

SIG Form 10.1—Turnaround 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 **Turnaround 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: Manual Arts High School		Tier <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
a. Replace the principal and grant the new principal sufficient operational flexibility.	The principal was replaced on July 1 st 2011. The School seeks a thin-contract, similar to thin-contracts that guide the LAUSD Pilot Schools that offers Manual Arts autonomies in the areas of Governance, Schedule, Curriculum & Assessments, and Staffing. LA's Promise seeks these autonomies to gain the latitude necessary to implement meaningful turn-around efforts that will result in significant academic outcomes. Year 1: Completed.	7/11	On-going	LA's Promise & LAUSD HR	<ul style="list-style-type: none"> Payroll report and HR reports
b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment, screen all existing staff and rehire no more than 50 percent, and select new staff.	The school will utilize Haberman or similar instrument to interview all existing staff and new staff with the task of not rehiring more than 50% of staff who were present prior to the 2012-13 school year. Year 1 & 2 Completed Year 3: Will Continue	6/12	8/12	LA's Promise, LAUSD HR, LD7	<ul style="list-style-type: none"> Interview data and artifacts
c. Implement strategies that are designed to recruit, place,	Assist in this effort, LAUSD maintains an aggressive and far-reaching recruitment	8/12	On-going	LA's Promise, School	<ul style="list-style-type: none"> Climate survey items indicates

<p>and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<p>plan. Human Resources only interviews and selects those candidates who are in compliance with NCLB.</p> <p>Intervention Support Coordinator ISC will assist in the use of student centered data, plan and deliver professional development, instructional support for CCSS, conduct demonstration lessons, help teachers with differentiated instruction.</p> <p>Pilot and professional development (in Year 1) and fully implement by the end of the grant multiple measure evaluation process for teachers and principals in alignment with the District's educator effectiveness initiative.</p> <p>Include multiple observations of practice by trained & certified observers, measures of how educators contribute to student growth, stakeholder feedback in the form of surveys and measures of how educators contribute to their broader school communities</p> <p>All staff will be required to sign a compact to agree to key common practices at MAHS.</p> <ul style="list-style-type: none"> • SLC leads will assist the AP's with implementing strategies from the book "How full is your bucket" or the "Fish Philosophy" to build and support staff morale with SLC leads taking the lead to provide PD. <p>Year 1 & 2 Completed Year 3: Will Continue</p>			Principal & LAUSD HR	<p>collegial environment among staff</p> <ul style="list-style-type: none"> • Pictures • Flyers • Posters • Survey's related to strategies employed • Observation Reports • Multiple measure evaluation system
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Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
<p>d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>We will utilize a professional development cycle that is driven by and responsive to student needs as demonstrated on formative assessments. Teachers will participate in daily, weekly, monthly and quarterly meetings to review data, develop plans based on formative data, and to review the results of those plans.</p> <p>Hire three core B basis instructional specialists (I.S.) trained by UCLA Center X or higher institutions, one for each of the core departments to support the implementation of our professional development cycle. These instructional specialists will also oversee the California Subject Matter Projects that will provide professional development focused on literacy across the curriculum to all content areas.</p> <p>Working with Diplomas Now facilitators, the I.S. will be responsible for leading the development of a school-wide data analysis and problem-solving protocol.</p> <p>Diplomas Now is aligned with the job-embedded peer coaching model and will provide additional professional development for teachers and peer coaches in literacy, numeracy and the early warning indicator system (EWI). The EWI system is a research based, data driven approach to identifying students in need of</p>	7/12	On-going	<p>School Staff, LA's Promise, Superintendent's Office, & School Community, DN</p>	<ul style="list-style-type: none"> # of hours of professional development (whole school, dept. or individual teacher) PD evaluations and reflection activities indicate teacher growth Climate survey that indicates positive collegial learning environment among staff Increased course performance Improved test scores # of hours of job embedded professional development (by dept./individual

