

Local District 7 and UTLA Proposal
Dr. Lawrence H. Moore Math, Science, Technology Academy (LHM MST Academy)

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A. SUMMARY ANALYSIS

1. MISSION, VISION, VALUES and CORE BELIEFS

➤ MISSION

The mission at Dr. Lawrence H. Moore, Math, Science, Technology Academy is to engross students in a rigorous standards-based learning environment that promotes and develops essential problem solving and critical thinking skills through mathematics, science and technology. Dr. Lawrence H. Moore Math Science Technology Academy will provide standards based tiered instruction and intervention that addresses the academic, social, and emotional development of each student through equal opportunity for engagement in an enriching and collaborative learning community. Our students will engage in authentic learning experiences which will enable them to succeed academically throughout their school life and prepare them with the necessary tools to become critical participants of society in the 21st century.

➤ VISION

Dr. Lawrence H. Moore Math Science Technology Academy will establish a student-centered environment by incorporating a constructivist approach. The students will culminate having mastered K-6 core standards through collaboration and project-based learning. Mastery of the content standards will enable students to apply in-depth knowledge to authentic real-world problem solving. This will prepare our students to be college-prepared and career-ready for the 21st Century.

➤ CORE BELIEFS

Dr. Lawrence H. Moore Math Science Technology Academy (LHM MST) core beliefs are based on Phillip C. Schlechty's *Schools for the 21st Century* strategic plan model.

We believe that:

1. Every student can learn and will learn if presented with the right opportunity to do so. It is the purpose of Dr. Lawrence H. Moore Math Science Technology (LHM MST) Academy, to create learning opportunities for each student each day. All students and parents will be engage in dual language activities.
2. Learning opportunities are determined by the nature of the schoolwork (knowledge work) students are assigned or encouraged to undertake. It is the responsibility of teachers and administrators to ensure that students are provided with those strategies of school work at which they experience success and confidence and learn those things of most value to them, to the community, and to the society at large.
3. All school activities must be focused on the creation and delivery of state-mandated rigorous and challenging core literacy-based curriculum where students are successful, confident and gain skills and develop understanding and will equip them to participate fully in a 21st Century information based knowledge work society. (at large)
4. If properly conceived, schools are knowledge-work organizations. Students are central to the operation of schools for they are the primary recipients of what the school has to offer- the opportunity to work with knowledge and knowledge based related products.
6. Teachers are leaders, just as executives are leaders; principals are leaders of instruction or leaders of leaders. The curriculum is the raw material upon which student's work, and all parts of the

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school's system are organized in whatever fashion that produces the greatest likelihood the students will be successfully engaged in work with through knowledge and comprehension.

7. To facilitate meaning implementation of LHM MST Academy, a comprehensive professional development plan will be established which involves each individual in all elements of the school's organizational structured system; 1) curriculum and instruction 2) authority and decision making 3) roles and responsibilities as well as 4) assessment and accountability.

8. Positive engagement and responsible parents and community leaders stimulate quality education. The LHM MST Academy has the right to certain expectations in terms of safety, efficiency, and services. We recognize that parents and community are a part of a highly visible program susceptible to criticism and will use this as a driving force on accomplishing our goals.

Dr. Lawrence H. Moore

Dr. Lawrence H. Moore is a retired administrator who served children of the Los Angeles Unified School District for over 40 year. Dr. Lawrence H. Moore's work as an educator has been stellar. What most exemplifies his achievement is his commitment to provide opportunities to all students to achieve their fullest potential irrespective of their circumstances and the challenges that they face. The school board selected to name South Region Elementary School # 12 after Dr. Lawrence H. Moore due to his outstanding contributions to the children of Los Angeles.

Dr. Moore worked as a teacher, assistant principal, and principal throughout the District. He held several other administrative positions in LAUSD, including Director of Instruction, Cluster Administrator, and Director of Professional Development. Dr. Moore received his Master of Science Degree from the University of Southern California and his PhD from Claremont Graduate School. He holds credentials in elementary, secondary, special education, adult education and school administration. Dr. Moore has taught as an adjunct professor in the Department of Educational Administration at California State University, Northridge. During his career he received numerous awards for and recognitions for his outstanding work.

2. SCHOOL DATA ANALYSIS

LHM MST Academy will receive students from three sending schools. Miramonte Elementary School is in Local District 7, Lillian Street Elementary School is in Local District 6 and Hooper Elementary School is in Local District 5. Miramonte is on a year round calendar and is scheduled to send over 350 students to LHM MST Academy which will allow the school to convert to a traditional calendar. Table 1 indicates student demographic data for the three sending schools:

Table 1: Demographics For Three Sending Schools

Sending School	African American	Latino	EL	SWD	Economically Disadvantaged	Gifted	Gifted AA	Gifted Latino
Miramonte ES	1.0%	98.0%	56%	7%	100%	2%	5%	2%
Hooper ES	7%	93%	54%	12%	100%	1%	0%	1%
Lillian ES	1%	99%	51%	7%	100%	4%	20%	4%

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Tables 2 and 3 include the AYP and API growth, sustained over a five-year period, as reflected on the California Standards Test (CST).

Table 2: AYP From The Three Sending Schools

AYP-ELA	Miramonte ES	Hooper ES	Lillian Street ES
2007	18.0%	15.9%	32.8%
2011	33.2%	26.6%	45.2%
Change	15.2%	10.7%	12.4%
AYP-Math	Miramonte ES	Hooper ES	Lillian Street ES
2007	30.0%	32.6%	43.5%
2011	42.7%	45.5%	60.0%
Change	12.7%	12.9%	17.5%
AYP-Science	Miramonte ES	Hooper ES	Lillian Street ES
2007	14.0%	9.0%	13.0%
2011	45.0%	18.0%	40.0%
Change	31.0%	9.0%	27.0%

Table 3: API From The Three Sending Schools

API	Miramonte ES	Hooper ES	Lillian Street ES
2007	620	620	699
2011	700	688	770
Change	80	68	71

The following sources were used for data analysis: MyData, School Experience Survey, CDE Website, and the LAUSD Performance Meter which includes the following goals:

- | | |
|--------|---------------------------------|
| Goal 1 | Graduation Rate |
| Goal 2 | Proficiency for All |
| Goal 3 | 100% Attendance |
| Goal 4 | Parent and Community Engagement |
| Goal 5 | School Safety |

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School Data for Primary Sending School

Since Miramonte Elementary School is sending the majority of the students the following section contains a detailed data analysis of the school.

