports will continue to receive support and instruction provided at the Tier I and Tier II levels.</p>

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		<p>When a student's behavior began to interfere with their educational achievement and social interaction with peers and adults, a Functional Behavior Assessment (FBA) or Functional Analysis Assessment (FAA) may be developed. When developing the FBA or FAA, it will include a description of the behavior, frequency, intensity and duration of the behavior, hypothesized function of the behavior as well as data collection and analysis.</p> <p>Behavior Support Plan or Behavior Intervention Plan (may include the following)</p> <ul style="list-style-type: none"><li>• intensive social skills teaching</li><li>• increase level of reinforcement</li><li>• description of strategies to prevent the behavior</li><li>• description of strategies to respond to the behavior</li><li>• functionally equivalent replacement behavior</li><li>• data collection</li><li>• progress monitoring</li><li>• continuous monitoring for decision-making</li></ul> <p>At this level of tiered intervention, The PREP will ensure that collaboration is essential and intensive academic support, Parent training, and staff training will be provided to assist student in decreasing and/or replacing the behavior with a positive behavior. Alternatives to suspension are utilized Multi-agency collaboration ADAP, Wrap-around services and supports, and District Support Unit specialist and resources.</p> <p>The PREP will organize professional development to support staff in the development and implementation of plans to address student's assessed needs.</p> <p>The PREP will be dedicated to organizing and providing professional development to enable all staff to collaborate on the provision of additional instruction and intervention based on data.</p>



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<p><b>Necessary for Planning, will be provided</b></p>	<p><b>Description of Student Population:</b></p> <p><b>Total number of students enrolled with disabilities: 168</b>            Of those 168 students with disability 41 are enrolled in the Resource Specialist Program (RSP).</p> <p><b>Students currently enrolled with disabilities are identified as follows:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Student Eligibility</th> <th style="width: 20%;">Number of students</th> <th style="width: 40%;">Student Eligibility</th> <th style="width: 20%;">Number of students</th> </tr> </thead> <tbody> <tr> <td>Autism</td> <td style="text-align: center;">16</td> <td>Other Health Impairment</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Emotional Disturbance</td> <td style="text-align: center;">5</td> <td>Specific Learning Disabilities</td> <td style="text-align: center;">120</td> </tr> <tr> <td>Mental Retardation</td> <td style="text-align: center;">6</td> <td>Speech and Language Impairment</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">(Note: number of students with disability varies throughout the school year with students enrolling, withdrawing, or being identified.)</p> <p><b>Schools organizational programs consists of two special education programs:</b></p> <p style="margin-left: 40px;">Resource Specialist Program (RSP)      Special Day Program (SDP)</p> <p>The PREP currently has the following number of special day classes:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">PROGRAM</th> <th style="width: 20%;">Number of Classes</th> <th style="width: 40%;">PROGRAM</th> <th style="width: 20%;">Number of Classes</th> </tr> </thead> <tbody> <tr> <td>Autism</td> <td style="text-align: center;">1</td> <td>Mental Retardation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Emotional Disturbance</td> <td style="text-align: center;">1</td> <td>Specific Learning Disabilities</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>	Student Eligibility	Number of students	Student Eligibility	Number of students	Autism	16	Other Health Impairment	18	Emotional Disturbance	5	Specific Learning Disabilities	120	Mental Retardation	6	Speech and Language Impairment	3	PROGRAM	Number of Classes	PROGRAM	Number of Classes	Autism	1	Mental Retardation	1	Emotional Disturbance	1	Specific Learning Disabilities	6
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Outcome 2	Special Education Program Description	<p>In compliance with LAUSD guidelines, The PREP has developed and will maintain different combinations of services and settings to meet the needs of all students with disabilities enrolled in the special education program. The programs provide settings from the least restrictive to the most restrictive environment:</p> <p><b>General education classes with designated instruction and services:</b> Designated instruction and services assist students with disabilities to benefit from their general education program. Some examples of designated instructional services are language and speech services, adapted physical education, counseling and physical and occupational therapy.</p> <p><b>General Education Classes And Resource Specialist Program:</b> The PREP has developed an inclusive model for students in the Resource Specialist Program where students with disabilities are educated within the general education classroom for 100% of the day. The Resource Specialist Program (RSP) will use a systematic approach composed of interrelated and multi-layered special education service components consisting of co-planning, collaborative co-teaching and teaming, and integrated Learning Centers. Students with disabilities receiving services in the (RSP) will be programmed into core content classes and demonstrate progress within the general education curriculum for the purpose of improving student achievement. Resource Specialist Teachers (RST) will work with the general education teacher using co-teaching and co-planning instructional models.</p> <p>The co-teaching teaming model will consist of two teachers sharing instruction, planning, behavioral support, and grading for all students in the general education classroom. The co-planning model will consist of two teachers share planning, modifications, and evaluation of instruction and behavioral support for students with disabilities receiving instruction in the general education classroom. These models of interrelated teaching will be provided for the purpose of improving student achievement. Base instruction will consist of the use of research-based curriculum and strategies in grade level content standards that are rigors and effectively delivered in the general education classroom using accommodations as outlined in a student's IEP. Core instruction will be based on ongoing progress monitoring in the regular instructional period allowing opportunities for</p>

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		<p>remediation related to the core instruction that provides (immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.)</p> <p>The primarily focus of these models will be centered on student achievement through data and progress monitoring using the District's approved curriculum and instructional strategies based on the tiered approach for instruction( RTI<sup>2</sup>). Professional Development will be provided to ensure "true" collaboration is occurring between special education teacher and the general education teacher. A systematic method will be used to evaluate the effectiveness of both teachers to ensure that the co-teaching is meeting the needs of both teachers who are working together to deliver standard based content instruction meeting local and state standards while improving all student achievement.</p> <p>Horace Mann Middle School... Integrated Learning Centers will be developed and maintained for the purpose of providing services that are specialized and targeted for students with disabilities programmed in the general education classroom. The learning Center will provide non-intensive school-based intervention that teach learning strategies, provide support to content instruction, pre-teach content material or provide immediate re-teaching.</p> <p><b>General Education and Special Day Class:</b> Depending on their needs, students with disabilities may be educated in general education classes for part of the school day and special day classes for the other part of the school day.</p> <p>Special day classes serve students who, because of their disabilities, cannot participate in general education classes for a majority of the school day. As appropriate, students enrolled in special day classes interact with their general education peers through academic, non-academic and extracurricular activities as specified in a student's Individual Educational Program (IEP).</p> <p>Special Day Class (SDC) teachers will provide services to students in both small group and large group settings.</p>

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		<p>Special Day Class teachers will co-teach and collaborate with general education teachers on lessons to provide students with specific learning disabilities with access to the core curriculum within a mainstream setting for a portion of the week. SDC teachers for students with mild disabilities will be paired with content teachers so that students participating in Special Day Class programs will have the opportunity to receive instruction in general education classrooms on a regular basis. The SDC teacher will collaborate and co-teach with the general education teacher. The daily schedule will be flexible and adjusted as necessary by the general education and special education teachers.</p> <p>The SDC teachers of students with moderate to severe disabilities will collaborate with general education teachers and will co-teach within the general education classroom on a regular basis so that students with moderate to severe disabilities are included in the general education classroom setting as much as possible. The SDC teacher will be paired with general education content area teachers and students will participate in the mainstream instructional program as appropriate. All students will participate in the Advisory class, Physical Education, and intervention periods with disabled and non-disabled peers.</p> <p>Student's with Moderate to Severe Disabilities who demonstrates that the general education curriculum, when provided with the appropriate accommodations and modifications to data-based instruction and progress monitoring have not shown adequate academic growth because of the severity of their disability, will be provided with an alternative curriculum. The alternative Curriculum will address the instructional areas of English Language Arts, Mathematics, Science, Social Studies and life skills. The alternative curriculum will align to the <i>Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities which aligns state standards to a set of functional skill areas.</i></p> <p>Students with IEPs will have access to school-wide interventions, supports, and state-wide testing, (i.e. California Standard Testing (CST) Star Testing) as well as those provided by their IEPs. General education and special education teachers will provide appropriate instructional accommodations and modifications to allow access to the core curriculum for students with disabilities. Teachers will adapt content, process, and student</p>