<p>d. Continued</p>	<p>interventions for attendance, behavior or course performance on a bi-weekly basis via an interdisciplinary teaching team that share a common set of students and a common planning period. Diplomas Now will provide job embedded professional development for teachers, teacher leaders, team leaders and administrators throughout the school year. Teaming, climate and attendance initiatives are three of a number of area, which Diplomas Now professional development will support. This model is also a unique partnership that unites 3 organizations- John Hopkins Talent Development Secondary, City Year, & Communities in Schools (CIS). Our year-long PD cycle will begin and end with on-campus retreats before, during and after the school year. Y2-3 will have additional days.</p> <p>Pre-School Year Retreat (5 days)</p> <ul style="list-style-type: none"> - Day 1: Student Profiles and Unit Planning - Instructional specialists will lead student profile development sessions so that teachers can get to know their students prior to the first day of school. - Day 2: School-wide Procedures - Administrators will review professional expectations and school-wide behavioral programs with staff - Day 3: Content-Focused PD - Departments-specific professional development, which will be led by the instructional specialists and DN instructional facilitators. 				<p>teacher)</p> <ul style="list-style-type: none"> • Coaching Surveys administered to teachers in targeted content areas • Improved CELDT scores and reclassification rate • Agenda and artifacts from PD Meetings • Multiple measure evaluation system
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d. Continued	<ul style="list-style-type: none"> - Day 4: Data Director Illuminate and Protocols - All teachers will be trained to use Data Director Illuminate - Day 5: Unit Planning and Classroom Environment – Teachers will work in departments on unit and then interdisciplinary planning - End of School Retreat (2 days) - Day 1: Self, Team and Whole School Reflection - Day 2: Data Review and Unit Revision – teachers and staff will analyze classroom, team, and school-wide formative data to illuminate trends. - Each teacher and school leader will participate in Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. Participating teachers and leaders will have access to a \$500 allowance to support their growth activities. <p>Year 1 & 2 Completed Year 3: Will Continue</p>				
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SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School

School: Manual Arts High School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
e. Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, or hiring a “turnaround leader” who reports directly to the LEA.	The LAUSD SIG Turnaround Support Center (TSC) along w/ LA’s Promise 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 Year 1 & 2 completed Year 3: Will Continue	7/12	On-going	Principal, LA’s Promise	<ul style="list-style-type: none"> Implementation plan Calendar of events Monthly meeting w/ Principal re Monitoring evidence Quarterly reports of strategies used that were listed in the SIG
f. 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.	MAHS teachers will utilize several common components to structure the instructional program. - All teachers will be trained on Data Director Illuminate , which will enable them to create and analyze bi-weekly, monthly, and quarterly standards-based common formative assessments.	8/12	On-going	LA’s Promise, Principal, & Instructional Specialists, Diplomas Now	<ul style="list-style-type: none"> Data Meeting attendance/minutes Student Data Sheets Master Schedule aligned to A-G Peer

	<p>Teachers will also use this system to create classroom dashboards</p> <ul style="list-style-type: none"> - International Schools will provide PD to staff in meeting and accelerating achievement of ELL students. - I.S. will work with each department to ensure each class is aligned to A—G requirements. Each class will include 3 learning goals, which will be articulated in student-friendly language. In order to ensure vertical alignment, we will give teachers the opportunity to conduct peer observations of teachers in the grade level above and below their own. - Diplomas Now staff will work with school leadership to identify placement criteria using multiple indicators to allow students who are performing below grade level the opportunity to take skill building elective classes in ELA and Math that are aligned to CA standards and core courses. These courses will allow students to take a double dose of ELA and Math as needed to strengthen their skills so they can pass their core classes on the first attempt. <p>Year 1 & 2 Completed Year 3: Will Continue</p>				<p>Observation data</p> <ul style="list-style-type: none"> • Agendas, artifacts from International Schools' PDs
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Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
g. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>Teachers will utilize a standards-aligned test bank (i.e. Core K12) as well as self-created, standards aligned items to create common bi-weekly, monthly, and quarterly formative assessments. These assessments will be common across departments and grade levels. We will make Data Director Illuminate available to allow teacher access and display data in a timely manner.</p> <p>At the beginning of the year, interdisciplinary teams (ITD) with counselors and administrators will set up before or after-school meetings with the families of at-risk students on their roster. During these meetings, teachers, counselors and administrators will work with families and students to create positive behavior supports, set up home-school communication schedules, and counselors will create individualized graduation plans with each student. Counselors will collect reports from each ITD and monitor the implementation of the individualized graduation plan. ITD will monitor home school communications schedules.</p> <p>Diplomas Now will support these efforts by providing technical support to develop and implement an Early Warning Indicator System that tracks attendance, behavior &</p>	8/12	On-going	LAP Support Staff, School Administration, Instructional Specialists, Department Chairs, Diplomas Now	<ul style="list-style-type: none"> Meeting attendance/minutes Climate survey items indicates collegial environment among staff # of students moving from off-track to on-track Increased Attendance Decreased Suspensions Increased course passing Improved test scores Improved reclassification rate Increase student achievement on CELDT Increase pass rate in ESL classes

