

### SIG Form 10.3—Restart 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 **Restart 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: Washington Preparatory High School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start   End		Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).	N/A				
Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.	<p>The decision by LAUSD to allow Los Angeles Education Partnership (LAEP), a nonprofit EMO, to support the school's instructional program was made through a rigorous process of recruiting, screening and selecting Network Partners:</p> <ul style="list-style-type: none"> <li>• Demonstrated track record of student achievement and capacity to design and manage a high-quality schools.</li> <li>• Business qualifications: years as a nonprofit EMO; track record and experience with public school turnaround and transformation; depth and extent</li> </ul>	8/12	6/15	LAUSD, Office of Superintendent	<ul style="list-style-type: none"> <li>• Performance data from LAUSD schools where LAEP has partnered in school transformation</li> <li>• MOUs with schools and community partners</li> <li>• Staff bios and résumés</li> <li>• LAEP financial statements</li> <li>• LAEP articles of incorporation, bylaws, IRS determination letter</li> </ul>

	<p>of local presence; relationships with community groups.</p> <ul style="list-style-type: none"> <li>• Personnel qualifications: background and professional qualifications of LAEP staff.</li> <li>• Financial viability of organization.</li> <li>• Experience implementing instructional strategies; performance on prior school transformation efforts.</li> </ul> <p>LAEP passed this review and became a Network Partners.</p> <p>Year 1: Completed Year 2: Completed Year 3: Will Continue</p>				
Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.	<p>The new Washington Prep will serve grades 6-12, expanding from the school's current grades 9-12. All currently enrolled grade 9-11 students and all entering grade 6-9 students in the attendance boundary of Washington Prep will be offered a place at the new Washington Prep. If a family chooses not to send their child to the new school, they can ask LAUSD to create an "opt-out plan" for a place at another LAUSD school.</p> <p>Year 1: Washington Prep remained a 9-12 campus, no 6-8</p>	8/12	6/15	LAUSD, school admin, <b>LAEP project coordinator, and Transformation Facilitator (TF)</b>	<ul style="list-style-type: none"> <li>• School enrollment records</li> <li>• Parent requests for opt-out plans and evidence of opt-out plans</li> </ul>

	<p>will be added in the 3 years</p> <p>Year 2: Completed as 9-12 campus</p> <p>Year 3: Will Continue, Adding a CPA Law Academy for 60 10<sup>th</sup> grade students.</p>				
Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.	<p>The MOU between LAUSD and LAEP holds LAEP accountable to the LAUSD Board of Education to meet the defined five goal areas of the LAUSD Performance Meter. Annually, LAEP will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, LAEP and LAUSD will work together to alter strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with LAEP. However, the superintendent can take action at any time if the academic situation requires more urgent attention.</p> <p>Year 1: Completed</p> <p>Year 2: Completed</p> <p>Year 3: Will Continue</p>	7/12	6/15	LAUSD, LAEP president & CEO	MOU between LAUSD and LAEP

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Optional Components	Actions & Activities	Timeline Start   End		Oversight	Description of Evidence
<b>a(2)</b> 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.	<p>Pilot (in Year 1) and fully implement (in Years 2 and 3) a <b>multiple evaluation process</b> for teachers and principals in alignment with the District's educator effectiveness initiative. Include multiple observations of practice by trained and 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>The multiple measure evaluation system will assess the extent of the implementation of key instructional best practice including the use of SDAIE and the four CRRE Access strategies as they appear in the model lessons in ELA and mathematics including Algebra 1.          Year 1: Completed          Year 2: Completed          Year 3: Will Continue</p>	8/12	6/15	School Staff  LD-8 ESC - ISIC  Superintendent  School Community  LAEP	Stull performance indicator Teaching and learning framework Academic Growth Over Time <b>(AGT)</b> for key academic content areas

<p><b>a(3)</b> 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.</p>	<p>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. We will then design an approach for <b>rewarding these teachers and leaders</b>. 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.</p> <p>Year 1: Completed Year 2: Completed Year 3: Will Continue</p>	8/13	6/15	<p>Superintendent</p> <p><del>LD-8</del> ESC - ISIC</p> <p>School Staff</p> <p>School Community</p> <p>LAEP</p>	<p>Stull performance indicator</p> <p>Teaching and learning framework</p> <p>Academic Growth Over Time (AGT) for key academic content areas</p>
<p><b>a(4)</b> Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>Each teacher and school leader will develop an <b>Individual Growth Plan</b>, tying each educator's previous and current evaluations to actionable goals and activities each year. Some subject-specific, grade-specific, and school-wide professional</p>	8/12	6/15	<p><del>LD-8</del> ESC – ISIC</p> <p>School Staff</p> <p>Superintendent</p> <p>School</p>	<p>Agenda</p> <p>Sign-in logs</p> <p>Stull performance indicator</p> <p>Teaching and learning framework</p> <p>Classroom observation logs</p>

