



Manhattan Avenue Elementary School Public School Choice 3.0



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Appendix A

FINAL LETTER OF INTENT

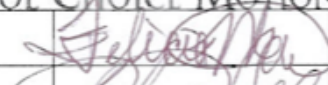

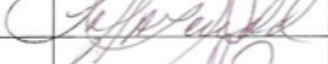

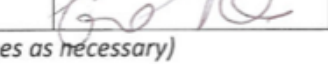

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION				
Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):				
Local District 8 Applicant Team (Principal Gonzalo Bayardo)				
Address: 1850 West 96 th Street Los Angeles, CA 90047			Phone Number: 323-756-1308	
Website (if applicable)			Email Address:	
School site for which your team is submitting a Letter of Intent:			Manhattan Place Elementary	
Grade configuration of your school:			Pre-Kindergarten—5th	
School model for which you are applying:			<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter	
Please respond:			1. No 2. N/A 3. N/A	
1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?				
School calendar-- please provide the following dates:			1. 08/14/12 to 06/04/13 2. TBA 3. TBA	
1. First and last dates of instruction?				
2. Winter recess dates				
3. Spring recess dates				
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Khristi Phillips			KLM 3272@LAUSD.NET	Inter. Coord.
2. Dawn Jones			drj047@lausd.net	Manhattan Place
3. Kimberly Rutter			Kar1586@lausd.com	Man Place PST
4. Cheryl Razor				parent



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5. Felicia Magwood			915.414.1976 yahoo.com teacher
6. Lola Loudd			818.142.41 UTLA - Chair
7. Gonzalo Bayardo			gbayard@usd.net Principal

(Please add lines and pages as necessary)



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Appendix B

PSC 3.0 Commitments and Expectations Form

Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by 6:00 pm on Thursday, March 31, 2011. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.

We agree to:

- Serve students and the community to the best of our ability;
- 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;
- Openly seek input from the community during the development of our application;
- 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;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- 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;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.



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Appendix B

PSC 3.0
Commitments and Expectations Form

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

Applicant Team Name/Organization	The Jets / Manhattan Place Elementary
Name of Team Representative	Lola Loudd
Signature of Team Representative	

Design Team Member Names	Signature
Khristi Phillips	Khristi Phillips
Dawn Jones	Dawn Jones
Kimberly Rutter	Kimberly Rutter
Cheryl Razzor	Cheryl Razzor
Felicia Magwood	Felicia Magwood
Lola Loudd	Lola Loudd
Gonzalo Bayardo	



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Appendix C

LOS ANGELES UNIFIED SCHOOL DISTRICT Public School Choice Resolution 3.0 Applicant History Data Summary Sheet

Applicant History Data Summary Sheet																														
1	NAME OF PSC SCHOOL: Manhattan Place Elementary School															3	4													
	Demographic										Performance										Others									
	Size	Ethnicity					Other Groups					API	CST Proficiency																	
2	Applicant Team Name	2010-11 Enrollment	% African-American	% Latino	% Asian	% White	% Pacific Islander	% American Indian	% Free-reduced price lunch (Fraps.)	% English Learners (EL)	% Students w/Disabilities (SWD)	2011 Growth	Met API Gain over 5 Years	% Proficient and Advanced ELA 2011	Change from 2010	% Proficient and Advanced Math 2011	Change from 2010	SWD % Proficient and Advanced ELA 2011	SWD % Proficient and Advanced Math 2011	EL % Proficient and Advanced ELA 2011	EL % Proficient and Advanced Math 2011	Latino % Proficient and Advanced ELA 2011	Latino % Proficient and Advanced Math 2011	Latino % Proficient and Advanced ELA March 2011	Latino % Proficient and Advanced Math March 2011	Advanced ELA 2011	Advanced Math 2011	Advanced ELA March 2011	Advanced Math March 2011	
	Local District 8 Elementary																													
	Manhattan Place Elementary	391	62.0%	35.0%	1.0%	0.0%	0.0%	1.0%	100.0%	15.0%	12.0%	650	-2	25.9%	1.2%	35.6%	4.2%	20.0%	27.3%	6.5%	36.7%	25.9%	35.6%	19.7%	45.7%	28.7%	30.9%	4.6%		
	Park Western Elementary	691	10.0%	55.0%	11.0%	15.0%	0.0%	0.0%	50.0%	11.0%	9.0%	952	20	85.3%	0.7%	94.2%	0.8%	25.0%	58.3%	29.6%	70.4%	75.3%	89.6%	78.2%	90.3%	80.4%	97.8%	12.9%		