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		<p>product. Strategies that teachers will use to adapt the content include: identifying and teaching essential standards; teaching specific cognitive strategies to help students learn curriculum; task analyzes; modified or shortened assignments; providing students with study guides and/or supplemental reading materials; adapted texts and projects; supplement reading materials and planning vocabulary lists for academic courses.</p> <p>Teachers will adapt the learning process so that accommodations will be used as a bridge to skill development. Special education staff and general education teachers will make accommodations for students with disabilities that include the following: frequent assessment and progress checks with immediate feedback; additional time for assignments; providing explicit and specific instructions in multiple ways (written and spoken); modeling tasks the first time; use of calculators, rulers, multiplication charts, word lists, graphic organizers, manipulatives, cooperative/ collaborative learning; use technology to enhance instruction.</p> <p>Teachers will adapt the student work product, or assessment, to show mastery of standards. Examples of adaptations to be used include: modified written assignments extended time for assessments/ assignment; access to dictionary, word list, journal notes, math aids during assessment; providing structured opportunities for students to reflect on their own learning.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>IEP team at The PREP's will continue to schedule IEP at least 4 weeks in advance but no less than the mandated 10 day notice to coordinate and facilitate IEP team member preparation and participation. The PREP will use the Welligent generated "Notification to Parent/Guardian to Participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings.</p> <p>These dates will be monitored by using the following reports:</p> <p>Welligent generated reports:</p> <ul style="list-style-type: none"> <li>• Master Calendar Report, Develops the calendar for scheduling all IEPs</li> <li>• IEP Listing (REP100) – identifies the status of the IEP Active, In Process, Pending</li> <li>• Exception Report – identifies overdue IEPs</li> </ul> <p><b>Student Information System reports:</b></p> <ul style="list-style-type: none"> <li>• Special Education Student Assignment Coordination (SESAC) -- designed to maintain a current, unduplicated count of all students</li> <li>• SIS ID98,3 report -- Guidelines for Attendance Accounting and Documentation for Secondary Intervention Programs</li> </ul> <p>Prior to the IEP meeting the Special Education Clerk, Bridge Coordinator and special education teachers collaborate through Welligent automatic mailing system, monthly IEP schedule calendar, and individual emails to notify active participants of scheduled meetings dates. In addition, ongoing communication continues throughout the process between all participants to ensure meetings are held in a timely manner and resources are available to the student, parent/guardian and staff members.</p> <p>On completion of the meeting the administrator/administrator designee will ensure the parent/guardian receives an active copy of the IEP, or in the case of a recessed meeting the parent receives a copy of the unofficial worksheet.</p>

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		<p>In addition, the administrator/administrator designee ensures the following occurs:</p> <ul style="list-style-type: none"> <li>Welligent form "Section O, actions following IEP meeting" is completed and all documents are distributed and filed appropriately to ensure implementation of the IEP.</li> <li>Parent receives a copy of "A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards)" and Parent Survey</li> <li>Staff Survey</li> </ul> <p>The PREP will continue to provide designated conference rooms to conduct IEPs meetings which include provisions for teleconferencing when needed.</p> <p>The PREP will continue to use protocols which acknowledge parents as team members who are valuable participants by demonstrating reciprocal respect toward team members, concerns and opinions. Parents are given opportunities to interact and ask questions throughout the meeting for clarification information presented.</p> <p>In preparation for non-English speaking parents, provisions are made prior to the meeting to ensure a translator is available in their home language by a District certified translator.</p>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The PREP is dedicated to engage all students in instructional programs at the secondary level. The PREP has developed and implements a school-wide Response to Instruction and Intervention (RIT<sup>2</sup>) framework for instruction. The tiered approach provide students with increasing levels of instructional time and intensity through block scheduling, allowing differentiated instruction, teacher teaming, co-teaching and co-planning between special and general education teachers. When teachers have exhausted their instructional resources and the student is not making measurable progress (on the metric you selected) with the interventions tried, the evidence collected may indicate that the student may require special education services. Once the general education teacher have made a student referral for special education services, the student is referred to the Student Success (SST),</p> <p>The Student Success (SST) is a process of, regular education. The team reviews individual student's concerns and plans ways of handling those concerns in the regular classroom. Usually the classroom teacher indicates that the student's learning and/or social emotional needs are not being adequately met under existing circumstances. Parents may also request SST if they have a concern.</p> <p>The school's SST core team members consist of the School Psychologist, Resource Specialist Teacher and Bridge Coordinator. Other staff that might be present is: Resource Specialist, School Psychologist, Speech and Language Specialist, School Nurse, Counselor, and other specialist. The team will always include parents, the teacher, the teacher referring the student to the SST, and sufficient staff to review the student's needs may include meet to review the student's progress and make additional modifications as necessary.</p> <p>The SST coordinator will conduct professional development to inform school staff of the SST procedures and process. They are responsible for collecting data, keeping the meeting calendar, coordinating the meeting date between all members including the parent and will facilitate the SST meeting. At meeting the SST members review data document intervention provided, and discuss potential intervention strategies, resources, services and programs. If the SST members decide that the student will be evaluated for special education services, the team will address any Language acquisition and exclusionary factors prior to the referral for assessment. Then,</p>

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		<p>The PREP will use the following procedures to ensure all areas of suspected disability are addresses:</p> <ul style="list-style-type: none"><li>• Student will be assessed only after the parent/guardian consents to the Assessment Plan.</li><li>• Student will be assessed in all areas related to his and her suspected disability.</li><li>• The Assessment will be administered in the student's primary language or a qualified interpreter will be provided.</li><li>• The assessment will include a variety of appropriate tests to measure the student's strengths and needs by a qualified assessor.</li><li>• The assessment will be adapted for students with impaired sensory, physical or speaking skills.</li><li>• A multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of your child's suspected disability, will assess your child.</li><li>• Testing and assessment materials and procedures will not be racially, culturally or sexually discriminatory.</li></ul>

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Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<p>The PREP will implement grade level core curriculum guided by content standards and research-based instructional practices that will provide access to rigorous content curriculum for students with disabilities. All special education students will receive instruction in the Least Restricted Environment (LRE) according to their IEP. All teachers educating students with disabilities will provide accommodations and modifications in the classroom designed to help students access grade level content in accordance with the students IEP. Teachers will be knowledgeable on how to use research-based differentiated instructional strategies which will include cooperative grouping to help students with disabilities achieve academic success within the classroom.</p> <p>Core instruction will consist of the use of the research-based, existing LAUSD instructional guides and state-adopted and LAUSD approved textbooks which are aligned to California content standards. Strategies will be used to ensure the effective delivery of a rigorous, standards-based curriculum using accommodations and modifications as outlined in the IEP. Core instruction will be based on ongoing progress monitoring in the regular instructional period allowing opportunities for remediation related to the core instruction including but not limited to, immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.</p> <p>All teachers instructing students with disability will utilize content standards to plan instructional lessons. When planning lessons the teacher will 1) identify the desired results: and decide the following: Where are we going? What must students know and be able to do at the end of the lesson? 2) Determine acceptable evidence: How will we know that we have gotten there? What assessments will show us that students have achieved our goals? 3) Plan for instruction: How will we get there? Exactly what must I teach and when, in order to lead my students to achieve our goals?</p> <p>When appropriate, teachers will make accommodations to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. The accommodations will not change the instructional level, content, or performance criteria for meeting the standards. Examples of accommodations include enlarging the print, providing oral versions of tests, and using</p>