Table 4: Performance Data For Miramonte Elementary School

Data Point	2009-2010	2010-2011	*Performance Meter Goal
API	702	700	Goal 2
AYP: ELA	30.7	32.2%	Goal 2
AYP: Math	44.1	42.7%	Goal 2
Reclassification	9.4	10.3	Goal 2
AMAO 1: CELDT Annual Growth	58.2	47.6	Goal 2
AMAO 2: Eng. Prof. <5yrs	17.3	16.4	Goal 2
AMAO 2: Eng. Prof. > 5yrs	37.1	30.6	Goal 2
AMAO 3: Proficiency in ELA	25.5	27.3	Goal 2
AMAO 3: Proficiency in Math	40.9	40.0	Goal 2
Attendance Rate: Staff	95.1	96.2	Goal 3
Attendance: Staff 96% +	75	75.9	Goal 3
Attendance Rate: Student	95.6	96.1	Goal 3
Attendance: Student 96 +	61.9	66.0	Goal 3
Parent Survey: % Responses	0.5	23.7	Goal 4
Parent Survey: Involvement	100	92.1	Goal 4
Parent Survey: Welcome at School	92.9	94.7	Goal 4
Parent Survey: Communication with Teacher	75	64	Goal 4
Student Survey: Participation	3.0	60.7	Goal 5
Student Survey: Safety	86.1	87.8	Goal 5
Suspension Rate	.2	0.3	Goal 5

***Los Angeles Unified School District Superintendent's Performance Meter:**

- Goal 1 – Graduation Rate
- Goal 2-Proficiency for All
- Goal 3- 100% Attendance
- Goal 4-Parent and Community Engagement
- Goal 5-School Safety

California Standards Test (CST)

School Wide ELA Math AYP

The California Standards Test (CST) is given annually to student in 2nd through 11th grade. Scores from the CST are used to determine the Annual Yearly Progress (AYP). Under No Child Left Behind, schools are held accountable for meeting yearly AYP targets. For 2011 the AYP target for all schools to have 67% of the students scoring proficient or advanced in ELA and 68.5% in math. Safe Harbor is another way by which schools can meet their AYP goals. Safe Harbor requirements indicate that 10% of students in the basic and below bands must score at proficient or advanced.

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Table 5: AYP 5 Year Trend Miramonte Elementary School

School Year	AYP ELA
2007	18.0%
2011	33.2%
Change	15.2%
School Year	AYP-Math
2007	30.0%
2011	42.7%
Change	12.7%

Table 5 demonstrates that over the past years the school has experienced an increased of 15.2 percentage points in ELA and 12.7% in math. The current AYP for Miramonte ES is 33.2% in ELA and 42.7% in Math. School wide data in ELA shows that the school did not meet the Federal AYP goal or the Safe Harbor AYP target of 37.9%. The school's subgroups did not meet their AYP or Safe Harbor targets. The EL students at Miramonte scored 27.3% instead of their Safe Harbor target of 33%. School wide data in math shows that the school also missed their AYP Safe Harbor target by approximately 7 percentage points.

Table 6 indicates that 31% of the students in ELA and 24.2% in Math scored Basic. The school has an opportunity to meet their Safe Harbor goals for the 2012 AYP by identifying the students in the basic performance band who scored high basic on the 2011 CST. In ELA, the school currently has 232 students in grades 3 -5 who scored in the basic range (scaled score of 300-349). From these 232 students, 122 of them scored in the high basic range (scaled score of 325-349). In math, there are 175 students scoring in the basic range with 87 students in the high basic range. This group of students needs first and foremost quality first teaching and strategic Tiered 2 intervention. The schools also needs to identify current 2nd graders, performing on grade level, in order to calculate their potential, for meeting proficient or advanced in the 2012 CST. The school will be on target for meeting their goals if they are able to move these students, as well as maintain the current proficient and advanced students.

Table 6: CST Performance Band Data

Miramonte ES	CST ELA 2011	CST Math 2011
Advanced/Proficient	33.2%	42.7%
Basic	31.0%	24.2%
Below Basic	22.0%	24.2%
Far Below Basic	14.0%	9.0%

Grade Level AYP Trends

Table 7 demonstrates a 5 year growth trend for all the grade levels in the area of ELA. The data indicates the following trends: A growth in the percent of students in the advanced and proficient bands and a decrease in the percent of students in the BB and FBB bands. According to MyData, the 2006-07 average scaled score for all 4th grader was 309 which placed them, as a group, in the low basic category. This indicates that five years ago there were a significant number of students that required Tier 2 and Tier 3 intervention. Five years later the average scaled score for fourth grade has increased to 345, indicative of a high basic group. With the exception of 3rd grade, similar growth trends can be found in grades 2 and 4. In 2006-07, the school had 549 students in BB and FBB. In 2010-2011 the number of BB an FBB

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students was reduced to 342 students. Although there has been a decline in the number of BB and FBB students, the current number of 342 requires the school to continue with strategic Tier 2 &3 intervention.

Table 7: 5year CST ELA Grade Level Trend Data

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
2007 Grade 2	21.0%	29.0%	28.0%	22.0%
2011 Grade 2	29.9%	29.4%	23.5%	17.2%
2007 Grade 3	15.0%	27.0%	27.0%	31.0%
2011 Grade 3	19.0%	29.6%	25.1%	26.3%
2007 Grade 4	18.0%	37.0%	23.0%	21.0%
2011 Grade 4	48.4%	27.3%	17.5%	6.7%
2007 Grade 5	17.0%	31.0%	28.0%	24.0%
2011 Grade 5	40.4%	31.6%	17.1%	10.9%
2007 Grade 6	N/A	N/A	N/A	N/A
2011 Grade 6	27.3%	37.4%	25.7%	9.6%

Table 8 below demonstrates a 5 year growth trend for all the grade levels in the area of Math. The data indicates the following trends: A growth in the percent of students in the advanced and proficient performance bands and a decrease in the percent of students in the Below Basic (BB) and Far Below Basic (FBB) performance bands. For example, according to MyData, the 2006-2007 average scaled score for all 5th graders was 298 which placed them as a group in the below basic category. This indicates that five years ago this group of students required intensive Tier 3 intervention and support. Five years later the average scale score for fifth grade has increased to 371, indicative of a proficient group of students. Similar trends can be found in grades 2-4. In 2006-2007 the school had 474 students in FBB/BB. In 2010-2011 the number was reduced to 326 students. Although there has been a significant decline in the number of BB and FBB students, the current number requires the school to continue with strategic Tier 2 and Tier 3 intervention. Since 4th and 5th grade seem to have experienced the most consistent growth with all students, the school has an opportunity to engage in quality professional development that includes sharing of best practices with the entire staff.

Table 8: 5 Year CST Math Grade Level Trend Data

Year and Grade	Advanced Proficient	Basic	Below Basic	Far Below Basic
2007 Grade 2	29.0%	29.0%	22.0%	10.0%
2011 Grade 2	38.9%	19.0%	30.3%	11.8%
2007 Grade 3	37.0%	20.0%	28.0%	15.0%
2011 Grade 3	40.8%	29.6%	24.0%	5.6%
2007 Grade 4	25.0%	32.0%	36.0%	8.0%
2011 Grade 4	56.7%	22.4%	16.8%	4.1%
2007 Grade 5	18.0%	22.0%	41.0%	19.0%
2011 Grade 5	57.7%	18.0%	18.0%	6.2%

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2007 Grade 6	N/A	N/A	N/A	N/A
2011 Grade 6	19.9%	31.9%	31.9%	17.0%

Academic Performance Index (API)

Table 9 shows the API growth for the school. The State goal for all schools is to reach an API of 800.

The Academic Performance Index (API) is the State of California's measurement of school's academic progress. The API is based on an improvement model that measures and credits school growth. The school gains API points by moving students by at least one performance band. Table 9 shows the API growth for the school. The State goal for all schools is to reach an API of 800. The data in Table 9 demonstrates that the school grew 80 API point over the last five year. Tables 6 and 7 demonstrate the performance band movement by grade levels which has taken place over the last five years. The school has a high concentration of basic and below basic students in ELA and Math. By targeting this group of students the school has an opportunity to meet the State goal of 800 API points.