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

- 1. Name of PSC School:** Enter the name of the school for which you are applying.
- 2. Applicant Team Name:** Several examples are shown. Enter your team/organization name in bold.
 - Charter schools or Network Partners. List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.
 - Local Districts. Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.
 - School Teams. Applicant teams that involve the entire school should provide school-level data.
 - Teacher Teams. Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.
- 3. Demographic Data:** In cases where data are not available, please note with an asterisk (*) in the box.
- 4. Performance Data:** In cases where data are not available, please note with an asterisk (*) in the box.



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Principal's Job Description

Appendix D

NATURE AND SCOPE OF JOB:

The school Principal serves as the instructional leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the instructional goals and mission of the school. Achieving academic excellence requires that the school Principal work collaboratively with all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

The school Principal shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws and board policies.
3. Collaboratively establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervise the instructional programs of the school, monitoring lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning as expressed in the
5. Facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the school's Single Plan for Student Achievement and measures the outcomes of these goals.
6. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in compliance with federal, state and district guidelines.
7. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school.



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- Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
8. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
 9. Notify immediately appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions.
 10. Keep the staff informed and seek ideas for the improvement of the school. Schedule and conduct meetings, as necessary.
 11. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities.
 12. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
 13. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
 14. Establish schedules and procedures for the supervision of students in non---classroom areas (including before and after school).
 15. Maintain visibility with students, teachers, and parents.
 16. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
 17. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
 18. Use excellent written and oral English skills when communicating with students, parents and teachers.
 19. Organize and supervise procedures for identifying and addressing special needs of students including health related concerns, and physical, and socio-emotional needs.
 20. Monitor data to ensure academic growth.
 21. Develop relationships with community partners for future school resources.



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Design Team Name: Manhattan Place LD8

PSC School Site: Manhattan Place

Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
1					
% of all students scoring FBB/BB in ELA	43.2	44.9	39.9	-Daily Individualized instruction embedded in the student schedule for ongoing intervention.	-Progress monitoring tools created by the Classroom/ Intervention teachers.
English Learners	65.5	62.5	57.5		-Increased Levels on Running Records Assessments.
Special Education	75	75	70		-Increased Performance on District Periodic Assessments.
African American	41.4	44.4	39.4	-Weekly dialogue amongst grade level colleagues through cycle of inquiry. Process will ensure strategies will align to student targeted academic need.	-Increased Lexile Levels on the SRI Inventory.
Latino	45.8	44.6	39.6		-Achieving CST Target Goals.
White	—	—	—		
Asian	—	—	—		
Economically Disadvantaged	43.2	44.9	39.9	-Strong access strategies to enable EL Learners pathways to the curriculum.	

Appendix E



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	Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
2	% of all students scoring Prof or Adv in ELA	24.7	25.9	30.9	Differentiated Instruction with targeted focus on early literacy. Teams of Teachers working in PLC's to continually assess and monitor student achievement. Daily targeted student academic support. Continue to strengthen Tier 1 through first instruction that is Individualized (i.e. Leveled Reading, Units of Study, and Words Their Way)	Progress monitoring tools created by the PLC District Periodic Assessments Student Achievement Grades Achieving CST Target Goals Running Records SRI Inventory
	English Learners	3.0	6.5	11.5		
	Special Education	7.7	20.0	25.0		
	African American	26.0	28.7	33.7		
	Latino	23.5	19.7	24.7		
	White	—	—	—		
	Asian	—	—	—		
	Economically Disadvantaged	24.7	25.9	30.9		
3	% of all students scoring FBB/BB in Math	42.2	44.6	39.6	Course embedded in the student schedule daily for intervention. Weekly Progress Monitoring of Key Standards.	Progress monitoring tools created by the intervention teachers. Achieving CST Target Goals
	English Learners	46.5	45.6	40.6		



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Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
<i>Special Education</i>	75	61.6	56.6	Students will be identified and given appropriate attention to their specific need.	
<i>African American</i>	42.2	47.6	42.6		
<i>Latino</i>	40.2	37.8	32.8		
<i>White</i>		—	—		
<i>Asian</i>		—	—		
<i>Economically Disadvantaged.</i>	42.2	44.6	39.6		
4 % of all students scoring Prof or Adv in Math	31.4	35.6	40.6	Students will know their CST scores and identify trends in their own performance over the past two years. They will set goals and monitor those goals each month. Individual coaching by their ELA/Math teacher will also take place. Intervention/	Progress monitoring tools created by the PLC. Achieving CST Target Goals
<i>English Learners</i>	18.8	36.7	41.7		
<i>Special Education</i>	23.1	27.3	32.3		
<i>African American</i>	32.8	30.9	35.9	Enrichment will be given according to their individual need. Students	