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		<p>calculators.</p> <p>When indicated in a student's IEP modification to the instructional curriculum will be made to change what a student is expected to learn and/or demonstrate. A student may be working on modified course content, but the subject area remains the same as for the rest of the class. If the decision is made to modify the curriculum, it is done in a variety of ways. Some common practices that may be considered are:</p> <ul style="list-style-type: none"> <li>• <b>Same, only less</b>-The assignment remains the same except that the number of items is reduced with items selected representing areas of the curriculum.</li> <li>• <b>Streamline the curriculum</b>-The assignment is reduced in size, breadth, or focus to emphasize the key points.</li> <li>• <b>Same activity with infused objective</b>-The assignment remains the same, but additional components, such as IEP objectives or skills, are incorporated. This is often done in conjunction with other accommodations and/or modifications to ensure that all IEP objectives are addressed.</li> </ul> <p>Planning for multi-grade levels classes will not operate as separate grade groups but as a unified community of learners. All members of the community will work together and help each other learn regardless of age, grade or ability. The starting points for planning and instruction are prescribed learner outcomes and emergent student needs. The extended time frame of multi-grade settings will be used to create a more effective and efficient yearly plan for meeting mandated, curriculum content requirements. Teachers will use thematic, integrated approach to curriculum and teaching. The teacher will strive to create learning activities and sequences that serve multiple purposes. In multi-grade level classes teachers will engage students in flexible grouping where students are grouped cross grade for instruction according to student needs and goals indicated in the student's IEP in relation to prescribed outcomes. Students who master grade related skills and content can move ahead and encounter more advanced materials.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Student's with Moderate to Severe Disabilities who demonstrates that the general education curriculum, when provided with the appropriate accommodations and modifications to data-based instruction and progress monitoring have not shown functional academic growth, will be provided with an alternative curriculum.</p> <p>All teachers instructing students on an alternative curriculum will address the instructional areas of English Language Arts, Mathematics, Science, Social Studies and life skills. The alternative curriculum will align to the <i>Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities which aligns state standards to a set of functional skill area</i>. Teachers will use the functional educational curriculum to design lessons that allows student's to develop individual academic, vocational, social, and behavioral skills. In addition to academic skills, this curriculum will include developing functional job-related skills, daily-living skills, and social skills interaction to maximize student independence.</p> <p>Teachers using alternative curriculum will adapt content, process, and student product. Strategies that teachers will use to adapt the content include: identifying and teaching essential standards; teaching specific cognitive strategies to help students learn curriculum; chunking instruction; modified or shortened assignments; providing students with supplemental reading materials; adapted texts and worksheets; supplement reading materials and planning vocabulary lists for academic courses.</p> <p>Teachers will adapt the learning process so that accommodations and modifications will be used as a bridge to skill development. Special education staff and general education teachers will make accommodations and modifications for students with disabilities that include the following: frequent assessment and progress checks with immediate feedback; additional time for assignments; providing explicit and specific instructions in multiple ways (written and spoken); modeling tasks multiple times; teaching the use of calculators, rulers, multiplication charts, word lists, graphic organizers, manipulatives, cooperative/ collaborative learning; use of technology to enhance instruction.</p> <p>Teachers will adapt the student work product, or assessment, to show mastery of standards. Examples of</p>

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		<p>adaptations to be used include: modified written assignments extended time for assessments/ assignment; access to dictionary, word list, journal notes, math aids during assessment; providing structured opportunities for students to reflect on their own learning.</p> <p>When planning lessons for student's using an alternative curriculum, the teacher will 1) identify the desired results: and decide the following: Where are we going? What must students know and be able to do at the end of the lesson? 2) Determine acceptable evidence: How will we know that we have gotten there? What assessments will show us that students have achieved our goals? 3) Plan for instruction: How will we get there? Exactly what must I teach and when, in order to lead my students to achieve our goals?</p> <p>Teacher's planning for multi-grade levels classes using an alternative curriculum will not operate as separate grade groups but as a unified community of learners. All members of the community work together and help each other learn regardless of age, grade or ability. The starting points for planning and instruction are prescribed learner outcomes and emergent student needs. The extended time frame of multi-grade settings will be used to create a more effective and efficient multi-year plan for meeting mandated, alternative curriculum content. Teachers will use thematic, integrated approach to curriculum and teaching. The teacher will strive to create learning activities and sequences that serve multiple purposes. In multi-grade level classes teachers when ever possible, will engage students in flexible grouping where students are grouped cross grade for instruction according to student needs and goals indicated in student the student's IEP in relation to prescribed outcomes. Teachers will use progress monitoring activities to determine when students have master grade related skills and content and used the data to move student ahead to encounter more challenging materials.</p>

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**APPENDIX D**

Applicant Team Name: The PREP at HMMS

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>												
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>Students will be provided support services through goals and objectives determined by the IEP team in accordance to LAUSD district policy and Federal and State mandates. These services will be determined prior to Individualized Educational Program (IEP) meetings through assessments, teacher reports, observation, cumulative records, and any other assessment tools necessary. Services will be rendered in the classroom or pull-out method for designated minutes and frequency determined in the IEP. Services will be monitored by the support provider through Welligent Integrated Tracker System and be documented when completed.</p> <p>Support services include at The PREP may include the following, but not limited to future student needs:</p> <table border="0" style="width: 100%;"> <tr> <td>Resource Specialist</td><td>Assistive Technology Program</td><td>Occupational Therapy</td></tr> <tr> <td>Deaf and Hard of Hearing</td><td>Audiological Services</td><td>Speech and Language</td></tr> <tr> <td>Visually Impaired</td><td>Instruction in Home or Hospital</td><td>Transition Services</td></tr> <tr> <td>Adapted Physical Education</td><td>Physical Therapy</td><td></td></tr> </table>	Resource Specialist	Assistive Technology Program	Occupational Therapy	Deaf and Hard of Hearing	Audiological Services	Speech and Language	Visually Impaired	Instruction in Home or Hospital	Transition Services	Adapted Physical Education	Physical Therapy	
Resource Specialist	Assistive Technology Program	Occupational Therapy												
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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<p>The PREP will continue to use the Welligent Integrated Web-based system to generate Individual Transition Plans (ITP) for students 14 years and older per district policy. The plan will include transition activities, goals and objectives that are aligned to student interest and career pathway that includes vocational, employment, and daily living skills. The ITP will be implemented collaboratively by the student, parent/guardian, grade level counselors, general and special education teachers, and itinerant transition teachers.</p> <p>Students will begin participating in skill interest survey, questionnaires, and student interviews that helps students to identify where there interest lies. Information derived from these activities will assist students in developing ITP for goals that will lead them to post educational or career goals. At the IEP meeting the ITP will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>
<b>Federal requirement</b>	<b>Access to Extra- Curricular/Non academic activities:</b>	<p>Students with disabilities will equitable access to all Nonacademic/Extracurricular activities with their non-disabled peers. This is inclusive to intervention programs, elective classes, sports, clubs, tutoring, field trips and assemblies, social opportunities with all peers during nutrition and lunch activities. When provided by the school, students with disabilities will have access to Saturday intervention classes and before and after school tutoring.</p> <p>Students will have full access with accommodations or modifications based on program type and needs. The accommodations and modifications will be provided by the general education teacher with support from the special education teacher through collaboration, co-planning or co-teaching. When necessary, within the instructional day a support staff may provide support to the student in the nonacademic/extracurricular activity.</p>