Table 9: API Trends Miramonte Elementary School

Data Point	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	*Performance Meter Goal
API	620	659	688	702	700	Goal 2

English Learner Progress and Accountabilities Trends Analysis

Table 10 indicates that English Learner academic and language proficiency rate is a focus of the Los Angeles Unified School District. There are two measures that the District uses to determine academic and language acquisition success for English Learners. The District's expectation is that schools will meet the Federal Annual Measurable Objectives (AMAO) targets and that the rate of EL reclassification rate meets the established target goals. The Federal government's target goals consist of both academic and language proficiency targets. The AMAO measure the following: AMAO 1: CELDT Annual Growth; AMAO 2: Attaining English Proficiency <5 years and Attaining English Proficiency>5 years; AMAO 3: Proficiency in ELA CST Proficiency in Math CST.

Table 10: English Learners Data Points

Data Point	2008-2009	2009-2010	2010-2011	*Performance Meter Goal
Reclassification	12.5%	9.4%	10.3%	Goal 2
AMAO 1: CELDT Annual Growth		58.2%	47.6%	Goal 2
AMAO 2: Eng. Prof. <5yrs		17.3%	16.4%	Goal 2
AMAO 2: Eng. Prof. > 5yrs		37.1%	30.6%	Goal 2
AMAO 3: Proficiency in ELA		25.5%	27.3%	Goal 2
AMAO 3: Proficiency in Math		40.9%	40.0%	Goal 2

The 3 year trend data for reclassification for Miramonte Elementary School indicates a drop of 2.2 percentage points. In addition, the school has not met any of the AMAO targets over the past 2 years. In 2008-2009 the reclassification rate was 12.3%. The following year, 2009-2010, the rate decreased to 9.4% indicating a drop of 3.1 percentage points from one year to the next.

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The school needs to focus on having their EL students meet the District's Performance Meter target goals for 2011-2012. For example in 2010-2011, 10.3% of students reclassified. This translates into a total of 96 students. To meet the 2011-2012 Performance Meter target for reclassification the school will need to reclassify approximately 193 students. Currently, MyData indicates that Miramonte has 130 EL students that have met the criteria of scoring basic or above on the CST. The school needs to focus on these 130 students and monitor them closely so that they may also meet the other two requirements of passing the CELDT and teacher grades of 3 or better in ELA. The school has approximately 292 students that scored intermediate on the 2010-2011 CELDT. An opportunity exists to strategically focus on these students by providing them differentiated instruction and personalized support and thereby enabling them to pass the CELDT.

Table 11: AMAO 3 Proficiency in ELA Data/Math

Miramonte ES	CST ELA 2011	CST Math 2011
Proficiency	27.3%	31.0%

Table 11 indicates that Miramonte currently has 27.3% of the EL students in ELA in the proficiency performance band and 31% of the EL students in Math in the proficiency band.

The school has 30% of the EL students in ELA and 23% in math scoring in the basic range. The school therefore, has an opportunity to provide these students with academic instruction and support that enable them to move into the proficiency band.

Socio-Economically Disadvantaged Students

Table 12 indicates that Miramonte ES has 100% of its students designated as socio-economically disadvantaged. The AYP data for this group of students is reflected in the school wide scores. Based on household income and Federal Income Eligibility Guidelines 100% of families qualify for Free and Reduced meals.

Table 12: Socio-Economically Disadvantaged

Sending School	Socio-Economically Disadvantaged
Miramonte ES	100%

Attendance (Staff and Students) Trend Analysis

Table 13 indicates that LAUSD monitors the attendance rate for students and staff. In addition, the District's Superintendent established the goal of having each school meet a target goal of 64% of the students and staff attending school 96% of the time. Miramonte Elementary Street School's staff attendance rate improved 1% last school year. The data indicates that 75.9% of the staff had an attendance rate of 96% or higher during the 2010-2011. This has surpassed the District's goal of having 64% of the staff at 96%. The school's attendance data for students reflects that over the past two years the District's attendance targets have been met.

Table 13: Attendance For Miramonte Elementary School

Data Point	2009-2010	2010-2011	2010-2011 Performance Meter Target
Attendance Rate: Staff	95.1%	96.2%	96%
Attendance: Staff 96% +	75.0%	75.9%	64%
Attendance Rate: Student	95.6%	96.1%	96%

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Attendance: Student 96 +	61.9%	66.0%	64%
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The school needs to continue to monitor and meet the Superintendents targets. MyData shows that for the first five months of this school year the attendance rate for students is 96.7%. Over the same time period, 72.3 % of the students at Miramonte have an attendance rate of 96% or higher. The school is on target to meet the Superintendent’s Performance Meter target for attendance.

Parent Engagement

Table 14 shows that the LAUSD has developed an annual School Satisfaction Survey which includes feedback from parents, students and staff. The satisfaction survey gathers data from parents on feeling welcomed at school, opportunities for communication with teachers and opportunities for involvement. In addition, the percent of parents that participate in the survey is a factor which is reviewed to determine parent engagement. The performance meter target for parent participation in the survey for 2011-2012 is 35%.

Table 14: School Experience Survey For Miramonte Elementary School

Data Point	2009-2010	2010-2011	*Performance Meter Goal
Parent Survey: % Responses	0.5%	23.7%	Goal 4
Parent Survey: % Parents Reporting “Often or Always” in category of “Overall School Involvement”	100%	92.1%	Goal 4
Parent Survey: Welcome at School	92.9%	94.7%	Goal 4
Parent Survey: Communication with Teacher	75.0%	64.0%	Goal 4

The School Satisfaction Survey indicates that 94.7% of the parents at Miramonte ES feel welcomed. In 2010, 0.5% of the parents responded to the survey while in 2011 the parent responds increased by 23.2%. This increase in the participation rate makes the 2011 survey data more reliable. The District’s goal for parents responding to the survey was 35% for 2011 and 40% for 2012. The school is going to need to establish opportunities for parents to fill out the surveys during the School Satisfaction Survey collection window. The satisfaction survey does indicate a decrease in the percent of parents that feel they can communicate with their child’s teacher. The school needs to provide teachers with opportunities to engage their parents in communication opportunities such as, Family Nights, Parent Conference, Back to School. The school needs to continue increasing opportunities for parents to be involved at the school. The schools in LAUSD need to consistently monitor the suspension data for their students especially those from the school’s significant subgroup. Last school year, Miramonte ES had a slight increase in the school wide suspension rate. The rate of suspension for African American students is disproportionately higher. The school needs to continue monitoring closely the suspension rate for African American students and explore alternatives to suspension. The school should review the School Wide Positive Behavior Support Plan (SWPBSP) to ensure that the needs of African American students are being met.

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Suspension

Table 15: Suspension For Miramonte Elementary School

Data Point	2009-2010	2010-2011	*Performance Meter Goal
Suspension Rate	0.2%	0.3%	<i>Goal 5</i>
Suspension Rate: African Amer.	3.1%	9.1%	Goal 5
Suspension Rate: Latino	0.2%	0.1%	Goal 5
Suspension Rate: SWD	0.9%	1.9%	<i>Goal 5</i>

Table 15 indicates that the schools in LAUSD need to consistently monitor the suspension data for their students especially those from the school's significant subgroup. Last school year, Miramonte Elementary School increased the school wide suspension rate. The rate of suspension for African American students is disproportionately higher. The school needs to continue monitoring closely the suspension rate for African American students and explore alternatives to suspension. The school should review the School Wide Positive Behavior Support Plan (SWPBSP) to ensure that the needs of African American students are being met.