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Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
Latino	30.0	45.7	50.0	will learn that effort leads to success.	
White	—	—	—		
Asian	—	—	—		
Economically Disadvantaged	23.1	27.3	32.5		
4 a % of all students scoring Below Basic/Far Below Basic in 5 th Grade Science				Grade level PLC lesson study Vertical articulation in science lab Vocabulary Instruction of Latin and Greek roots Strategic intervention	PLC Benchmark Assessments Periodic Assessments CSTs Grades
4 b % of all students scoring Prof or Adv in 5 th Grade Science				Grade level PLC lesson study Professional Development in connecting FOSS Concepts to CST. Collaboration with middle school science teachers	PLC benchmark assessments Periodic Assessments CSTs Grades
7 Reclassification Rate %	10.8	4.6	21	Identify the cause of students not being able to reclassify. Target specific intervention in our	Progress monitoring tools



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Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	
					Achieving CST Target	
				intervention course daily and before CELDT.	Goals	
8 % EL Students Scoring Proficient on CELDT	34.1	51.0	56.0	Continue to monitor these students to provide immediate intervention as needed	Progress monitoring tools	
					CSTs	
					Periodic Assessments	
1 Attendance Rate for Students	93.5	93.7		A well-developed attendance plan that includes goal setting by the students, recognition and celebration, competitions and prizes. Teaching student and staff to make attendance a habit. Parent Workshops on Attendance ACT (Abolish Chronic Truancy)	Monthly progress monitoring.	Targeting students that are at risk for missing more than three days of school. (Each day is approx. 5.6%)
1 Attendance Rate for All Staff	93.5	92.8		Staff incentives, competitions	PSA Counselor Reports	Student Recovery
4				Goal setting	Attendance Data	Improved grades and CST Scores
1 Number of Suspensions	17	15		Best Behavior Support Matrix	Achieving Year One	Target Goal.
5				Implementation of "Be Safe, Be Responsible and Be Respectful."		



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Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	
					Weekly analysis on online referral data (ODR).	Analysis of behavior logs submitted by supervision staff and parent volunteers.
1 6 School Experience Survey: % Parents Participating in school experience survey.	21.2	18.9		Administrative team and supervision staff enforcing established alternatives to suspensions. Anti-Bullying assemblies for students, parents and staff.	Achieving Year One Target Goal.	
				Explaining importance of parent participation in survey at CEAC/ELAC Town Hall Meetings. Communication via Connect-Ed, letters, and e-mail on completion of survey Surveys available in the parent center		
1 7 School Experience Survey: % Parents who talk with their teacher about their child's education.	74.1	96.8		Three-way Compact Agreement. School Activities (i.e. Family Learning Nights, Drama Programs, and Recognition Events) that bring parents to the campus.	Achieving Year One Target Goal. Increased Participation Rates at school events.	



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Indicators	Baseline (9-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
1 8 <i>Obesity Rate</i>				A World Fit for Kids P.E. Program (P.E. Specialists), LAs Best Recreational Events, Jump-rope for Heart, Event Awards incentives for Physical Fitness Goals.	Achieving goals after 1 st year implementation. Improved Blood Pressure Readings. Improved passage rate on the state Physical Fitness Exam.
1 9 <i>% of 5th Grade Students Proficient in Math to prepare for Algebra</i>				Algebra Key Standards Review in all grade levels to prepare the current students. Mathematics Intervention Hands-On Equations Training	Achieving Year One Target Goal on CST. Weekly Basic Math Facts Skills Test. District Periodic Assessment.