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Applicant Team Name: The PREP at HMMS

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement Regulations- Section 300.106(b)(1) and (2)	Providing Extended School Year	<p>The PREP will continue to comply with LAUSD district policy on Extended School Year (ESY) outlined in the <i>Special Education Policies and Procedures Manual</i> (PPM) and Reference Guide 5276.1 issued on November 1, 2010.</p> <p>Prior to an IEP team meeting, The IEP teams will analyze data from multiple sources as a preparatory activity in order to be ready to make an informed decision regarding a student's individual needs. The IEP team will use the following forms: Extended School Year (ESY) Data Collection Tool and IEP Team Extended School Year (ESY) Data Analysis Tool (Attachment A &amp; B in Reference Guide 5276.1, copies of the forms will be kept in the school office) to assist in determining when Extended School Year (ESY) services are necessary for the offer of Free and Appropriate Public Education (FAPE).</p> <p>Utilizing the data collected the IEP team may determine ESY is necessary when a student with disabilities demonstrates:</p> <ol style="list-style-type: none"> <li>1) significant regression corresponding with limited recoupment of previously achieved skills; or</li> <li>2) a loss of critical skills for students accessing the alternate curriculum; or</li> <li>3) special circumstances or factors that indicate the need for ESY services.</li> <li>4) the IEP team will document their decision on FAPE page 1 in Welligent.</li> </ol> <p>When ESY services was provided in previous years, and the IEP team has determined the student is no longer eligible for ESY services, the IEP team will document the changes to the student's supports and services for ESY in Welligent on the IEP's FAPE Part 2, "Summary of Services." The team will provide a rationale in Part 4, "Additional Discussion".</p> <p>There is a plan to ensure ESY programs and services in excess of the regular school year are provided. At the IEP meeting in which ESY services are offered, the IEP team administrator will be responsible for assisting the parent(s) to complete the ESY application forms E-1): Enrollment Form, Transportation Service Attachment E-2): ESY Student Information Form (These forms will be available as Welligent download forms</p>



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		<p>and can be attached electronically to the student's IEP). The signed and completed hard copy of the ESY application forms and a copy of the student's current IEP will be maintained at the school of attendance until requested for processing.</p> <p>Students attending The PREP will participate in the ESY instructional programs selected by LAUSD and will utilized researched-based instruction selected by the district to address individual student needs.</p> <p>The PREP will continue to receive support from LAUSD in regards to budget planning and allocation for personnel and resource to provide ESY services.</p>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<b>All</b>	<b>Professional Development</b>	<p>The PREP's General Educators and Special Educators will have access to tailored professional development designed to develop a culture of collaboration in meeting the needs of all students. All teachers will be engaged in becoming proficient in progress monitoring using data, lesson design, and effective collaboration through monthly professional development activities. Over a three year period teachers will be supported in developing highly effective teaching and learning in order to be responsive to students learning needs.</p> <p>The Bridge Coordinator, Instructional Leadership Team, with the support of the District Special Education Support Unit specialist will provide ongoing trainings that develop core instruction that uses research-based instructional strategies. These strategies will be centered on student achievement through data and progress monitoring using the District approved curriculum and instructional strategies based on the tiered approach for instruction (RTI<sup>2</sup>). Professional development will be provided to ensure collaboration between the general and special education teachers and implementation of appropriate instructional strategies occur with fidelity. A systematic method will be used to evaluate whether the special education teacher is effectively meeting the needs of the special education student and whether the general education teacher is ensuring access to the local and state content standards.</p>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>															
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<p>In alignment with LAUSD the Special Education certificated personnel are hired from the district established eligibility list. The bridge coordinator, in conjunction with the administrator responsible for Special Education, as well as District Special Education personnel, provide professional development and in class support for teachers who provide instruction to Special Education students.</p> <p>In accordance to LAUSD Human Resource procedures teachers credential are verified and monitored on a continuous basis. Teacher assignments are in compliance with No Child Left Behind (NCLB) Legislation.</p> <p>In accordance with <i>Allocation of School Personnel to Support Students with Disabilities</i> Reference Guide (REF-1252.4) The PREP will continue to work with LAUSD's Support Unit personnel to determine the number of special day programs and personnel assignments to honor. The PREP will be adjusted during the school year based on the Classification Report and the SESAC report on norm day for each school site. The PREP will adhere to the following Student Norms for Special Education Program:</p> <table border="1" data-bbox="932 235 1123 1413"> <thead> <tr> <th>ACRONYM</th><th>TYPE OF PROGRAM</th><th>STUDENT NORM</th></tr> </thead> <tbody> <tr> <td>AUT</td><td>Autism</td><td>8</td></tr> <tr> <td>ED</td><td>Emotional Disturbance</td><td>8</td></tr> <tr> <td>MRM</td><td>Mental Retardation-Moderate</td><td>14-16</td></tr> <tr> <td>SLD</td><td>Specific Learning Disability</td><td>14 Secondary</td></tr> </tbody> </table> <p>(This is a modified chart for The PREP's student population, for copy of the chart is located as "Attachment A" in REF-1252.4)</p> <p>The PREP will continue to work with the guidelines from LAUSD Division of Special Education Reference Guide 1252.1 (REF-1252.1) to base Resource Specialist Teachers' Certificated assignments for Resource Specialist Programs on caseload allocations cited in Education Code §56362(c). Resource Specialist Program allocations will be adjusted based upon norm day enrollment. Resource Specialist Programs with caseloads approximately one half of the maximum caseload will be designated as half-time positions. Teachers will be</p>	ACRONYM	TYPE OF PROGRAM	STUDENT NORM	AUT	Autism	8	ED	Emotional Disturbance	8	MRM	Mental Retardation-Moderate	14-16	SLD	Specific Learning Disability	14 Secondary
ACRONYM	TYPE OF PROGRAM	STUDENT NORM															
AUT	Autism	8															
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		<p>reassigned when the program has been closed or reduced to half-time immediately after norm day in accordance with the collective bargaining agreement.</p> <p>Clerical resources are allocated in accordance with LAUSD's norm. Supplemental support is provided from various categorical resources including, but not limited to, Title 1 and Quality Education Investment Act.</p> <p>Specialized equipment is purchased to meet the needs of students with disabilities. An equipment inventory is maintained by the Bridge Coordinator.</p> <p>Health protocols are implemented with fidelity. Utilizing the wealth of resources provided with LAUSD, The PREP will continue to adhere to health protocols. In addition, Safe School Plan and Injury Plans are developed by the school safety committee.</p>
	<b>Fiscal</b>	<b>N/A</b>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>The PREP's Bridge Coordinator, administrator designee, special education teachers, and special education clerk will use forms in the Welligent IEP system that they provide to parents in their primary home language. Parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services. The PREP will be dedicated to ensuring District certified translators and translation of documents are received in a timely manner. Forms will be distributed to parents in person, by student, or mailed. IEP documents, including signed forms, and related services reports will be given at the conclusion of the IEP meeting, unless being translated into primary language. If parent has requested documents translated into primary language they will receive a copy by the District's Translation Unit as soon as possible.</p> <p>The PREP will continue to use protocols which acknowledge parents as team members who are valuable participants by demonstrating reciprocal respect toward team members, concerns and opinions. Parents are given opportunities to coordinate meetings and/or parent conferences according to their working and personal schedules. The PREP will provide alternative means of communication such as teleconferences and translators at the time of the educational process.</p> <p>Parents are encouraged and motivated to participate as parent partners as volunteers within District's policy. Parents will continue to be encouraged to interact as active participants in The PREPs school decision making counsels, school activities and District community forums. The PREP will provide parents with opportunities to attend school trainings by maintaining and posting District parent training information, District Special Education Parent Training Calendar and event flyers in various office within the school.</p> <p>The PREP will continue to work with the LAUSD district Compliance unit in assisting parents with their concerns and complaints.</p>

PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

## IMPLEMENTATION PLAN TEMPLATE

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
<b>Professional Development Initial School Review - Instructional Audit, Report of Findings and Academic Program Consultation</b>	Spring 2011	Professional Development Partner: InnovateED	Professional Development funds Professional Service Contract	The report of findings will guide the implementation of the Data-Driven Instructional Cycle.	Instructional Audit Report InnovateED's initial consultation InnovateED's observation protocols
<b>Professional Development Summer Institute – Training on implementation of coherent instructional program, effective use of formative assessments, and revisit individualized learning portfolios and flex period</b>	Summer 2011	Instructional Leadership Team and InnovateED	Professional Service Contract Teacher/Coordinator X-Time	Development of structured protocols for data analysis and classroom observations.  Development of personalized student learning plan.	Professional development evaluations Individualized Learning Portfolios Common lessons
<b>Professional Development Phase 1 – ILT Team Training, Instructional Coaching and Collaborative Professional Development</b>	2011 - 2012	Instructional Leadership Team, InnovateED, Teachers	Professional Service Contract Professional Development Release Time for teachers	Observational feedback via Instructional Coaching  1 <sup>st</sup> and 3 <sup>rd</sup> Quarter Implementation Review of school-wide practices	InnovateED's Observation Form and coaching conversations to reflect upon and refine practice  Result of InnovateED's Implementation Review to measure changes in school culture, instruction, formative assessment



PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
					practices and learning environment
<b>The PREP Partnership for Student Success</b> <i>Develop organizational structure for partnerships, design and coordination of partnership activities, establish mentoring opportunities, design and implement acceleration and intervention activities that promote preparedness for high school and college</i>	2011-2012	Principal, Title I Coordinator, Intervention Coordinator Parent/Community Representative and InnovateED	Professional Service Contract	Compact and Partnership with local area businesses and universities  Effective and engaging partnership activities  Academic acceleration and intervention opportunities	School Report Card parent survey results  Memorandum of Understanding with business and university partners  Individual Learning Portfolios that identify extended learning opportunities to support student achievement
<b>Individual Learning Portfolio</b> <i>Establish learning goals, monitor progress, and demonstrate evidence of rigorous habits of mind, standard mastery and skill proficiency.</i>	Spring 2011 – 6 <sup>th</sup> Grade  2011-2012 – 7 <sup>th</sup> Grade  2012-2013 – 8 <sup>th</sup> Grade	Instructional Leadership Team	Support from District Instructional Specialist to identify authentic performance assessments to demonstrate standard mastery and skill proficiency  Professional Development support on using Portfolios during student	Implementation and use of portfolios according to established timeline will guide individual instructional decisions. Flex period enrollment will be determined in part by data gathered and monitored in the ILP. Increased student achievement on formative and summative assessments will	Results of formative and summative assessment data will demonstrate student increase in mastery  Students will be engaged in student-led conferences that demonstrate deep understanding of personalized learning goals and individual progress monitoring

PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
			conducted conferences	demonstrate success of ILP	
<b>Flex Period</b> <i>Ten Week cycle designed to allow students an opportunity to reflect on their learning, try again, and improve their performance. Will also foster feelings of belonging and school identity.</i>	2011-2012	School Administrators, Intervention Coordinator and Counseling Department	Development of Master Schedule to support 10 week learning cycles.  Use data protocols to evaluate and analyze formative assessments to make informed, targeted instructional decisions and student placement	Common understanding of school-wide expectations will lead to a decrease in referrals and suspensions.  Multiple learning approaches and varied assessments in Flex will provide targeted interventions for struggling learners thereby increasing the number of students meeting benchmark proficiency on teacher-created and SPA assessments.	SWIS Data  Formative and Summative Assessment data
<b>The PREP Writer</b> <i>Teachers will create classroom writing communities where emerging competent content-area writers employ features of discourse. Will use both learning to write and writing to learn activities to support student achievement.</i>	Beginning in Fall 2011 and continue to build throughout the five years	Instructional Leadership Team including support from District Writing and Content Area Experts	Writing to Learn and Learning to Write Professional Development  Common structured protocol to analyze student work developed in conjunction with Professional Development Plan	Increase in the number of students achieving benchmark mastery on formative and summative assessments  Common structured protocols to analyze student work will be used consistently to make informed instructional decisions	Use of common school-wide rubric  Formative and Summative Assessment Data

PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
<i>Collaborative scoring of student work to make consistent and informed instructional decisions.</i>				Increase in common school-wide rubric score demonstrates mastery of learning to write standards	
<b>The PREP Writer</b> <i>Quarterly common writing assessments</i>	2012-2013	Instructional Leadership Team including support from District Writing and Content Area Experts	Learning to Write Professional Development  Common structured protocol to analyze student work	Common structured protocols to analyze student work will be used consistently to make informed instructional decisions  Increase in common school-wide rubric score demonstrates mastery of learning to write standards	Use of common school-wide rubric  Formative and Summative Assessment Data

## Flex Period at The PREP

*Ten week cycle designed to allow students an opportunity to reflect on their learning, try again, and improve their performance.*

Flex	Weeks	Topic/Purpose	Evaluation Process and Evidence of Success
A	1-10	<ul style="list-style-type: none"> <li>Develop school connections and relationships to foster feelings of belongings</li> <li>Learn school-wide expectations to promote school pride</li> <li>Assess and evaluate individual academic achievement</li> <li>Establish and reflect personal academic goals reflected in Individual Learning Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Students will be known and connected to their Alpha or Gamma house through the relationships developed with their flex period teacher and peers.</li> <li>Common understanding of school-wide expectations will lead to a decrease in referrals and suspensions.</li> <li>Personal Academic Goals will be developed in alignment with identified student needs</li> </ul>
B	11-20	<ul style="list-style-type: none"> <li>Targeted intervention for students who do not master grade-level standards and skills in ELA or Math as evidence by the Secondary Periodic Assessment #1 results, analysis of Individual Learning Portfolio and referral by core content team. or</li> <li>Targeted acceleration/enrichment/exploration for students who demonstrate mastery of standards and skills to provide further learning opportunities.</li> </ul>	Multiple learning opportunities with a variety of progress monitoring tools including the use of CoreK12 teacher-created formative assessments, to provide students with additional possibilities to demonstrate mastery.

Flex	Weeks	Topic/Purpose	Evaluation Process and Evidence of Success
C	21-30	<ul style="list-style-type: none"> <li>Targeted intervention for students who do not master grade-level standards and skills in ELA or Math as evidence by the Secondary Periodic Assessment #2 results, analysis of Individual Learning Portfolio and referral by core content Team.</li> <li>or</li> <li>Targeted acceleration/enrichment/exploration for students who demonstrate mastery of standards and skills to provide further learning opportunities.</li> </ul>	Multiple learning opportunities with a variety of progress monitoring tools including the use of CoreK12 teacher-created formative assessments, to provide students with additional possibilities to demonstrate mastery.
D	31-40	<ul style="list-style-type: none"> <li>Targeted intervention for students who do not master grade-level standards and skills in ELA or Math as evidence by the Secondary Periodic Assessment #3 results, analysis of Individual Learning Portfolio and referral by Content Team.</li> <li>or</li> <li>Targeted acceleration/enrichment/exploration for students who demonstrate mastery of standards and skills to provide further learning opportunities.</li> </ul>	Multiple learning opportunities with a variety of progress monitoring tools including the use of CoreK12 teacher-created formative assessments, to provide students with additional possibilities to demonstrate mastery.