Ethnicity

Table 16: Ethnicity AYP Data

Miramonte ES Subgroup	ELA 2007	ELA 2011	Math 2007	Math 2011
School wide	18.0%	33.2%	30.0%	42.7%
African Americans	15.4%	33.3%	15.4%	26.7%
Latino	18.1%	33.1%	30.3%	42.9%

Table 16 indicates that the African American students at Miramonte ES have made some gains during the last 5 years as reflected in AYP scores. The school's Latino subgroup has made gains during the last five years in ELA and in math. In ELA the Latino students are keeping in par with the school wide AYP. In math the Latino students have slightly surpassed the school wide math AYP scores. In addition, all the subgroups have experienced the same rate of growth during the past five years.. However, the data demonstrates an achievement gap between the math scores of the African American and Latino students

Table 17 below shows that the school has 67% of the African American students in the Basic and Below Basic performance bands in ELA and 53% of the African American students in math performance band. The school needs to provide Tier 2 and Tier 3 intervention to move these students to proficiency.

Table 17: CST Performance Band Data for African American

Miramonte ES	CST ELA 2011	CST Math 2011
Advanced/Proficient	33.3%	26.7%
Basic	46.7%	33.3%
Below Basic	20.0%	20.0%
Far Below Basic	0%	20.0%

Table 18: CST Performance Band Data Latino

Miramonte ES	CST ELA 2011	CST Math 2011
Advanced/Proficient	33.0%	43.0%
Basic	31.0%	24.0%
Below Basic	22.0%	24.0%

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Far Below Basic	14.0%	9.0%
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The school has made an effort to improve the academic progress for the Hispanic students. Table 18 above shows that the school has 53% in the Basic and Below Basic bands in ELA and 48% of the students in math. The school needs to provide Tier 2 and Tier 3 intervention to move these students to proficiency.

Students with Disabilities

Table 19: AYP Trend Analysis Miramonte ES

Miramonte ES Subgroup	ELA 2007	ELA 2011	Math 2007	Math 2011
Students with Disabilities	3.8%	6.0%	6.5%	11.3%

The above data for the school indicates an increase in the AYP for students with disabilities during the past five year. The school needs to progress monitor weekly and implement the students' IEP instructional strategies to continue making academic progress.

Table 20

The school has about 70 students that participated in the CST.

Currently, the school has 11 students in special education that scored basic on the CST. The school needs to monitor the progress of these students closely. If these students make proficiency on the 2012 CST, the school's AYP for this subgroup will be at approximately 22% which would more than triple the current score of 6% in ELA.

Table 20: CST Performance Band Data Special Education

Miramonte ES	CST ELA 2011	CST Math 2011
Advanced/Proficient	6.0%	11.3%
Basic	16.0%	15.0%
Below Basic	30.0%	34.0%
Far Below Basic	48.0%	39.0%

3. APPLICANT TEAM ANALYSIS

Local District 7 formed a partnership with United Teachers of Los Angeles in order to apply for LHM MST Academy during PSC 3.0. The applicant team for this proposal is Local District 7/UTLA. Creating a successful new school is a task that takes expertise, leadership, dedication, and persistence. In a successful school all stakeholders must have high expectations and a strong commitment as reflected below:

- Implementation of the mission, vision, and core beliefs
- A focus on academic excellence and achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RTI²
- Explicit systems for school wide procedures and routines
- Development and implementation of School Wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom
- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development

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- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement and suspensions
- A focus on engaging parents as equal partners in the education of their children

In a successful school high expectations and strong commitment is evident through the following:

- In every classroom, the daily instructional schedule is posted.
- In every classroom, teachers use focused standards-based instruction that includes:
 - Learning Objectives posted in student-friendly language and taught at the beginning of the lesson.
 - Check for Understanding throughout the lesson, using a variety of strategies to engage all students.
 - Guided Practice that aligns with the learning objectives.
 - Differentiated strategies (including advanced graphic organizers and SDAIE strategies) to make content comprehensible and accessible to all students.
- During class and in every subject, students read, write, and solve problems regularly, using higher-level thinking skills to help them reach proficiency.
- Students can explain what they are learning and why and how it connects to what they have already learned. They are able to talk about the quality of their own work and what they must do to improve it.
- Students are reading, writing, numerating, and engaged in high-level questioning and discussions evidenced by their reflective responses.
- The teacher and students are engaged in a high-level discourse that goes beyond right/wrong and yes/no answers to an emphasis on evidence.
- Teachers give prompt and specific feedback to students on their work, based on standards. In conferences, both the teacher and students talk about the work.
- Classroom walls display current student work reflecting the content they are studying, standards for exemplary work, posted learning objectives, daily schedule, and class rules.
- Evidence-based and best practices (e.g., direct instruction, advanced graphic organizers, differentiation, SDAIE strategies) throughout the lesson as they check for understanding and re-teach concepts to provide in-class interventions when students don't learn.
- Teachers establish standards for behavior that focus on responsibility, respect, and safety.

Schools in Local District 7 successfully adopted and implemented the Three Big Ideas of Professional Learning Community (PLC). (DuFour, DuFour, Eaker, and Many, 2006). The Three Big Ideas of a PLC are a Focus on Learning, a Focus on Collaboration and a Focus on Results. The implementation of these Three Big Ideas has resulted in improved teaching and learning in Local District 7 schools. These professional learning communities foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth. Direct oversight of LHM MST Academy will be the responsibility of Local District 7 under the leadership of Superintendent George J. McKenna, III. The school will receive direct support from a Director/Principal Leader.

Local District 7 (LD7) is committed to the implementation of this PSC plan at LHM MST Academy. The three elementary directors and the Local District Superintendent have successfully opened and operated three new elementary schools under Public School Choice. The elementary directors will have direct responsibility and oversight for the implementation of the proposed PSC plan at LHM MST Academy. CST trend data for the past five years indicates that LD7 is well-positioned to operate LHM MST

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Academy. While significant growth has been made, LD7 still faces challenges that must be addressed in closing the achievement gap.

Local District 7 improvement data for the last five years:

- In 2006-2007 there were 8,451 students who scored proficient and advanced in ELA. In 2010-2011 there are 11,880 students scoring proficient and advanced ELA.
- In 2006-2007 there were 10,560 students who scored proficient and advanced in math. In 2010-2011 there are 13,490 students scoring proficient and advanced in math.
- In 2006-2007 there were 17,963 students who scored BB and FBB in ELA. In 2010-2011 there are 11,278 students scoring BB and FBB in ELA.
- In 2006-2007 there were 19,283 students who scored BB and FBB in Math. In 2010-2011 there are 12,671 students scoring BB and FBB in math.
- In 2006-2007 there were 10,937 English Learners (EL) who scored BB and FBB in ELA. In 2010-2011 there are 6,361 students scoring BB and FBB in ELA.
- In 2006-2007 there were 9,574 EL students who scored BB and FBB in Math. In 2010-2011 there are 5,356 students scoring BB and FBB in math.
- In 2006-2007 there were 3,635 African American students who scored BB and FBB in ELA. In 2010-2011 there are 2,200 students scoring BB and FBB in ELA.
- In 2006-2007 there were 4,400 African American students who scored BB and FBB in math. In 2010-2011 there are 2,836 students scoring BB and FBB in math.