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Indicators		Baseline		Year 1:		Year 2:		Year 3:	
		(9-10)	(10-11)	Goal/Target	Goal/Target	Goal/Target	Goal/Target	Goal/Target	Goal/Target
1	% of all students scoring FBB/BB in ELA					34.9		29.9	
	English Learners					52.5		47.5	
	Special Education					65		60	
	African American					34.4		29.4	
	Latino					34.6		29.6	
	White					—		—	
	Asian					—		—	
2	Economically Disadvantaged					34.9		29.9	
	% of all students scoring FBB/BB in ELA					35.9		40.9	
	English Learners					16.5		21.5	
	Special Education					30.0		35.0	
	African American					38.7		43.7	
	Latino					29.7		34.7	
	White					—		—	
	Asian					—		—	
	Economically Disadvantaged					35.9		40.9	

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3	% of all students scoring FBB/BB in ELA							34.6	29.6
	English Learners							35.6	30.6
	Special Education							51.6	46.6
	African American							37.6	32.6
	Latino							27.8	22.8
	White							—	—
	Asian							—	—
	Economically Disadvantaged							34.6	29.6
4	% of all students scoring FBB/BB in ELA							45.6	50.6
	English Learners							46.7	51.7
	Special Education							37.3	42.3
	African American							40.9	45.9
	Latino							55.0	60.0
	White							—	—
	Asian							—	—
	Economically Disadvantaged							37.3	42.3
4a									
4b									



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7				25	30
8				61	66
13				94.7	96
14				94.0	96
15				12	10
16				30	40

Manhattan Place -- LD8

February 3, 2012

Design Team Name

Cooper

Date

W. L. O. R.

Applicant Team Representative Signature

Local District Superintendent Signature



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Professional Development Calendar

Appendix F

What professional development goals, strategies, and topics will be prioritized in our school plan? Professional development will primarily focus on Language Arts and Mathematics, but will build across the curriculum to include social studies and science.

Time of Year	Topic of Professional Dev	Rational & Purpose	Forum
Summer	<ol style="list-style-type: none"> On-going focus on mission/vision Analyze CST data Target specific standards based on CST data District mandates (child abuse, district policies) Establish SMART goals for each reporting period and year end, in order to monitor growth through the year. School wide behavior District mandated policies 	<ul style="list-style-type: none"> ➤ Establish a positive professional culture and review expectations as outlined in this plan. ➤ 2. Establish outcomes for the school year and set goals for success. 3. Teachers will align curriculum with standards to create appropriate instructional objectives. 	<ul style="list-style-type: none"> ➤ Professional Learning Communities ➤ Leadership Team ➤ Grade Level Chairs ➤ Whole Staff ➤ School wide Behavior Support Committee
Fall	<ol style="list-style-type: none"> Leveled Reading System (Running Records) Creating, planning, and analyzing Common Formative Assessments Revisit SMART goal to determine if growth is occurring to meet year end 	<ul style="list-style-type: none"> ➤ Formative assessments will inform instruction based on the standards ➤ School-wide behavioral & motivational norms and expectations will be reviewed with students and staff. ➤ Continuous analysis of 	<ul style="list-style-type: none"> ➤ Whole Group ➤ Committees ➤ PLCs ➤ Leadership Team ➤ School wide Behavior support



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	<p>goals.</p> <p>4. Data Analysis through looking at Student Work</p> <p>5. Data Analysis of district periodic assessments</p> <p>6. On-going work with school-wide positive behavior.</p> <p>7. Professional readings to support a collaborative culture and effective researched based strategies</p>	<p>student work will provide a common language and common understanding to what grade work / standards can be accomplished.</p> <p>➤ Professional readings will assist the staff in creating a collaborative community through professional learning communities.</p> <p>➤ Professional readings will allow staff to read about researched based strategies for diverse student needs: English Learners; Gifted; Special Needs</p>	Committee
Winter	<p>1. Continued work with analyzing student work.</p> <p>2. Continued work with common formative assessments, to continue building a common language and common expectation of student achievement.</p> <p>3. Data Analysis of district periodic assessments</p> <p>4. Recording and reflecting on SMART goal to determine student success and progression toward year end goals.</p> <p>5. On-going work with</p>	<p>1. A standard protocol will be used to analyze student writing to determine strengths / needs and next steps, and to build a common language and understanding of proficient writing.</p> <p>2. Common Formative Assessments will be shared in vertical articulation to broaden the knowledge; understanding; and language of student expectation(s) and proficiency.</p>	<p>➤ Whole Group</p> <p>➤ Committees</p> <p>➤ PLCs</p> <p>➤ Leadership Team</p> <p>➤ School wise Behavior Support Committee</p>