	<p>development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Participating teachers and leaders will have access to a <b>\$500 allowance to support their growth activities.</b></p> <p>Year 1: Completed Year 2: Completed Year 3: Will Continue, in year three the activity will not be the IGP. Instead each teacher will develop Action/Unit plans with common assessments per grade level and department, tying each educator's previous and current evaluations to actionable goals and activities each year.</p> <p><b>Fall 2015 retreat</b> for common planning, content specific assesment criteria, curriculum mapping, and peer relationship building.</p> <p><b>Conference Attendance</b> for teachers to attend training in Mathematics with the California Mathematics Council, and College Board to support the Teacher Quality and Improvement for teachers to</p>			<p>Community LAEP</p> <p>NCTM/College Board</p>	<p>Conference Attendance Forms and logs LAUSD <i>LearningZone</i> course log ins and final products.</p>
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	completed their Individualized Growth Plans to receive content specific professional development.				
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Optional Components	Actions & Activities	Timeline Start End	Oversight	Description of Evidence	
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	As part of the Restart Model, the school and the EMO will continuously use data to improve student achievement including attendance, graduation rates and college/career readiness upon leaving high school. <b>The Intervention Team</b> (LAEP, Instructional Specialist, Intervention Coordinator (until 09/30/15), Coaches, School Coordinators, PSA counselor, Intervention Teachers, TA's. and parents) will work to reduce the number of students needing Response to Intervention and Instruction Tier II and III support (academic, attendance, and behavior).	8/12 6/15	Administration  Department Chairs  Teacher Leaders  LAEP	Performance Meter of student achievement: Graduation rate Proficiency for all in CST testable courses and CAHSEE Attendance Parent and Community Engagement School Safety College acceptance letters Periodic Assessments	
	Included will be common planning in conjunction with professional development and feedback from observation of instruction to allow for adjustment to instruction through time.	8/12 6/15	Administration  Department Chairs  Teacher Leaders	Agendas Sign-in rosters Meeting documentation	
	Intervention Programs to be purchased: <b>College Summit</b> will assist students on developing college planning goals, financial aid and scholarship research,	8/12 6/15 9/15	LAEP		





	<p>programs planned for (READ 180, Revolution Prep, College Summit, and <del>Desire 2 Learn</del>). The coordinator and <b>TF</b> will also be responsible for recommending interventions and developing targeted instruction. <del>WPHS will become a span school in the 2012-2013 school year housing grades 6-12,</del> <b>two Intervention Teachers, will teach intervention classes and be</b> a part of the Intervention Team that will facilitate the articulation of middle school students transitioning to high school, while providing differentiated instruction prescribed by data analysis for struggling students.</p> <p><b>Literacy Coach</b> A <b>Literacy Coach</b> will provide ongoing support to the English and Social Studies departments with coaching for new and developing teachers, curriculum design and review, data analysis, creation of assessments to measure promotability for credit deficient students, development of cohort groups for targeted students for enrichment and advanced placement courses, and teach intervention courses.</p> <p><b>Four Instructional Assistants (TA)</b> will provide intervention support</p>				<p>Student logs Computer lab schedule Student intervention folders Student portfolios CAHSEE passing rates</p> <p>Syllabus</p> <p>Classroom Observation logs Lesson Study Agendas Assessments Placement of Students in enrichment courses</p> <p>Classroom Observation logs</p>
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	<p>focusing on small group instruction, progress monitoring, and standards-based proficiency in English Language Arts and mathematics.</p> <p><b>Pupil Service and Attendance Counselor (PSA)</b> will assist in reducing absenteeism, truancy and transiency rates while promoting dropout prevention and student recovery.</p> <p>Year 1: Completed Year 2: Completed Year 3: Will Continue</p>		9/15		<p>Phone logs Home visit logs Counseling logs SARB/SART logs</p>
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<b>c(1)</b> Establish schedules and implement strategies that provide increased learning time.	<p><b>Increased learning time (ILT)</b> will be available to all students during a 0 and/or 9<sup>th</sup> period including direct instruction and online instruction provided by APEX Learning Systems. 30 Saturday sessions will be offered to foster credit recovery and/or advancement.</p> <p>Y2-3: Saturday School sessions to support advancement and intervention for all students including direct instruction and online formats (APEX)</p> <p>Common planning time will be implemented for departments to collaborate and insure coordination between classroom core instruction and increased learning time/interventions.</p> <p><del>WPHS will transition to a 2x8 Alternating Block Schedule in SY 2012-2013.</del></p> <p>WPHS will transition to a 2x7 Alternating Block Schedule in SY 2014-2015.</p>	8/12	6/15	Administration  Leadership Team  LAEP	Master schedule  Attendance logs Student intervention folders Classroom observation logs  Meeting agendas Parent sign-in Recruitment flyers Syllabus  Master Schedule