Local District 7 continued its upward trajectory in 2011:

- Proficiency rates increased for every grade level and nearly all tested subjects on the CST
- Proficiency in Mathematics, grades 2 through 5, increased by 3 percentage points, from 51% to 54%
- Proficiency in Mathematics in middle schools increased by 6 percentage points, from 26% to 32%
- Edison MS posted the highest gains among LD7 middle schools with a 17% increase of proficient students in Mathematics. Edison MS decreased the percentage of FBB/ BB students by 17%
- In ELA proficiency rates in 6th grade increased by 7%, well above the district average of 3%
- In mathematics, 116th St. School increased proficiency from 41% in 2008 to 71% in 2011
- In mathematics, Menlo Ave ES, increased proficiency from 40% in 2010 to 65% in 2011
- Local district 7's had the highest increase in proficiency since 2006 in Grade 5 Science with a 29 point percentage gain. LAUSD's percentage gain is 28 percentage points

Challenges in Increasing CST Data:

- In math, African-American students have increased proficiency rates from 15 to 28 percent. However, the achievement gap between LD7 African-American students and LAUSD White students has increased since 2006. And while the achievement gap between LD7 Latino students and LAUSD White students has decreased by 2 points since 2006, a gap of 30 points still exists.
- In ELD, the achievement gap between LD7 African-American students and LAUSD White students decreased 4 points since 2006. However, the achievement gap remains at 39 points. For LD7 Latino students and LAUSD White students, the gap remains at 43 points, only a 1 point decrease since 2006.
- There has been significant improvement in reducing the number of EL and African American students scoring in the BB and FBB bands since 2007. However there is a need to ensure that the percentage of students scoring proficient and advanced increases at a higher pace.

Under the proposed reorganization of LAUSD, direct oversight of Dr. Lawrence H. Moore Math, Science Technology Academy will be the responsibility of an Educational Service Center. Within the Educational Service Center, the school will be assigned to an Instructional Director. In Local District 7 there are 3 Elementary Complexes with 15 elementary schools assigned to each Complex. Under the

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Teachers, parents, and administrators participated in writing the Public School Choice 3.0 Proposal for Dr. Lawrence H. Moore Math, Science Technology Academy. The proposal reflects the breadth and depth of backgrounds, perspectives and experiences of the design team. The educators on the team have experience inside and outside of the classroom, ranging in experience from 6 years with Los Angeles Unified School District to 40 years, working with students of different cultural and economic backgrounds and students of varied strengths and weaknesses. Each of these experiences played an integral role in shaping the design. More than practical training and experience, the team also brought its collective and extensive academic training. Combined the team had: 9 Master's Degrees in Education; 2 Doctoral Degrees in Education; 2 Reading Specialists Credentials; 5 National Board Certified Teachers; 5 National Board Certified Teacher Candidates; 2 California Treasures Trainers. The members of the team have been actively involved at Dr. Lawrence H. Moore Math, Science Technology Academy in the following positions: SSC Chair; Local Leadership Council; Grade Level Chair; UTLA Chair; QEIA Chair; Academic English Mastery Program (AEMP) Lead Facilitator; CELDT Teacher; Tutor.

The Design team has been extremely committed, conducting extensive research to verify and document the proposed programs, and, meeting regularly since the beginning of July, each Friday and Sunday, to scrutinize ideas create the design and ensure only the best was part of the design that would affect the children of LHM MST Academy. It was a privilege and honor to have the name-sake of the school participate in the development of the school's PSC 3.0 plan.

4. INFORMATIONAL SUMMARY - See:

Attachment 1 –English

Attachment 2- Spanish

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1 Curriculum and Instruction

a. INSTRUCTIONAL PROGRAM

The data in tables 2,4, 5, 6, 7, 8 and 10 require that LHM MST Academy implement an instructional program characterized by differentiation, personalization, and rigor. The framework for the instructional program at LHM MST Academy will include a spectrum of rigorous academic standards and a classroom environment where clearly articulated student goals, content-based instructional conversations, and targeted assessments are prevalent. Project-based collaborative learning will take place in each classroom through the use of technology, while focusing on literacy, mathematics and science instruction. To meet the needs of a diverse group of learners, the Response to Instruction and Intervention (RTI²) framework will be used to ensure that the core curriculum is implemented effectively through “good first teaching” (Tier 1). RTI² will also be used to provide differentiated, intensive and individualized support (Tier 2 and 3) for students.

The school will implement Small Learning Communities to personalize the learning experiences for the students. Students in grades 4 through 6 will be assigned to small learning communities focusing in the areas of math, science, and technology. The students in these academies will receive enhanced and accelerated instruction. All students in grades K-3 will be provided a rigorous standards-based educational program where students are able to master content standards at each grade level. Additionally, teachers and staff will participate in Professional Learning Communities (PLC’s) in order to enhance their teaching practices. Table 5 on page 6 reflects the 2011 CST school wide data for Miramonte Elementary which is sending the majority of the students to LHM MST Academy. Through the RTI² framework and within each SLC and PLC’s the following will be take place:

Table 21: Instructional Framework

Performance Band	Instructional Framework	Structural Frameworks
Advanced/Proficient	<u>RTI²</u> Rigorous standards based instruction (Tier 1) Differentiation with enrichment activities	SLC: Teaming PLC: Reflective collaboration to improve Tier 1 instruction
Basic	<u>RTI²</u> Rigorous standards based instruction (Tier 1) Differentiated Small group instruction (Tier 2)	SLC: Teaming /Pull out/Push in PLC: Progress monitoring Reflective collaboration to improve Tier 1 and Tier 2 instruction
Below Basic/Far Below Basic	<u>RTI²</u> Rigorous standards based instruction (Tier 1) Personalized and intensive small group intervention which may include a replacement curriculum (Tier 3)	SLC: Teaming /Pull out/Push in PLC: Frequent monitoring Reflective collaboration to improve Tier 2, Tier 2 and Tier 3 instruction

Waiver 2-School Determined methods to improve pedagogy and student achievement:

The plan for LHM MST Academy includes a structured, on-site 7 hour day, two days per week, in lieu of a 6 hour day. These additional on-site hours will be used to provide opportunities for enrichment and intervention activities for students as well as vertical and horizontal articulation for staff. (See page 32 for additional description on vertical and horizontal articulation.)

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The staff at LHM MST will develop a comprehensive after school program to take place during the extra on-site hours. This additional time is necessary to ensure that students' receive the support and guidance necessary for academic success. For many of our students, the regular school day does not allow time for in depth instructional opportunities and enrichment activities and articulation. Many of our Tier 2 and 3 students promote through each grade level without mastering essential grade level standards. Moreover, supplemental enrichment opportunities have become a low priority for many of our gifted Tier 1 and gifted students.

Tables 22 below reflect the data from the three sending schools. The data supports the need to focus in the area of math, science and technology since the percentage of students meeting the NCLB benchmark needs to improve. The mission of LHM MST Academy is to engross students in a rigorous standards based learning environment that promotes and develops a central problem solving and critical thinking skills through math, science and technology.

Table 22: AYP Data From The Three Sending Schools

AYP 2011	Miramonte ES	Hooper ES	Lillian Street ES
ELA	33.2%	26.6%	45.2%
Math	42.7%	45.5%	60.0%
Science	45.0%	18.0%	40.0%

According to the constructivist theory learning takes place in an active student-centered environment. Vygotsky (1978) stressed the importance of social constructivism because it emphasized the critical importance of culture and the importance of the social context for cognitive development.

