

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA’s optional pre-implementation activities should be clearly identified as such.

School: Crenshaw High School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	Principal terminated by the District with Interim Principal.	7/11	7/12	LAUSD, iDesign Local Dist. 3 Greater Crenshaw Educational Partnership	Principal will be in place by July 1, 2012
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	<ul style="list-style-type: none"> Administrators and teachers will co-develop teacher evaluation plans that promote the school’s focus on apprenticing students into the habits of mind of autonomous learners as proficient readers and writers, and users of mathematics. the LAUSD Teaching and Learning Framework. Teachers and administrators will link their personal growth goals to Educator Growth and Development Cycle (EGDC) which uses the goal of raising 25% of all students at Basic or below a minimum of one performance band each year a multiple measure performance review system that 	9/12	On-Going	School administrators and SLG administrators Instructional Leadership Team	<ul style="list-style-type: none"> Written personal growth plans Documented classroom observations Stakeholder Feedback Surveys Student Learning Outcome Data Samples of standards-based student work indicating the scaffolding process

	includes observation of teacher practice, stakeholder feedback surveys, contribution to the school community, and contributions to student learning outcomes.				leading to students' standards proficiency.
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a(3) Identify and reward school, school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<ul style="list-style-type: none"> Using the evaluation systems piloted in the Initial Implementation Phase; we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In alignment with the evaluation systems in (a2) we will then design an approach for rewarding these teachers and leaders. Each school will use rewards for individual educators, groups of educators (i.e. grade levels), and/or the entire school. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year and they will be given mid-year indicators of progress. Lead teachers who facilitate effective instruction based on the school's instructional focus and assessment tools, within their SLCs Departments will receive a year's stipend of \$500. Teachers not implementing the school wide instructional focus will be assigned a coach from the faculty or USC work 	9/13	6/15	Administrative staff, lead teachers, and data team	<ul style="list-style-type: none"> Multiple measures including classroom visits, review of classroom videos and evaluation of student work by peers and administrators using agreed upon, research-based assessment protocols. Results from teacher constructed standards-based periodic assessments indicating a trajectory of growth among all bands of students in the teacher's classroom Peer and administrator classroom observations using research-based instruments to advance the school-wide instructional program. Documentation of a

	<p>with the Instructional Specialist to improve their performance with specific corrective actions.</p> <ul style="list-style-type: none"> • When a Final Evaluation Report is marked "Below Standard Performance," the evaluator shall specifically describe in writing the area of below standard performance, together with recommendations for improvement, and the assistance given and to be give. 				<p>minimum of 50 % of teachers in the SLC each Magnet program implementing the school wide instructional focus according to criteria set by teachers and administrators in year one two and 90% in year three.</p>
<p>a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<ul style="list-style-type: none"> • Each teacher and school leader will participate in Individual Growth Planning, tying each educator's the Educator Growth and Development Cycle previous and current evaluations to actionable goals and activities each year. Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans the school's Single Plan for Student Achievement (SPSA) and magnet school plan. At least 20% of teachers each year will participate, starting with math and English teachers in year one where the need is critical and moving to science and social studies teachers in year 2, remaining departments in year 3. • Participating teachers and leaders will have access to a \$500 allowance to support their growth activities. • The school's Instructional Specialist USC's Rossier School of Education will 	9/12	On-going	Principal	<ul style="list-style-type: none"> • Agendas and evaluations of professional development sessions • Units of study and lesson plans derived from common planning periods. • Classroom displays and portfolios of student work • Emerging teacher leaders who are implementing the school's instructional focus will assume increasing responsibility for providing professional development and peer coaching.