## The PREP at HMMS

### Proposed Schedule

Monday/Thursday - Odd Day		Wednesday/Friday - Even Day	
Activity		Time	
<b>The PREP Extended Day</b> <i>Breakfast, Tutoring, Enrichment or Club Activities</i>		7:30-7:50 a.m.	
<b>Warning Bell</b>		7:50 a.m.	
<b>Period 1/2</b>		8:00 – 9:20 a.m.	
<b>Nutrition</b>		9:20 – 9:35 a.m.	
<b>Period 3/4</b>		9:40 – 11:00 a.m.	
<b>Period 5/6</b>		11:05 – 12:25 p.m.	
<b>Lunch</b>		12:25 – 12:55 p.m.	
<b>Flex Period</b>		1:00 – 1:35 p.m.	
<b>Period 7/8</b>		1:40 – 3:00 p.m.	
<b>The PREP Extended Day</b> <i>Tutoring, Enrichment or Club Activities</i>		3:15 - 4:15 p.m.	
<b>Supplemental Services Extended Day</b> <i>Beyond the Bell, Mentor and Me, AADAP</i>		3:15 – 6:00 p.m.	

### Professional Development Proposed Schedule

Tuesdays

Activity		Time	
<b>The PREP Extended Day</b> <i>Breakfast, Tutoring, Enrichment or Club Activities</i>		7:30-7:50 a.m.	
<b>Warning Bell</b>		7:50 a.m.	
<b>Period 1</b>		8:00 – 8:30 a.m.	
<b>Period 2</b>		8:35 – 9:05 a.m.	
<b>Period 3</b>		9:10 – 9:40 a.m.	
<b>Period 4</b>		9:45 – 10:15 a.m.	
<b>Flex Period</b>		10:20 – 10:50 a.m.	
<b>Lunch</b>		10:50 – 11:20 a.m.	
<b>Period 5</b>		11:25 – 11:55 a.m.	
<b>Period 6</b>		12:00 p.m. – 12:30 p.m.	
<b>Period 7</b>		12:35 – 1:05 p.m.	
<b>Period 8</b>		1:10 – 1:40 p.m.	
<b>Supplemental Services Extended Day</b> <i>Beyond the Bell, Mentor and Me, AADAP</i>		1:40 – 6:00 p.m.	



## The PREP Student Assessment Plan

Specific Authentic Formative and Summative Assessments	Timing of Administration	Rationale for Selection	Intended Purpose
<b>Formative</b> - Teacher created assessments <ul style="list-style-type: none"> <li>- All Grade Levels</li> <li>- All Content Areas</li> </ul>	Minimum of twice during nine week instructional cycle	Based on classroom instruction, related to standards-based instructional units, designed to inform instruction and intervention	Provide critical information to enable teachers and students to make effective and necessary adjustments to teaching and learning
<b>Formative</b> – Secondary Periodic Assessments <b>6<sup>th</sup> Grade:</b> ELA, Math, Social Studies and Science.  <b>7<sup>th</sup> Grade:</b> ELA, Math, Social Studies and Science  <b>8<sup>th</sup> Grade:</b> ELA, Math or Algebra 1, Social Studies and Science	Based on District determined assessment calendar. All assessments are given three times a year with the exception of 7 <sup>th</sup> Grade Science (once a year)	Formative assessments of state standards as described in District Instructional Guides.	Supports monitoring of student progress in standards-based instruction and drives instructional and intervention needs
<b>Summative</b> - California Standards Test <b>6<sup>th</sup> Grade:</b> ELA and Math  <b>7<sup>th</sup> Grade:</b> ELA, Writing and Math  <b>8<sup>th</sup> Grade:</b> ELA, Math or Algebra 1, Social Studies and Science	Annually, typically in May over a 1-2 week period. Determined by CA Standardized Testing and Reporting Program (STAR)  The 7 <sup>th</sup> grade Writing Test is administered in early spring.	Mandated by CDE to provide data on how well students are achieving assigned standards	Measure students' progress toward achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science, and history–social science, which describe what students should know and be able to do in each grade and subject tested.
<b>Summative-</b> California Alternative Performance Assessment <ul style="list-style-type: none"> <li>- 6<sup>th</sup> -8<sup>th</sup> grade</li> <li>- Determined by IEP</li> </ul>	Annually, typically in May or June over a 1-2 week period. Determined by CA Standardized Testing and Reporting Program (STAR)	Provides evidence that all students are included in the statewide assessment program to meet the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA).	Designed to assess student's with significant disabilities who cannot participate in the California Standards Test even with accommodations and modifications.

Specific Authentic Formative and Summative Assessments	Timing of Administration	Rationale for Selection	Intended Purpose
<i>Summative – California Modified Assessment</i> <ul style="list-style-type: none"> <li>- 6<sup>th</sup> -8<sup>th</sup> grade</li> <li>- Determined by IEP</li> </ul>	Annually, typically in May or June over a 1-2 week period. Determined by CA Standardized Testing and Reporting Program (STAR)	An alternate assessment of the California content standards based on modified achievement standards for children with disabilities who have an individualized education program (IEP)	Measure students' progress toward achieving California's state-adopted academic content based on modified achievement standards in English–language arts (ELA), mathematics, science, and history–social science, which describe what students should know and be able to do in each grade and subject tested.
<i>Summative – Fitnessgram</i> <ul style="list-style-type: none"> <li>- Grade 7</li> <li>- Physical Education</li> </ul>	Annually, between February and May. Determined by the California Department of Education	By law ( <i>Education Code</i> Section 60800), all school districts in California are required to administer the fitnessgram.	Designed to assist students in establishing lifetime habits of regular physical activity, assist teachers in designing curriculum for physical education and to inform parents of their children's fitness level.
<i>Summative – CELDT California English Language Development Test</i> <ul style="list-style-type: none"> <li>- 6<sup>th</sup>-8<sup>th</sup> grade students who are identified as English Learners or potential English Learners</li> </ul>	Annually, typically in late September or early October	Mandated state test for English Language Proficiency	Measures English Learner progress toward mastery of English Language proficiency. Determines potential English Learner classification as Fluent English Proficient or English Learner
<i>Diagnostic - Scholastic Reading Inventory (SRI)</i> <ul style="list-style-type: none"> <li>- All Grade Levels</li> </ul>	Semi-Annual	Provides report of student reading level, via Lexile, used as a data point for RtI. Used to determine placement in tier 2 and tier 3 reading intervention programs. A valuable tool for grades K-12 because it measures students level of reading comprehension, actionable reports to teachers and administrators using Lexile framework	Measures students level of reading comprehension



## The PREP at HMMS Professional Development Calendar

***August 2011***

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>22</b> ILT Summer Institute with InnovateED	<b>23</b> ILT Summer Institute with InnovateED	<b>24</b> ILT Summer Institute with InnovateED	<b>25</b> ILT Summer Institute with InnovateED	<b>26</b> ILT Summer Institute with InnovateED
29	30	31		

*Professional development will be driven by the InnovateED partnership with The PREP. Targeted professional developments will continual build the capacity of the ILT to provide instructional coaching and collaborative professional development.*