Response to Instruction and Intervention (RTI²) is the framework used for rigorous instruction. In order to address the needs of all students including students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, LHM MST Academy will implement a sound instructional core program where the focus will be on rigorous standards-based Tier 1 good first teaching. In addition to good first teaching, push-in and pull-out intervention programs will be accessible to students.

Waiver #6: School's Internal Organizational Plan

LHM MST Academy will establish an organizational structure that is characterized by Small Learning Communities (SLCs). There will be three SLCs for grades 4th- 6th in the areas of math, science and technology. The SLCs will allow the students to have a personalized educational setting where all teachers in the SLCs are familiar with their educational needs. The teachers in the SLCs will plan one hour after school for enrichment and intervention programs and one hour after school for additional professional development. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students. Peer collaboration and collegiality will be fostered through the SLCs.

➤ SMALL LEARNING COMMUNITIES

Research conducted over the past 15 years has convincingly demonstrated that small schools are superior to large ones on many measures and equal to them on the rest (Raywid, 1996; Cotton 1996). Small school researcher Mary Anne Raywid has written that the superiority of small schools has been established "with clarity and at a level of confidence rare in the annals of education research." These

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findings, together with strong evidence that smaller schools can narrow the achievement gap between white/middle class/affluent students and ethnic/minority/ poor students, has led to the creation of hundreds of small schools in large cities around the U.S.

LHM MST Academy will become three (3) Small Learning Communities for students in grades 4-6 designed to provide a smaller learning environment in which to personalize the instruction and to provide collaboration opportunities for teachers. Students in grades 4-6 will be assigned to a small learning community based on their interest, parent and teacher input. The three small learning communities will target Math, Science and Technology. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for the subject matter. Teachers will be expected to create integrated thematic units of study that will engage students in project-based learning experiences that reinforce problem solving and critical thinking skills. Subject areas and disciplines will be integrated and interrelated in a rich curriculum. Within the Math, Science & Technology curriculum, subject areas will be connected to central concepts or key ideas. Skills, activities, and projects will be linked through higher order processes used to construct meaning, solve problems and discover relationships. This thematic approach will afford teachers more autonomy in curriculum development and will allow students' interests to help guide lessons and activities so that they connect their knowledge and understanding at a deeper level. The Small Learning Communities at LHM MST Academy will facilitate a personalized instructional program, utilize strategies based on the abilities and needs of all students, facilitate collaboration among teachers, provide access, and two-way engagement of teachers with parents and community.

➤ **PROFESSIONAL LEARNING COMMUNITIES**

Compelling evidence indicates that working collaboratively represents best practices. As a professional learning community, teachers and staff will engage in collaboration to analyze and refine their classroom practices. Collaboration among teachers in each community, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor students' mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This collaboration enables teachers to learn from, and be supported by each other. Teachers will be given opportunities to visit each other's classrooms to observe best practices. Grade level Professional Learning Communities will use research-based educational programs and strategies incorporating the use of teacher-generated common formative assessments and the district's comprehensive assessment program (i.e. Core K12, DIBELS, and periodic assessments) to drive instruction and monitor student progress. These tools will afford the teacher the ability to identify individual students' needs and guide instruction.

The Professional Learning Communities model offers teachers and support staff the opportunity to collaborate in grade levels around data in order to target the specific needs of students. In this model, grade level PLCs, with the support of administrators and out-of-classroom personnel, will meet regularly, both within and across grade levels, to research, discuss and refine best practices, design common formative assessments and culminating projects, and analyze student work and assessment data to modify instruction.

➤ **INSTRUCTIONAL STRATEGIES**

The core instructional strategies: constructivist learning, accelerated learning, multi-sensory learning, project-based learning, and flexible grouping, will be utilized to ensure that the instructional program at Moore MST is aligned to the mission and vision of the school. These instructional strategies are research-based and have proven to be extremely effective in creating engaging student-centered learning environments where the teacher taps into the potential of each child.

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Student-Centered Learning: Learning takes place when students are actively engaged in a wide variety of authentic tasks and are asked to apply previous knowledge to these tasks in order to draw conclusions about situations that they may encounter in life. According to the constructivist theory, learning is an active, student-centered process (Brewer 2002). The teacher acts as the facilitator, guiding the students in the development of ideas and how to connect these newly formed ideas with their prior knowledge and learning. The teaching of basic skills becomes a tool for student learning rather than an end in itself. In accordance with John Dewey, we believe that learning happens best in context. Context enables students to recall, reuse, and connect what is learned to new experiences. A context driven curriculum builds student interest and enthusiasm, while also providing focal points for the infusion of standards. The teacher would therefore assist the student in meeting their “zone of proximal development”. The zone of proximal development, as defined by Lev Vygotsky (1978), is “the distance between the child’s individual capacity and the capacity to perform with assistance”. A constructivist classroom at LHM MST Academy would include cooperative, and heterogeneous group learning; a variety of materials and resources to assist the learning process (i.e. manipulatives, technology, realia, etc.); and learning through inquiry process (asking and answering questions to build connections between ideas). Vygotsky (1978) also stressed the importance of social constructivism because it emphasized the critical importance of culture and the importance of the social context for cognitive development. Students will be encouraged to use their “funds of knowledge” (Moll 1992) to provide support to their peers through their learning process. Vygotsky (1978) claims that “...learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child’s independent developmental achievement.” Through the practice of active collaboration, the students of LHM MST Academy will be prepared to work in a pluralistic society and to ask critical thinking questions as they find solutions to authentic scenarios.

Accelerated Learning: LHM MST Academy will incorporate the principles of the Accelerated Learning Method for Gifted and Talented students and those students needing a more rigorous and challenging academic curriculum. The foundational principals of this program include:

- **Learning Involves the Whole Mind and Body:** Learning is a mental, emotional, and social process.
- **Learning is Creation, Not Consumption:** Knowledge is not something a learner absorbs, but the active creation of the learner.
- **Collaboration Aids Learning:** Good learning happens in a genuine learning community through interaction and cooperation with peers rather than competition.
- **Learning Takes Place on Many Levels Simultaneously:** Learning is a multisensory process where new things are simultaneously absorbed.
- **Learning Comes From Doing the Work Itself (With Feedback):** Students learn best in context, through experiences that allot total immersion and offer opportunity for feedback, reflection, and re-immersion.
- **Positive Emotions Greatly Improve Learning:** Emotional well-being influences the quality and quantity of a student’s learning.
- **The Image Brain Absorbs Information Instantly and Automatically:** Students grasp and retain information better where concrete images are used versus verbal abstractions.

Through the implementation of these principles LHM MST Academy will create a positive learning experience that optimizes the learning process through a relaxed and stimulating environment. It will engage students in an activity-based model where knowledge is actively created. The creation of this knowledge will be a social process in which students will have ample opportunity to collaborate with peers in a cooperative learning community. Students will have a rich variety of learning options that give them the opportunity to exercise their preferred learning style and utilize all their senses in contextual, “real-world” experiences.

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Multi-Sensory Differentiated Learning: LHM MST Academy keenly recognizes and values the unique learning differences of each child. We understand that not all individuals learn in the same fashion. Therefore, teachers will be expected to design lessons that will purposefully focus on each child's particular learning style visual, auditory and/or kinesthetic. Students will have the opportunity to touch, see, hear, say, sing, act out, partner with others and participate in movement and hands-on projects throughout their school experience. All students will be encouraged to find what works for them while learning to work and grow in a classroom of other unique learners.