	<p>provide an on-site instructional coordinator and will work with the instructional coaches in core content classes, as well as, provide on-request monthly professional development to develop teachers' capacity as cognitive coaches to deliver the gradual release data-based instruction. They will target 9th grade teachers who are struggling to address students' gaps in meeting core content and ELA standards from previous years based on disaggregated CST data and diagnostic testing.</p> <ul style="list-style-type: none"> ● Year 1 only: All departments will meet a minimum of twice a month to build content curriculum that will be integrated with other content curriculum in SLCs' interdisciplinary instructional planning. Participants will receive their hourly pay rate for after-school or Saturday meetings. ● Years 2-3: To facilitate the development of effective Professional Learning Communities (PLCs), the school will need to provide common conference periods for teachers in each department for collaborative planning, data-analysis, problem-solving, and lesson planning. ● 12 teachers representing all core content subjects will participate in the WestEd Reading Apprenticeship week-long summer training to share with their colleagues in instructional planning. Teachers will receive \$300 stipends. 	<p>9/12</p> <p>8/13</p>	<p>6/13</p> <p>6/15</p>		<ul style="list-style-type: none"> ● Department unit plans will be submitted to administrators for review. ● SLCs Departments will submit an instructional map for each 5-6 weeks to indicate the content and language arts standards their SLC Department will implement, using the gradual release model data-based instruction. ● Departments submit agendas and standards-based instructional plans resulting from meeting. ● Master Schedule will reflect the common planning periods
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	<p>Years 2-3: Summer Professional Development (PD) Stipend Up to 15 Certificated staff members who attend school supported, summer professional development for AVID, Project Lead the Way, or College Board, and/or the Buck Institute will receive a \$500 (1-5 days PD) or a \$1000 (More than 5 days PD) a \$200/per training day stipend. Teachers will participate in school instructional planning by sharing strategies learned within their respective departments and magnet programs.</p> <p>Year 3: Carry over funds will be used to provide additional stipends for up to an additional 20 Certificated staff members</p> <ul style="list-style-type: none"> UCLA professor and psychologist, with Bradley Foundation will provide professional development to help teachers address students' psychosocial and emotional needs in the context of the classroom. 80% of teachers in each SLC department have a common planning period to implement the school wide instructional plan. Year 1 only: Provide 4 teacher support persons who have demonstrated effective classroom management and pedagogy to have an additional period of out of the classroom to assist new and struggling teachers with classroom management. 	9/13	6/15		<ul style="list-style-type: none"> Participants in the WestEd Reading Apprenticeship School supported, summer professional development will provide appropriate activities for students' engagement with text. The school will adopt a plan for positive discipline and support to teachers and students.
	<p>Year 3: Carry over funds will be used to provide additional stipends for up to an additional 20 Certificated staff members</p>	8/14	6/15		
	<ul style="list-style-type: none"> UCLA professor and psychologist, with Bradley Foundation will provide professional development to help teachers address students' psychosocial and emotional needs in the context of the classroom. 80% of teachers in each SLC department have a common planning period to implement the school wide instructional plan. Year 1 only: Provide 4 teacher support persons who have demonstrated effective classroom management and pedagogy to have an additional period of out of the classroom to assist new and struggling teachers with classroom management. 	7/12	6/13		<ul style="list-style-type: none"> The school will adopt a plan for positive discipline and support to teachers and students.

	<ul style="list-style-type: none"> • Year 3: A Restorative Justice Coordinator will support teachers in developing effective classroom management plans based on our School wide Positive Behavior Support plan. • Year 1 only: Appoint 4 core content coaches selected from the faculty who have demonstrated exemplary implementation of the school's instructional focus to lead in planning research- and standards-based and in providing classroom support to teachers within their departments and SLCs. • Years 2-3: To ensure the successful implementation of the California Common Core Standards, school wide writing across the curriculum, and to build teacher capacity in the use of effective, evidence-based instructional practices, the school needs two (English and Math) Full-time Instructional Coaches. • Year 3: Carryover funds will be used to provide one Instructional Specialist to assist with the implementation of the school's instructional program by working with Instructional Coaches, Coordinators, and teachers to implement each of the school's improvement initiatives/programs (Teaching and Learning Framework, Linked Learning, Magnet plan, Core Waiver, Single Plan for Student Achievement, Springboard, and the 	8/14	8/15		<ul style="list-style-type: none"> • Teachers receiving support and coaching will demonstrate improved implementation of school's instructional focus in lesson plans, classroom observations and student work. • Coaches and support persons log in their activities each month.
	<ul style="list-style-type: none"> • Year 1 only: Appoint 4 core content coaches selected from the faculty who have demonstrated exemplary implementation of the school's instructional focus to lead in planning research- and standards-based and in providing classroom support to teachers within their departments and SLCs. 	8/12	6/13		
	<ul style="list-style-type: none"> • Years 2-3: To ensure the successful implementation of the California Common Core Standards, school wide writing across the curriculum, and to build teacher capacity in the use of effective, evidence-based instructional practices, the school needs two (English and Math) Full-time Instructional Coaches. 	8/13	6/15		
	<ul style="list-style-type: none"> • Year 3: Carryover funds will be used to provide one Instructional Specialist to assist with the implementation of the school's instructional program by working with Instructional Coaches, Coordinators, and teachers to implement each of the school's improvement initiatives/programs (Teaching and Learning Framework, Linked Learning, Magnet plan, Core Waiver, Single Plan for Student Achievement, Springboard, and the 	8/14	8/15		