	<p><b>Summer Bridge Program</b> will provide instructional intervention for at-risk students transitioning from middle school to high school in math and English Language Arts. Students will have an opportunity to familiarize themselves with the campus, staff and school expectations. As part of the intervention program, students will practice study skills and receive social development support.</p> <p>Year 1: Completed Year 2: Completed Year 3: Will Continue</p> <p><b>Fall 2015 Credit Recovery Class</b> for Class of 2016 students needing Math or English credit.</p> <p><b>1 Campus Aide x 60 hrs x \$15.31 = \$919</b></p>		7/15		
<b>d(1)</b> Provide ongoing mechanisms for family and community engagement.	<p><b>A parent advisory group</b> will be formed to develop strategies to engage parents and the community. This group will determine how funds will be used to improve parent and community partnership. A community garden is planned to</p>	8/12	6/15	<p>Administration</p> <p>Parent /Comm Representative</p> <p>Title I Coord</p>	<p>Meeting agenda</p> <p>Meeting minutes</p> <p>Attendance logs</p> <p>Meeting/community flyers</p> <p>Invoice/PO</p> <p>Receipts</p>

	<p>outreach to school families and community members. Year 1: Completed Year 2: Completed Year 3: Will Continue</p> <p><b>Edlio Website Management System</b> supports the increased communication between the parents, students, and school site.</p> <p><b>Summer Counseling Workshops</b> are necessary to support families and students prior to starting school in August 2015.</p> <p><b>Jupiter Grades</b> Supports student, parent, and teacher access to grades, projects, test scores and ongoing assessment results</p>				
		8/15	8/15		
		7/15	9/15		

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Optional Components	Actions & Activities	Timeline Start   End		Oversight	Description of Evidence
<b>e(2)</b> 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).	<b>The LAUSD SIG Turnaround Support Center (TSC)</b> 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. <ul style="list-style-type: none"> <li>Provide expert guidance and professional development to support curriculum and instruction</li> <li>Evaluate school performance against established SIG achievement goals</li> <li>Benchmark dates will be set and data will be collected and reviewed</li> <li>Gather, analyze and report data that will offer actionable recommendations for necessary change</li> </ul> Los Angeles Education Partnership (LAEP) has been selected as EMO to support school's instructional program. Year 1: Completed Year 2: Completed	8/12	<del>6/15</del> <b>9/15</b>	District TSC Staff  LAEP	LAEP Quarterly reports LAEP Year end reports Performance data/meter monitoring tools (graduation rate, proficiency for all, attendance, parent and community engagement and school safety) Development of a successful master schedule aligned with student needs and graduation requirements Professional Development schedules, agendas and evaluations Interdisciplinary Professional Development and resultant team efforts

	Year 3: Will Continue				
Technology Support	<p><b>Hardware/software</b> will be purchased to support intervention programs (<b>College Summit</b> – 9<sup>th</sup>-12<sup>th</sup> grade, <b>READ 180</b>- 9<sup>th</sup> and 10<sup>th</sup> grades, and <b>Revolution Prep</b> 10<sup>th</sup> - 12<sup>th</sup> grades, APEX-online learning program), <del><b>Desire 2 Learn</b></del> and <b>Agile Mind</b>.</p> <p><del>A <b>Technology Coordinator</b> will provide ongoing support of the hardware/software needed to facilitate the intervention programs.</del></p> <p>A <b>Technology Coordinator</b> will provide ongoing support of the hardware/software needed to facilitate the intervention programs. Hosting Professional Development for teachers on usage of software, webpage maintenance, and online grading system.  Year 1: Completed  Year 2: Completed  Year 3: Will Continue</p>	8/12	<del>6/15</del> 9/15	Administration  LAEP	Data reports Lab schedules Student logs College Counselor student logs CAHSEE passing rate Online student enrollment Student portfolios Invoice / PO Receipts
Student Material	Funding to support intervention programs, <b>advisory period</b> , and SLC career pathways. <ul style="list-style-type: none"> <li>The <del>“<b>School Connect Curriculum</b>”</del> and <b>Academic Youth Development by Agile Mind</b> for grade 6-8s will be</li> </ul>	8/12	6/15	Administration	Invoice/PO Student attendance logs Student portfolios



	<p><del>purchased to support advisory period.</del></p> <ul style="list-style-type: none"> <li><del>Curricular trips to support career pathways created within SLCs (museums, hospitals, technology conventions, etc.).</del></li> </ul> <p>Year 1: Completed Year 2: Completed Year 3: Completed</p>				
General Supplies	<p>Items used to support advisory period, SLC career pathways, and instructional strategies (journals, organizer, writing utensils, poster paper, and SLC personalization, etc.)</p> <p>Year 1: Completed Year 2: Completed Year 3: Will Continue</p>	8/12	<del>6/15</del> 9/15	Administration	<p>Invoice/PO Classroom Observation logs Student work SLC contiguous space identifiers</p>