Project-Based Learning: LHM MST Academy will integrate a project-based learning (PBL) structure that will engage students in learning essential knowledge and life-enhancing skills through an extended student-influenced inquiry process. Research indicates the importance of connecting the curriculum with real world experiences to enrich the learning process and increase motivation levels. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Other defining features include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999). These projects (which would be in the form of culminating unit projects and service learning projects with a math, science and technology focus) would create authentic opportunities for students to engage in oral and written expression, to research, analyze, and organize information. Activities in this structure will be designed to answer a question or solve problems that generally reflect the types of learning and work people do in the everyday world.

Service- Learning: Service-learning is a powerful teaching method that engages students in meaningful service to their schools and communities through a process that is carefully integrated with learning objectives. It emphasizes critical thinking and problem solving, and tackles challenges in the local community such as the environment and sustainability. Through service-learning, young people use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform. The distinctive element of service-learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the students or others participating in providing a service. According to scholars Eyler and Giles (1999), with the service-learning model "experience enhances understanding; understanding leads to more effective action."

LHM MST will be a project based learning school whereby students will be encouraged to construct knowledge through real-world experiences with a math, science, and technology focus. In order to provide authentic learning experiences to prepare students to compete in the 21st century, LHM MST will have a strong emphasis in service learning and all students in grades K-6 will be expected to participate. The service learning activities at LHM MST will require students to analyze and propose solutions to a real-world issue drawing on what they have learned during the school year. The projects will include oral presentations, written work, the use of multi-media technology, and math analysis. Parent and community members will be invited to LHM MST to watch the students present their findings at the end of each school year. Service learning projects will vary in difficulty and scope of service depending on grade level and student abilities. The teachers in each Small Learning Community will be expected to collaborate in designing each service learning project, assuring that they align with the specific focus of their particular grade level community. Teachers will be encouraged to use the Service-Learning Ideas and Curricular Examples (SLICE) database in implementing effective service learning projects with their students. Some service learning projects with a math, science, and technology focus would include, but not be limited to:

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K-6 Service Learning Projects Ideas (taken from the SLICE database)

- *Earth Watch* will teach students to be part of a community by caring for fellow community members. It also allows children to be part of a movement to take care of our planet. Typical elements of Earth Watch include cleaning up, planting flowers, planting trees, recycling and building a pond. Students will learn to help others and to take care of their own communities.
- *Park Beautification* is a project that involves students in community pride, a learning environment, utilization of problem solving skills, academic research and comprehension, computer technology, group processing, planning, diagramming, physical labor and working as a team. This project involves students in cleaning brush, designing and constructing flower beds, planting seeds and nurturing plants and flowers, mulching areas and providing upkeep and maintenance.
- *Learn to Recycle*: Prior to the service, students learned about the importance of preserving natural resources. They also learned about the 4-Rs of recycling (Reduce, Reuse, Recycle, and Rot) and the need to reduce what gets thrown into the landfill. The students helped make their school community aware of the importance of recycling and what can and should be recycled.
- *Reducing Energy Consumption*: As students study energy transformations and energy sources that are used to produce electricity, they will research and design a plan of action to minimize the use of fossil fuels in their community.

In addition, LHM MST will encourage the use of partnerships with organizations that endorse service learning such as:

- *TreePeople* which teaches children to plant and care for trees, educates students about environmental issues, demonstrates sustainable solutions to urban ecosystem problems, and has students work with government agencies on critical water issues
- *Iridescent* is a science-education nonprofit that helps engineers, scientists and high-tech professionals bring cutting edge science, technology and engineering to underprivileged minority children and their families.

Flexible Grouping: Multiple effective instructional strategies will be used in the implementation of the District's Response to Instruction and Intervention (RTI²). Kameenui and Carnine (1998), Bender and Shores (2007), Buffum, Mattos, and Weber (2009) have identified strategies which have proven to work with diverse groups of learners and will be delivered by teachers. All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction regularly.

The instructional strategies (Kameenui and Carnine) listed below, when used in a lesson, will ensure that the sequence or delivery of instruction helps students learn.

- Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.
- Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.
- Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.
- Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.
- Teach students to follow a specific set of procedures to solve problems or use a process.
- Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.

b. CORE ACADEMIC CURRICULUM

LIS Waiver #3: Locally determined curriculum

LHM MST Academy is requesting Waiver 3 for school year 2 for implementation in school year 3. This will allow the staff the opportunity to review and evaluate curriculum, instructional programs and materials (including those assigned by the District) to determine if they meet the needs of the students. The school staff will explore other options and if appropriate, select an alternative curriculum or program for implementation in year 3. The alternative curriculum must meet all State approved guidelines.

Curriculum

The curriculum will focus on the core subject areas of language arts, mathematics, science, history-social science, and English Language Development. District and State approved textbooks and instructional materials will be used for language arts, mathematics, science, history-social science, and English Language Development. The textbooks to be used are research-based, have been field tested on students of all socio-economic levels, and are aligned with the California Common Core Standards. Each curriculum has a systematic, explicit instructional plan and provides a variety of proven instructional strategies which will accommodate the individual and diverse needs of all students. In addition, the visual and performing arts, health, and physical education curriculum will follow the California Content Standards. The following District and State approved textbooks and instructional materials will be used: for English Language Arts *Treasures*, for Math *envision MATH*, for science *FOSS* kits, for history-social science *Scott Foresman*, *Treasures ELD* for English Language Development, for health instruction *Health and Wellness*, and the LAUSD Arts Instructional Guide (AIG) for Arts Instruction.

English Language Arts: Los Angeles Unified School District has adopted *California Treasures* Reading Language Arts (RLA) as the new language arts curricular program. California Treasures is a research-based comprehensive Reading Language Arts program that includes differentiated instruction as well as Universal Access to Core for English Language Learners and students at various academic levels, writing instructions strategies and classroom and management resources for grades K-6. The program content is aligned to national and state standards and it is customized to the California Common Core Standards.

California Treasures RLA units are organized around common themes across all grade levels with the purpose of building a deeper understanding of common ideas and concepts as students' progress throughout the grades. *California Treasures* RLA incorporates the following components: phonemic awareness, phonics, fluency, vocabulary/word study, reading comprehension, and writing. The reading comprehension section offers high quality literature that addresses California science and history/social science standards that are culturally diverse, engaging, and designed for the inclusion of all students (English Learners, Approaching Level, On Level, and Beyond Level) with ample practice for students to grow as life-long readers and writers. *California Treasures* has partnered with *Writer's Express* to incorporate a proven research-based model for writing instruction focused on first building foundational skills, such as strong sentences and paragraphs. To accelerate reading and writing growth, the program aligns phonics and spelling instruction and links phonics and vocabulary opportunities to build writing fluency needed to succeed on the California Standards Test. According to Donald Bear, Ph.D., Director of the E.L. Cord Foundation Center of Learning Literacy, "Writing assignments focus on building basic skills at all grade levels and linking to student's interest and experiences so that students have a purpose for their writing".