	<p>Advanced Placement program) with fidelity. The Instructional Specialists will also facilitate training in Common Core Instruction, Data-based Instruction, and Technology Integration for all staff.</p> <ul style="list-style-type: none"> • Years 2-3: The school will hold a five day school-wide PD Institute prior to the beginning of the school year to allow for reflection, training, planning, and data analysis. • A service contract will be made with the Buck Institute for Education to provide training on project-based learning during SY 2013-2015. • Each year, two teachers will attend the Project Lead the Way Course training. \$3,000 x 2 • Each year certificated staff members will attend the AVID Institute and/or workshops to prepare to teach the AVID elective and learn the avid strategies. • Each year, certificated staff members will attend College Board Advanced Placement Institutes and/or Workshops to prepare to teach Pre-AP or AP courses. • Years 2-3: In order to ensure the successful implementation of school's instructional program, increased Certificated staff (Administrators, Coordinators, Coaches, Teachers) x-time is needed to provide additional collaboration time for reflection, training, planning, and data analysis beyond the regular school day and school year. 	8/13	8/15		
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	<ul style="list-style-type: none"> Carryover funds will be used to provide additional staff collaboration time for new school initiatives (Expanded access to Advanced Placement Courses, Linked Learning, Implementation of new teacher evaluation system, Culturally Responsive Pedagogy, and Common Core readiness) 				
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SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

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Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	<ul style="list-style-type: none"> Establish a pipeline with USC, UCLA and other teacher preparation programs for teachers in the hard-to-staff areas who demonstrate deep content knowledge and effective pedagogy Develop criteria to attract, select, and retain teachers who can support the school's instructional focus. In the event of RIF's, administration and UTLA work collaboratively to consider invoking section of CA State Education Code to skip RIF's of essential, 	7/12	6/16	Principal, administrative staff, lead teachers, department chairs, students, and parents	<ul style="list-style-type: none"> A written agreement with USC for priority interview and teacher candidates hiring status as part of the relationship between USC and Crenshaw High School in the Greater Crenshaw Educational Partnership A document stating key hiring criteria to sustain

	<p>specialty-skilled staff members who are needed to continue reform path.</p> <ul style="list-style-type: none"> • Establish a comprehensive hiring process including interview protocols, demonstration lessons and interview questions to identify candidates with the attributes and skills consistent with school's instructional focus • As a PI school, work with UTLA to seek a priority hiring formula with the District. In meetings and surveys, identify and establish school conditions and relationships that encourage teacher retention. 	7/12	On-going		<p>school's instructional focus</p> <ul style="list-style-type: none"> • Document outlining the interview and hiring process to be used routinely for hiring. • Statistics on overall 3-5 year teacher retention rates and new teacher retention rates. • Results from surveys and meetings.
<p>b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p>	<ul style="list-style-type: none"> • During common planning time teachers will design units of study that scaffold students through dimensions of Bloom's Taxonomy in a gradual release process. Instruction will blend explicit direct instruction (EDI), hands-on and electronic-based activities with reading and writing apprenticeship to enable students to become metacognitive, autonomous learners particularly in math and science as a part of STEMMS Academy. The instructional program will provide a college preparatory A-G curriculum with AVID, Pre-AP and AP coursework to support college readiness. Additionally, students will be provided with 21st century skills and career preparation through project-based learning, work-based learning opportunities, and CTE instruction. • Year 1 only: A data team representing each content department and each SLC 	7/12	On-going	School principal and lead teachers administrators and department chairs	<ul style="list-style-type: none"> • Standards-based units of study developed by teachers designed to scaffold students into standards proficiency • Student work demonstrating their response to instruction. • Documents created to demonstrate data analysis and identification of instructional foci for the school year to be presented to faculty in September and referred to throughout school year. • Standards-based units
		8/12	On-going		