## The PREP at HMMS Professional Development Calendar

*September 2011*

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
<b>12</b> <b>First Day of Instruction</b>	<b>13</b> <b>Professional Development (InnovateED) Faculty Meeting</b>	14 School-wide Diagnostic Assessments in Core Content Areas	15 School-wide Diagnostic Assessments in Core Content Areas	16 School-wide Diagnostic Assessments in Core Content Areas
19 School-wide Diagnostic Assessments in Core Content Areas	20 Collaborative Tuesdays – (CORE K12- designing common assessments by departments)	21 School-wide Diagnostic Assessments in Core Content Areas	22 School-wide Diagnostic Assessments in Core Content Areas	23 School-wide Diagnostic Assessments in Core Content Areas
26	27 Professional Development (Revisiting flex period and data protocols)	28	29	30 School-wide Writing to Learn Activity

*Professional development will be driven by the InnovateED partnership with The PREP. Supplemental differentiated workshops will be based on student and teacher needs and support schoolwide 90/90/90 and District initiatives.*

## The PREP at HMMS Professional Development Calendar

***October 2011***

Monday	Tuesday	Wednesday	Thursday	Friday
3	4 <b>Professional Development (InnovateED) Faculty Meeting</b>	5	6	7  School-wide Writing to Learn Activity
10	11  Collaborative Tuesdays Professional Development (Data protocols and collaborative scoring of student work)	12	13	14  School-wide Writing to Learn Activity
17	18  Collaborative Tuesdays (Analyze data from diagnostic and common assessments and design progress monitoring assessments based on data analysis)	19	20	21  School-wide Writing to Learn Activity
24  SSC Meeting	25  Professional Development (TBD)  SDM Meeting	26	27	28  Annual House Activity
31				

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## The PREP at HMMS Professional Development Calendar

*November 2011*

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>1</b> <b>Professional Development (InnovateED) Faculty Meeting</b> <b>ELA Periodic Assessment Begins</b>	<b>2</b>  <b>ELA Assessment Window</b>	<b>3</b>  <b>ELA Assessment Window</b>	<b>4</b>  <b>ELA Assessment Window</b>
<b>7</b> <b>ELA SPA Window Closes</b>	<b>8</b> Collaborative Tuesdays (Collaborative scoring of students work/common assessments)	<b>9</b>	<b>10</b>	<b>11</b> School-wide Writing to Learn Activity
<b>14</b> <b>Math and 7<sup>th</sup> Grade Science SPA Begins</b>	<b>15</b> Collaborative Tuesdays (Data Analysis and Intervention Development) <b>Assessment Window</b>	<b>16</b>  <b>Assessment Window</b>	<b>17</b>  <b>Assessment Window</b>	<b>18</b>  <b>Math and 7<sup>th</sup> Grade Science SPA Window Closed</b>
<b>21</b>  <b>Furlough Day</b>	<b>22</b>  <b>Furlough Day</b>	<b>23</b>  <b>Furlough Day</b>	<b>24</b>  <b>Thanksgiving</b>	<b>25</b>  <b>Holiday</b>
<b>28</b> School-wide Writing to Learn Activity  SSC Meeting	<b>29</b> Professional Development (TBD & House Planning)  SDM Meeting	<b>30</b>		

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## The PREP at HMMS Professional Development Calendar

*December 2011*

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2 Schoolwide House Learning to Write Activity Draft
<b>5</b>  <b>6<sup>th</sup> and 8<sup>th</sup> Grade Science SPA Begins</b>	<b>6</b> <b>Professional Development (InnovateED) Faculty Meeting</b> Professional Development <b>Assessment Window</b>	<b>7</b>  <b>Assessment Window</b>	<b>8</b>  <b>Assessment Window</b>	<b>9</b>  <b>6<sup>th</sup> and 8<sup>th</sup> Grade Science SPA Window Closed</b>
12  <b>History SPA Begins</b>	13 Collaborative Tuesdays (Data analysis/progress monitoring interventions) <b>Assessment Window</b>	<b>14</b>  <b>Assessment Window</b>	<b>15</b>  <b>Assessment Window</b>	<b>16</b>  <b>History Assessment Window Closed</b>
<b>19</b>  <b>Winter Recess Begins</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>

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## The PREP at HMMS Professional Development Calendar

***January 2012***

Monday	Tuesday	Wednesday	Thursday	Friday
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>  <b>Last day of Winter Recess</b>
<b>9</b>  <b>Return from Winter Recess</b>	<b>10</b> <b>Professional Development (InnovateED) Faculty Meeting</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>16</b>  <b>Dr. Martin Luther King Jr.'s Birthday</b>	<b>17</b> Collaborative Tuesdays (Data analysis/ design common assessments)	<b>18</b>	<b>19</b>	<b>20</b>
<b>23</b> School-wide Writing to Learn Activity  SSC Meeting	<b>24</b> Professional Development (TBD)  SDM Meeting	<b>25</b>	<b>26</b>	<b>27</b>  House Instructional Fair
<b>30</b>				

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## The PREP at HMMS Professional Development Calendar

*February 2012*

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
<b>6</b> <b>Math and ELA</b> <b>Quarter 2 SPA</b> <b>Begins</b>	<b>7</b> <b>Professional</b> <b>Development</b> <b>(InnovateED)</b> <b>Faculty Meeting</b> <b>Assessment</b> <b>Window</b>	<b>8</b> <b>Assessment</b> <b>Window</b>	<b>9</b> <b>Assessment</b> <b>Window</b>	<b>10</b> <b>Math and ELA</b> <b>Quarter 2 SPA</b> <b>Window Closed</b>
<b>13</b> <b>Second Semester</b> <b>Begins</b>	14 Collaborative Tuesdays (Collaborative scoring of student work/analyzing data)	15	16	17 School-wide Writing to Learn Activity
<b>20</b> <b>President's Day</b>	21 Collaborative Tuesdays (Develop progress monitoring assessments and interventions)	22	23	24
27 School-wide Writing to Learn Activity  SSC Meeting	28 Professional Development (TBD & House Planning)  SDM Meeting	29		

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## The PREP at HMMS Professional Development Calendar

**March 2012**

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6 <b>Professional Development (InnovateED) Faculty Meeting</b>	7	8	9 School-wide Writing to Learn Activity
12	13 Collaborative Tuesdays (Develop progress monitoring assessments/interventions)	14	15	16 School-wide Writing to Learn Activity
<b>19</b> <b>History and Science (6&amp;8) Quarter 2 SPA Begins</b>	<b>20</b> Collaborative Tuesdays (TBD/Updates) <b>Assessment Window</b>	<b>21</b> <b>Assessment Window</b>	<b>22</b> <b>Assessment Window</b>	<b>23</b> <b>History and Science (6&amp;8) Quarter 2 SPA Window Closed</b>
26 School-wide Writing to Learn Activity SSC Meeting	27 Professional Development (TBD & House Planning) SDM Meeting	28	29	30

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## The PREP at HMMS Professional Development Calendar

*April 2012*

Monday	Tuesday	Wednesday	Thursday	Friday
2 <b>ELA Quarter 3 Periodic Assessment Begins</b>	3 <b>Professional Development (InnovateED) Faculty Meeting Assessment Window</b>	4 <b>Assessment Window</b>	5 <b>Assessment Window</b>	6 <b>ELA Quarter 3 Periodic Assessment Window Closed</b>
9 <b>Math Q-3 and 7<sup>th</sup> Grade Science SPA Window Opens</b>	10 Collaborative Tuesdays (Data Analysis/CST Prep) <b>Assessment Window</b>	11 <b>Assessment Window</b>	12 <b>Assessment Window</b>	13 <b>Math Q-3 and 7<sup>th</sup> Grade Science Assessment Window Closed</b>
16 <b>Spring Break</b>	17 <b>Spring Break</b>	18 <b>Spring Break</b>	19 <b>Spring Break</b>	20 <b>Spring Break</b>
23 <b>8<sup>th</sup> Grade Math Diagnostic Begins</b>  SSC Meeting	24 <b>Assessment Window</b>  Professional Development (TBD & House Planning) SDM Meeting	25 <b>Assessment Window</b>	26 <b>Assessment Window</b>	27 <b>8<sup>th</sup> Grade Math Diagnostic Window Closed</b>
30 School-wide Writing to Learn Activity				