	<p>course performance data to identify students in need of intervention then develop and provide a wide array of academic and non-academic supports for students. Diplomas Now will also add to the current interventions offered at MAHS. A CIS site coordinator will help to leverage a variety of community resources based on student needs identified in the EWI meetings. The City Year Corps members will provide push in and pull out tutoring to 9th grade students as identified by the EWI system. All interventions will be tracked and updated on a bi-weekly basis.</p> <p>Hire a psychiatric social worker (PSW) who would work with students and their families to address social conditions connected to poverty. Such support includes mental health counseling and social work services.</p> <p>Hire a college counselor that would help enhance and accelerate the development of a “college going culture.” In addition, a college counselor would meet with students and parents frequently at all grade levels (i.e., 9-12) to educate and bring awareness to students and their families regarding the college acceptance process.</p> <p>Hire a counselor to ensure our students who are currently behind in credits are supported and advancing towards graduation. This individual will strategically monitor and provide guidance to a finite number of students to increase their connectedness to school.</p>				
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	<p>Over the past two years, our attendance rates have remained stagnant at 42% among students with 96% or higher attendance. A PSA counselor would help our school increase our attendance rate to meet or exceed our school's target, which is 75% of our students with 96% or higher attendance.</p> <p>Linked Learning- LASSC Linked Learning personnel including a Linked Learning coach will work with Manual Arts administration and core groups of teachers, and NAF personnel to create a plan for Linked Learning. The plan will develop theme-based pathway programs at Manual Arts High School and a plan Linked Learning pathway implementation.</p> <p>Edgenuity-An online credit recovery program for one hundred and sixty (160) students in grades 10, 11, and 12 who will be targeted for credit recovery that will occur during and beyond the school day.</p> <p>EdBoost- The SAT Program, Ed Boost, will focus on SAT building blocks: strategies and practice for each type of question, vocabulary for all sections, and content focused on the easy-and medium-difficulty questions and the test. The course will also work in-depth on students' SAT essays and topics so that they have examples pre-developed for a range of possible essay topics.</p>				
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	<p>Chromebook Carts- Due to a heavy emphasis on writing, research, and computer-based skills to support implementation of the Common Core State Standards (CCST), the council deems it necessary for all students and teachers to have access to classroom computers to support 21st Century teaching and learning.</p> <p>Year 1 & 2 Completed Year 3: Will Continue</p>				
h. Establish schedules and implement strategies that provide increased learning time.	<p>The school will utilize a 4X4 8X2 block for core classes, which will support A-G requirements and double block of Math and ELA for some students. The 4X4 8X2 will be 90 minutes long. In addition to the 4X4 8X2 schedule the school will have a fifth period at the end of the day to provide students with additional intervention/enrichment class. Fifth period will be 45 minutes long as a result of the additional 30 minutes per day due to SIG grant. Amount Increased: 30 minutes per day, 5 days a week. Year 1 & 2 Completed Year 3: Will Continue</p>	8/12	On-going	LAP Support Staff, School Admin, Instructional Specialists, Department Chairs, Diplomas Now	<ul style="list-style-type: none"> • Master Schedule Audit • A-G Audit • Schedule Audit • Course of study • Bell Schedule
	<p>Enrichment opportunities will be provided by LA's Promise Wraparound services through the 7 to 7 program available to all students. As part of the 7 to 7 program, Street Poets provide poetry writing and spoken word classes after school. CIS will also leverage wrap around services. A team of full-time City Year AmeriCorps members</p>	8/12	On-going	LAP Support Staff, School Administration, Instructional Specialists, Department Chairs, Diplomas Now	<ul style="list-style-type: none"> • Master Schedule Audit • A-G Audit • Schedule Audit • Course of study • Bell Schedule