	<p>will spend a week of planning with administrators in August each year to identify content and language arts standards to inform the school wide instructional focus based on latest CST scores, diagnostic testing, and formative assessments and to plan school organization and policies based on other data, i.e., attendance, suspensions, school demographics.</p> <ul style="list-style-type: none"> • Years 2-3: The school will need a half-time Data Coordinator to support and build teacher capacity in the use of school wide and district data resources to successfully implement its' Response to Intervention and Instruction (RTI²) system. The Data Coordinator will manage the collection and dissemination of student outcome data, provide professional development on the use of web-based data analysis systems, and ensure the consistent use of data to inform classroom instruction and intervention. • Individual teachers' analysis of students' prior year CST performance, in combination with the SLC advisory program structure that assigns students to the same teacher for up to three years, facilitates a vertical alignment of instructional goals. • SLC Magnet interdisciplinary teams will integrate prior year ELA and math standards with current grade level CTE standards in all content to close gaps 	8/13	On-going		<p>of study and documented classroom observations.</p> <ul style="list-style-type: none"> • Standards-based units of study with culminating tasks and accompanying student work.
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	students demonstrate support college and career readiness.				
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<ul style="list-style-type: none"> In addition to differentiated instruction through scaffolding and collapsible grouping within the classroom, the school will implement increased learning time through a differentiated tutorial period during the school day for FBB and BB and Basic students in mathematics and/or ELA, using hands-on, electronic, and game-oriented activities to close gaps in students' mastery of prior grade-level standards. academic support through tutoring, credit recovery, and/or behavior intervention during the school day for students who are in danger of failing core academic courses, performing BB/FBB on the CST, and/or students who are not on track graduate due to credit deficiency 	9/12	6/15		<ul style="list-style-type: none"> Teacher-constructed and District-constructed formative assessments and CST scores. Student transcripts showing enrollment in community college, in-school and after-school enrichment classes. Attendance rosters and student work. Rosters of students attending Saturday School and tracking student grades, performance on formative assessments, and CST scores.
	<ul style="list-style-type: none"> Saturday Intervention and Enrichment School will provide a Saturday core academic intervention program for students in danger of failing the CAHSEE or repeating a course. 	7/12	8/15		
	<p>Year 3: Carry over funds will be used to provide Saturday enrichment for Advanced Placement course preparation, SAT/ACT Prep, and Visual/Performing Arts experiences.</p>	9/14	9/15		
	<ul style="list-style-type: none"> Enrichment for Proficient and Advanced 	10/12	On-going		