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## The PREP at HMMS Professional Development Calendar

*May 2012*

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Professional Development (CST PREP/ Administering of Test) Faculty Meeting	2	3	4
<b>7</b> <b>CST/CAPA Testing Begins</b> <b>Early Dismissal</b>	<b>8</b> <b>Early Dismissal</b>	<b>9</b> <b>Early Dismissal</b>	<b>10</b> <b>Early Dismissal</b>	<b>11</b> <b>Early Dismissal</b>
<b>14</b>	<b>15</b> Collaborative Tuesdays (TBD)	<b>16</b>	<b>17</b>	<b>18</b>
<b>21</b> SSC Meeting	<b>22</b> Collaborative Tuesdays (Needs Assessment)	<b>23</b>	<b>24</b>	<b>25</b> <b>Last Day of CST/CAPA Testing</b>
<b>28</b> <b>Memorial Day</b>	29 Professional Development (2012 Planning)  SDM Meeting	30	31	

*Professional development will be driven by the InnovateED partnership with The PREP. Supplemental differentiated workshops will be based on student and teacher needs and support schoolwide 90/90/90 and District initiatives.*

## The PREP at HMMS Professional Development Calendar

*June 2012*

Monday	Tuesday	Wednesday	Thursday	Friday
				1 House Culminating Instructional Fair
<b>4</b> <b>Algebra End of Course and History Assessment Begins</b>	<b>5</b> <b>Professional Development (InnovateED) Faculty Meeting Assessment Window</b>	<b>6</b> <b>Assessment Window</b>	<b>7</b> <b>Assessment Window</b>	<b>8</b> <b>Algebra End of Course and History SPA Window Closed</b>
11 <b>Science Grade 6 &amp; 8 Quarter 3 Assessment Begins</b>	12 <b>Assessment Window</b> Collaborative Tuesdays (2012 Planning)	13 <b>Assessment Window</b>	14 <b>Assessment Window</b>	15 <b>Science Grade 6 &amp; 8 Quarter 3 Assessment Window Closed</b>
18	19 Professional Development (TBD & 2012 Planning)	20	21	22 <b>Last Day of Instruction</b>
25	26	27	28	29

*Professional development will be driven by the InnovateED partnership with The PREP. Supplemental differentiated workshops will be based on student and teacher needs and support schoolwide 90/90/90 and District initiatives.*

## The PREP at HMMS School-wide Writing Rubric

Trait	4	3	2	1
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-The writing is focused on one clearly identified main idea.</li> <li>- The main idea is supported by relevant supporting details</li> </ul>	<ul style="list-style-type: none"> <li>-The writing is focused on one main idea.</li> <li>-The main idea is supported by supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing has an attempt at the main idea.</li> <li>-More supporting details are needed.</li> </ul>	<ul style="list-style-type: none"> <li>-The main idea cannot be identified.</li> <li>-Details are absent.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Writing has a clear beginning, middle, and end appropriate for the writing task. (expository essay)</li> <li>- Details are presented in an interesting and logical order.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing has a clear beginning, middle and end.</li> <li>-Details are presented in a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>-The writing is missing a clear beginning, middle or end or is missing more than one of those parts.</li> <li>-Details are presented in a disorganized way.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing has no clear organizational plan.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>-The writing has no errors in capitalization of first words of sentences or in end marks.</li> <li>-The writing is free of unintentional fragments and run-ons.</li> </ul>	<ul style="list-style-type: none"> <li>-The writing may have minimal errors in capitalization or end marks; these do not detract from the overall meaning.</li> <li>-The writing may have minimal fragments and run-ons, but these do not detract from the overall meaning.</li> </ul>	<ul style="list-style-type: none"> <li>-The writing has serious errors in initial capitalization and end marks.</li> <li>-The writing has several fragments and run-ons that detract from the overall meaning.</li> </ul>	<ul style="list-style-type: none"> <li>-The writing has many serious errors in initial capitalization and end marks.</li> <li>- The writing has many fragments and run-ons.</li> </ul>

## **Leadership at The PREP Job Description for Principal**

The principal will be a leader who builds caring relationships that inspire others to reach the school vision, a leader who consistently frames the school's goals and mission and works collaboratively with stakeholders in taking steps necessary to move toward a shared accountability for student learning outcomes, as well as a leader who promotes and encourages high expectations and creates an environment with opportunities for students as well as teachers to learn, grow and improve.

The leader will have a strong foundation and understanding in the following areas: effective pedagogy for middle school students, instructional practices that support and promote good first teaching and student learning, differentiated instruction needed to support student academic and language needs, the use of data to monitor the progress of the instructional program, awareness of the culturally relevant and responsive practices that seek to close the achievement gap and promote student success, knowledge of effective intervention programs and practices for students who require more time and support to reach academic standards. The principal will also assist with building an effective master schedule and creating structures that allow time during the school day for teacher collaboration and student intervention. In addition, the principal will be an advisor and collaborator regarding school budgets and ensure that resources are aligned with student learning outcomes.

The principal will have effective written and oral communication skills and be proactive in managing issues and concerns in a timely manner. Operationally the principal will ensure the school is a clean, safe and a welcoming environment for students, staff, parents and community members.

Focusing on teaching and learning, promoting a collaborative climate that uses data to monitor the instructional program, holding high expectations and ensuring shared accountability are characteristics of a leader who is aligned with the research on 90/90/90 schools and will support the PREP in developing the vision of an exemplary learning community focused on student needs. In addition, leadership that is proactive and knowledgeable of instructional practices and strategies associated with students' adolescent development ensure that students will be supported, nurtured and encouraged toward success in a diverse learning environment.

The principal leader of the PREP will have met all LAUSD and California Department of Education requirements for holding a secondary administrative position. The principal should be a leader who, according to the studies of 90/90/90 schools, will have a laser –like focus on academic achievement, and uses data to facilitate and promote collaboration regarding the progress of the instructional program and student achievement. It is also important that the principal has a knowledge and understanding of the social, emotional, and educational needs of the middle school student, and in particular, know the unique needs of the students in the community who attend the PREP. See Attachment 9 for a job description of the Principal.

The following job description for the principal is aligned with the duties and responsibilities outlined by LAUSD for secondary principals.

- Communicate goals and evaluate the implementation of the instructional program.
- Review formative and summative assessment data to inform the instructional program and monitor school performance.
- Supervise instructional practices and monitor instruction.
- Evaluate instructional implementation.
- Ensure budgets are aligned with instructional outcomes.

- Communicate effectively with parents and community.
- Maintain and develop community partnerships.
- Ensure a safe and secure learning environment.
- Provide ongoing feedback to teachers regarding implementation of the effectiveness of instructional program.
- Meet with school councils to collaborate, inform, update and monitor the instructional program.
- Facilitate collaboration with stakeholders on identifying goals, developing and implementing strategies and assessing progress toward meeting goals.
- Develop and maintain effective relationships with students, staff, and community.
- Effectively use data to guide and support academic decisions.
- Engage parents and community in school activities and programs.
- Review and analyze data to identify and address the academic areas of improvement.
- Promote equity, tolerance and respect among all the members and groups comprising the school community.
- Promote equity, tolerance and respect among all members and groups of the school
- Protect the rights, and confidentiality of students and staff.
- Align fiscal, human and material resources for the purposes of student learning.
- Design and implement structures that promote student success