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	<p>school wide positive behavior</p> <p>6. Ongoing professional readings to support a collaborative culture and effective researched based strategies</p>		
Spring	<p>1. Continued work with analyzing student work.</p> <p>2. Continued work with common formative assessments, to continue building a common language and common expectation of student achievement.</p> <p>3. Data Analysis of district periodic assessments</p> <p>4. Recording and reflecting on SMART goal to determine student success and progression toward year end goals.</p> <p>5. Ongoing work with school wide positive behavior.</p> <p>6. Reflect on year end SMART goal to determine if goal was met. Reflection on what worked / what did not – and begin to plan for next year to see what adjustments will be made to meet the following years SMART goal.</p> <p>7. Ongoing professional</p>	<p>1. Continued planning in PLC for common formative assessments; as well as documenting progress of SMART goals through the year will have ignite discussion around the 4 essential questions of PLCs:</p> <p>a. What do we want students to learn?</p> <p>b. How will we know if they learn it?</p> <p>c. What will we do for those that do not?</p> <p>d. What will we do for those that already know it?</p>	<ul style="list-style-type: none"> ➤ Whole Group ➤ Committees ➤ PLCs ➤ Leadership Team ➤ School wide Behavior support Committee



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	readings to support a collaborative culture and effective researched based strategies		
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Attachment G



Manhattan Avenue Elementary School Public School Choice 3.0

Attachment H

Los Angeles Unified School District

Manhattan Place Elementary Schedule

2012-2013 Bell Schedule

Main Office Hours: 7:30 am – 4:30 pm Breakfast Hours 7:15 a.m. – 7:56 am

Teacher Hours: 7:35 am – 2:30 pm Lunch Hours 11:00 a.m. – 1:10 pm

SRLDP Program Schedule

SRLDP Program (Pre-K)	Schedule (M-Th)
AM Session (Including breakfast)	7:45 – 10:20
PM Session (including lunch)	11:45-2:20

Daily Schedule 8:00 am – 2:19 pm

Banked Time Tuesdays 8:00 am - 1:19 pm

Grade	Lunch Time	Eating Time	Play Time
K	11:00 – 11:40	11:00 – 11:20	11:20 – 11:40
1 st	11:00- 11:40	11:20– 11:40	11:00 – 11:20
2 nd	11:45 – 12:25	11:45 – 12:05	12:05 – 12:25
3 rd	11:45 – 12:25	12:05 – 12:25	11:45 – 12:05
4 th	12:30 – 1:10	12:30 – 12:50	12:50 – 1:10
5 th	12:30 – 1:10	12:50 – 1:10	12:30 – 12:50

Shortened Day Schedule 8:00 am – 1:44pm

Grades	Recess	Lunch	Dismissal
K	9:40 – 10:00	11:00 – 11:40	1:44
1 st	9:40 – 10:00	11:00 – 11:40	1:44
2 nd	10:00 – 10:20	11:45 – 12:25	1:44
3 rd	10:00 – 10:20	11:45 – 12:25	1:44
4 th	10:25 – 10:45	12:30 – 1:10	1:44
5 th	10:25 – 10:45	12:30 – 1:10	1:44

Minimum Day Schedule 7:46am – 12:15pm

Grades	Recess	Dismissal
K	9:40 – 10:00	12:15
1 st	9:40 – 10:00	12:15
2 nd	10:00 – 10:20	12:15
3 rd	10:00 – 10:20	12:15
4 th	10:25 – 10:45	12:15
5 th	10:25 – 10:45	12:15



**Manhattan Avenue Elementary School
Public School Choice 3.0**

**Waiver Identification Form
Manhattan Place Elementary**

Appendix I

School Site: _____

Proposed School/Design Team Name: LD 8 Manhattan Place Elementary School

Proposed Governance Model (mark all that apply):

- X Traditional ☐ Local Initiative School ☐ Expanded School Based Management
☐ Pilot ☐ Network Partner

Waiver Request:

- | | |
|---|--|
| x Methods of improving pedagogy | x Curriculum |
| x Assessments | x Scheduling |
| <input type="checkbox"/> Internal organization (e.g., SLCs) | x Professional development |
| <input type="checkbox"/> Budgeting control | x Mutual consent requirement for employees |
| <input type="checkbox"/> Teacher assignments* | <input type="checkbox"/> Staff appointments (e.g., department chairs)* |
| <input type="checkbox"/> Discipline & codes of conduct | <input type="checkbox"/> Other**: _____ |
| <input type="checkbox"/> Health and safety | |

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator:  Date: February 3, 2012

UTLA Chapter Chair/Rep: _____ Date: February 3, 2012