	<p>students, i.e., CTE (ROP) related classes, performing arts, community college classes, adult school classes, and internships during school and after school. Enrichment program will need innovative instructional materials and equipment and school bus transportation.</p> <p>Years 1 only: FBB students in grades 9 and 10 participate in a 2- week summer bridge program to address standards deficiencies in ELA and mathematics.</p> <p>Years 2: Summer Program</p> <p>School will provide a four week summer enrichment and intervention program for 300 incoming 9th grade and current students. The program will provide core academic intervention, credit recovery, and enrichment. Y2: Teachers (12 teachers x 60 hours x \$60/hr = \$50,400); Counselor (1 Counselor x 60 hours x \$60/hr = \$3,600); Administrator (1 Administrator x 80 hours x \$60 hour = \$4,800)</p> <p>Year 3: School will provide a Five-week enrichment and intervention program. Teachers (Up to 12 teachers 940 hours x \$60/hr = \$43,200 \$57,300); APEX/Technology Coordinator (1 Coordinator 150 hours x \$60 hour = \$3,600 \$9,000); Dean (1 Dean 150 hours x \$60 hour = \$3,600 \$9,000)</p>				
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	<p>Counselor (1 Counselor 150 hours x \$60 hour = \$3,600 \$9,000); Administrator (1 Administrator 80 200 hours x \$60 hour = \$4,800 \$12,000) = \$58,800 \$96,300</p> <p>Years 2-3: Intervention Teacher Response to Intervention Coordinator (RTI²) (1 FTE) The school needs one intervention teachers RTI² Coordinator to organize, monitor and provide academic support through tutoring, credit recovery, and/or behavior intervention during and beyond the regular school day. This will support for students who are in danger of failing core academic courses, performing BB/FBB on the CST local performance measures, and/or students who are not on track graduate due to credit deficiency. This coordinator will also oversee progress monitoring for all school wide interventions and report findings to school staff for continuous improvement.</p> <ul style="list-style-type: none"> • School attendance and student behavior data reflect a need to address non-academic barriers to academic achievement. The school will provide the following: • Year 2: Psychiatric Social Worker (.1FTE) School needs to purchase a half-day PSW time to provide specialized services to identified students to remove emotional, behavioral, and family crisis 				
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	<p>barriers to learning.</p> <p>Year 3: (.5 FTE) Carryover funds will be used to purchase a half-time PSW</p> <p>Year 2: School Nurse (.6 FTE) School needs to provide an additional three days of supplementary health service to students with limited access to private health care.</p> <p>Year 3: Carryover funds will be used to provide four additional days of supplementary health services.</p> <p>Year 3: School Librarian (.5 FTE) School needs additional time for School Librarian to implement school wide literacy programs, such as Accelerated Reader. Carryover funds will be used to provide a half-time librarian.</p>				
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School: Crenshaw High School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
c(1) Establish schedules and implement strategies that provide increased learning time.	<ul style="list-style-type: none"> Core: Provide a 41-minute differentiated and strategic tutorial period in math and ELA, based on students' CST performance band and periodic assessments indicating gaps in standards proficiency. The 41 minute tutorial period will come from adding 20 minutes to the school day and restructuring/restructure the three blocked classes each day from 100 minutes each to 93 minutes each. 	9/12	On-going	Principal, Local District 3, LAUSD	<ul style="list-style-type: none"> • Master Schedule • Student rosters and summative assessments at end of 2-week program • Attendance rosters, student grades and formative assessments, reduction in suspension rates. • Bell schedule submitted to the District • Class rosters and attendance records • Class rosters and attendance records. • Sign-in sheets, agendas, and planning products. • Sign-in sheets and agendas for parent meetings • Log of parents' work hours
	<ul style="list-style-type: none"> Add 5 minutes to every period to extend the block schedule to an average of 105 minutes to each block. The purpose is to allow time to include direct teaching, facilitated learning, and independent learning. With the increased minutes teachers will set aside time during class to connect class work to the independent work students are expected to do at home. This model of gradual release will ensure that students will have greater success in working independently to complete homework and be prepared for the next day of instruction. 	7/13	8/15		
		10/12	On-going		
	<ul style="list-style-type: none"> Year 1: Intensive 2 week summer program to close gaps for FBB students in grades 9 -11, based on analysis of their CST performance on specific standards and other assessment 	9/13	6/15		

	<p>instruments.</p> <ul style="list-style-type: none"> • Saturday School: 3 hours per week available to all students for assistance in class work in ELA and math to reduce the fail rate and scaffold students into standards proficiency. • Amount Increased: 20 minutes per day in regular school year and 40 60 hours total in summer. 				
	<ul style="list-style-type: none"> • Enrichment: CTE, community college classes, internships with school partners and community based organizations focused on work problem-based learning. Also provide opportunities for students to explore students' interests in the arts (choir, jazz band, drama, etc.) and technology, i.e. GameDesk and robotics. • Amount Increased: after school, 1 hour 3 times per week – not currently in effect. • Restorative Justice Coordinator to develop and monitor alternatives to suspension for students who are at risk of failing, due to behavior concerns. 	9/12	6/15		
	<ul style="list-style-type: none"> • Teacher Collaboration: Need to increase time for departments, counselors and other support staff to collaborate, plan, and engage in mapping instruction across grade levels standards-based content curriculum in addition to interdisciplinary instructional planning within SLCs and to address students psychosocial and cognitive needs. 				