	<p>will serve at the school to provide positive school climate, academic and socio-emotional supports before, during and after school through tutoring & events that focus on attendance behavior & academic performance. Communities In Schools will provide an MSW site coordinator to provide professional case managed supports.</p> <p>Summer Bridge Program – All incoming 9th grade students will participate in a one-week summer learning experience designed to prepare them for successful transition from the 8th grade into their first year of high school. This experience will offer awareness, orientation, experiences and instruction. Amount Increased: 30 minutes daily before and 190 minutes after school. 1,200 minutes during the summer.</p> <p>CASHSEE Boot Camp All 10th grade students who are below basic in ELA/Math and 11th and 12th grade students who have not passed CAHSEE will be expected to participate in a Saturday intervention program in preparation for the CAHSEE.</p> <p>Summer School Provide a robust summer program that allows for enrichment courses and credit recovery including the use of APEX and E2020 for students. Year 1 & 2 Completed Year 3: Will Continue</p>	<p>7/12 7/13 7/14</p>	<p>7/12 7/13 7/14</p>		
		1/13	6/14	School Administration /Instructional Specialist	Class Rosters/Student Attendance Records
		6/13	7/14		
	Teacher Collaboration: The master schedule will be adjusted to allow all teachers to collaborate 3 times a week	8/12	On-going	LAP Support Staff, School Administration	<ul style="list-style-type: none"> • Master Schedule Audit • A-G Audit

	<p>during common prep period within Professional Learning Communities. These collaboration sessions will be Structured Teacher Planning Time (STPT) with protocols to review student data and adjust instructional needs.</p> <p>In addition, during part of the retreat days teachers will review SMART goals & data using the same STPT protocols.</p> <p>Amount Increased: 90 minutes/ 3 times a week, 180 minutes</p> <p>Year 2 & 3 Completed</p> <p>Year 3: Will Continue</p>			, Instructional Specialists, Department Chairs, Diplomas Now	<ul style="list-style-type: none"> • Schedule Audit • Course of study • Bell Schedule
I. Provide appropriate social-emotional and community-oriented services and supports for students.	<p>MAHS will utilize five key pathways to increase parent and community engagement, which is funded by LA's Promise. Year-long "7 to 7" workshops parents will work with staff to develop a year-long calendar of workshops which will help parents develop the skills to support their students and themselves.</p> <p>Parent Nights – a parent committee will work after-school with staff to develop three parent nights which meet the needs of parents & their children.</p> <p>School Governance Leadership – though parents have long been involved with SSC, CEAC & ELAC, they have expressed a desire to learn how to maximize the leadership roles they hold.</p> <p>MAHS Volunteer Program – Parent volunteers would be trained to assist teachers in the classroom as well as other parents who need assistance supporting their student.</p> <p>Parent Services Team – This Team will</p>	8/12	On-going	LAP Support Staff, School Administration, Leadership Team, Title I Coordinator, EL Coordinator, Parent Resource Liaison, Diplomas Now	<ul style="list-style-type: none"> • Schedule of workshops offered • Attendance data from workshop participation • Volunteer sign in sheets

	<p>monitor the implementation of parent activities. Via Diplomas Now – MAHS is a member of Johns Hopkins’ National Network of Partnership schools parental and community involvement program. It provides supporting technical assistance to increase parent and community involvement. Communities in Schools will also leverage additional community & family resources in coordination with existing partners.</p> <p>Year 1 & 2 Completed Year 3: Will Continue</p>				
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