	<ul style="list-style-type: none"> • Year 1 only: Teachers will have an addition 120 minutes (1 hour twice a month) in teacher collaboration time to collaborate, plan curriculum and engage in data analysis to improve instruction. Teachers will map standards-based curriculum within and across disciplines and grades. • Years 2-3: To facilitate the development of effective Professional Learning Communities (PLCs), the school will need to provide common conference periods for teachers in each department for collaborative planning, data-analysis, problem-solving, and lesson planning. • Substitutes will be provided to allow teachers release time to observe effective teaching practice and use reflective protocols analyze observations. • Amount Increased: From the existing (8) 90-minute and (4) 158 minute professional development sessions, add 120 minutes. 	9/12	On-going		
		8/13	On-going		
d(1) Provide ongoing mechanisms for family and community engagement.	<ul style="list-style-type: none"> • Dr. Lewis King, Bradley Foundation will provide training for parents in the skills of intentional civility with the school in the interest of their students and as surrogates for students without family support • Assign 1 parent resource liaisons per 2 SLCs (total of 2 in addition the 2 existing 	11/12	6/14		Decrease in students referred to the dean's office for discipline issues
		8/13	6/15		Increase in student attendance at school
					Increase in family and

	<p>Magnet (total of 3) parent liaisons to make parent contact regarding attendance family engagement and to facilitate parent meetings participation within the SLCs Magnet program.</p> <ul style="list-style-type: none"> • Provide two community representatives to serve as neighborhood resource advisers, assist in building positive school-community relations, and develop community partnerships to provide extended learning opportunities for students 	8/13	6/15		<p>community participation rate in school events</p> <p>New partnerships developed with community organizations</p>
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School: Crenshaw High School		Tier: I or II (circle one)			
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
<p>e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Year 1 only: To implement a master schedule that supports the school wide instructional focus with tutorials and enrichment that meet the needs of all students, the school will need to purchase 2 math and 2 ELA instructional experts to teach tutorial periods and/or coach teachers.</p>	9/12	On-going		<ul style="list-style-type: none"> • Master schedule showing the teachers/coordinators assigned to the tutorial periods, samples of student work, and results on formative and summative (CST) assessments. • Budget documents submitted to and approved by the District. • Teacher planning documents and classroom observations that document implementation of plans. • Documents (perhaps side letters) created from agreements. <p>Master calendar showing the additional professional development days</p> <p>Meeting agendas, sign-</p>
	<ul style="list-style-type: none"> • The school needs flexibility to purchase additional teachers to accommodate students in Passport Enrichment classes while 80% of teachers in each SLC department share a common planning period. 	9/12	6/15		
	<ul style="list-style-type: none"> • School will exercise flexibility to work collaboratively with UTLA and the District to allow the school to select teachers for summer school who have demonstrated ability to advance student progress, according to the standards, not just passing grades. 	9/12	On-going		
	<ul style="list-style-type: none"> • School will need flexibility in school calendar to establish weekly professional development days to provide additional staff collaboration time and training. 	8/14	On-going		

					in sheets, presentations, and minutes.
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<ul style="list-style-type: none"> • The LAUSD SIG Turnaround Support Center (TSC) that will oversee the implementation of the plans. The TSC will provide resources and technical support throughout the grant, along with overseeing the ongoing evaluation and monitoring of the grant. • Provide expert guidance and professional development to support curriculum and instruction • Evaluate school performance against established SIG achievement goals • Benchmark dates will be set and data will be collected and reviewed • Gather, analyze and report data that will offer actionable recommendations for necessary changes • Monitor SIG budget implementation for each school 	7/12	6/15		Reports to the District and feedback for improvement and corrective actions.