California Treasures RLA is enhanced through supplemental materials including various resources for educators and students such as Digital Resources (i.e. Online theme launcher videos, and CDs such as Interactive Student Works Plus, etc.). Lessons are informed by ongoing assessment of each student's strength and needs to meet California standards; educators can use various assessments throughout the year as a diagnostic or for progress monitoring (Diagnostic Assessment, California Progress Monitoring,

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and California Summative Assessment). The program includes Teacher's Edition (10 TEs for Grade K and 6 TEs for Grades 1-6), Teacher's Resource Book (which includes decodable passages , graphic organizers, word study sorts, and additional literacy support), Teaching Charts, Student Practice Book, Home-School Connection activities, Workstation Flip-Charts (for reading, writing, science, and social studies), Classroom management tools with weekly contracts and rotation charts, Differentiated Resources (EL Resource Book which provides second language acquisition support for English Learners, and Reproducible for Approaching, and Beyond Levels). *California Treasures* RLA also has a comprehensive Tier 3 Intervention Program, *Triumphs*, providing appropriate reading materials along with Teacher's Editions, student anthologies, and diagnostic and prescriptive tools to determine student needs.

English Language Development: The teachers at LHM MST Academy will teach ELD using the newly adopted Treasures program. The Los Angeles Unified School District adopted CA Treasures English Language Development (ELD) as an instructional support curriculum correlated with CA Treasures RLA program to ensure mastery of English and California language arts content standards. The program also incorporates the state-required English language development components (Listening, Speaking, Reading and Writing) to assist student's transition from their primary language and ensure access to the acquisition of the English language. The goal of CA Treasures ELD is for English learners at all English proficiency levels to acquire and use academic language as rapidly as possible to access the grade level content standards and advance one proficiency level per year. The program explicitly reinforces academic language during language arts, reading, social studies, and science to give students the opportunity to practice and apply academic language in speaking, listening, reading, and writing activities. CA Treasures ELD is connected to CA Treasures by using the same themes, instructional routine and lessons. By correlating the unit themes, students are able to systematically make connections, create context, and build meaning with English language arts standards instructional lessons. Daily opportunities are provided for whole group and small group instruction with strategies that provide access to core at all language proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Researched based strategies used within each lesson include Dr. Jana Echeverria's Sheltered Instruction Observation Protocol (SIOP) model for comprehensible input, interactive question-response techniques, visual vocabulary routines, scaffolds, sentence frames and corrective feedback that offer students' support for participation and growth into the next language proficiency level. CA Treasures ELD offers weekly oral language assessments that allow teachers to informally assess the students' language acquisition, focusing on vocabulary, academic language, language conventions in speaking, and general comprehension of topics read and discussed during the week. Progress monitoring assessments are also provided at the end of each unit. The outcome of these assessments can assist teachers in identifying the focus of instruction for the following weeks. Student performance on the test identifies those areas in the grade level English language arts content standards in which students are progressing or having difficulty. Teachers can use the unit test results to determine the focus of small group instruction for individual students. The Progress Monitoring Assessment book also includes checklists to informally monitor student's progress in listening, speaking, and use of social language in classroom conversation with peers.

In addition, the school will select components from the ELD program developed by the Los Angeles Unified School District's Task Based Language Teaching (TBLT) lessons to enhance the ELD program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to key vocabulary, students practicing language forms, students orally composing sentences and students writing. TBLT involves the use of metacognitive strategies so that students may control their own learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The effective lesson delivery involves 6 strategies: think pair share, vocalize reading, RASP (Repeat/Read/Recite by all,

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by some, and by one), backward build up, corrective recasting, pull out and talk/write. The TBLT activities will enhance second language acquisition across the curriculum.

Mathematics: The *envision MATH* program is based on scientific research on how children learn mathematics as well as classroom-based evidence that validates proven reliability. It is also aligned with the California Mathematics Content Standards. The program includes interactive and visual learning to develop conceptual understanding. It also provides differentiated instruction and activities to give all students access to the same content through leveled instruction. Vocabulary will be scaffold to give students access to math as a language and problem solving process. The *envision MATH* program contains English Language Learner (ELL) strategies used to enhance reading, writing, speaking and listening opportunities for students with second language needs. Some of these include sentence stems, modeling thinking aloud, rephrasing, and cooperative learning structures such as partner talk and report back. Engaging literature is used to help children have a better grasp of math concepts. The program involves conceptual development and algebra readiness. The program contains integrated digital resources to promote teaching and learning (i.e. exam view CD for teachers to create assessments, on-line assessments and instruction, and CDs with motivational math activities for students such as Math Games, Visual Learning Bridge, E-Tools and Progress Monitoring).

California Treasures and enVision are aligned with LHM MST's mission of students having rigorous standards-based learning environment that promotes and develops essential problem solving and critical thinking skills through mathematics, science and technology. The data from the three sending schools indicate that approximately 65% of the students in RLA and 50% in Mathematics are not meeting the proficiency targets required by Federal and State guidelines. Additionally, reclassification and AMAO data indicate the need for a greater percentage of students to meet the targeted benchmarks. In order to accelerate the rate of student achievement the expectations at LHM MST will be that the adopted RLA, ELD, and math programs will be implemented with fidelity and rigor.

Science (K - 5th Grades): LHM MST is dedicated to providing conditions for student creativity and collaborations to flourish while developing students' communication and critical thinking skills. Cultivating an atmosphere conducive for students participating in and exhibiting these 21st Century skills is a top priority of LHM MST. The *Full Options Science Systems (FOSS)* is the state adopted, researched-based science curriculum that teachers at LHM MST will use to address all K-5 California Science Standards and the 21st Century skills mentioned above.

The *FOSS* program affords students a myriad of opportunities to develop science content knowledge and process skills through the use of hands-on investigations. Students work cooperatively to explore familiar and/or unfamiliar ideas through an inquiry-based process. This inquiry process is initiated by a question, problem, or scenario. Students collect evidence, interpret the evidence, and formulate an explanation to the question, problem, or scenario based on the evidence collected. The information is recorded through the use of a science notebook. Students in cooperative groups communicate their findings with the class/school community using multimedia applications. The opportunity for students to communicate their findings with the school community at large adds motivation and causes students to defend or explain their thinking, which is an important 21st century skill assisting students in being *College Prepared and Career Ready*.

The *FOSS* program promotes the use of interdisciplinary instruction by identifying math standards/connections that can be addressed during investigations. Also included in the *FOSS* program is a language arts component that encourages the use of trade books to reinforce concepts developed during hands-on investigations. In addition, *FOSS* highly recommends using the Science Notebook section and the Reading and Writing in Science section to increase students' scientific literacy. *FOSS* contains ideas for supporting English Learners, Students with Disabilities, and Gifted and Talented students. It provides various access strategies for increasing vocabulary and reading comprehension. It also includes a

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technological component (*FOSSweb*) in which teachers can receive professional development online by watching a lesson video. Students can receive enrichment on *FOSSweb* by participating in interactive games that reinforce science concepts learned.

Science (Grade 6): *Holt California Earth Science* is the researched-based science curriculum for students in grade 6. The *Holt Earth Science* textbook addresses all 6th grade California Science Standards; the focus for 6th grade science is Earth Science. Students use the textbook to assist them in developing science content knowledge and process skills through readings, hands-on experiences, and demonstrations by the teacher. The textbook provides teachers with instructional strategies for English Learners, Students with Disabilities, and Gifted and Talented learners which assist teachers in differentiating their instruction. In addition to Holt, LAUSD in collaboration with university partners and Systemic Change for All Learners and Educators (SCALE) have developed an Immersion Unit and Model Lessons for 6th grade teachers and students. These 6-10 week supplemental units allow students to participate in hands-on, inquiry-based units to develop science content and process skills similar to how a scientist would. Teachers can use the Holt textbook in conjunction with the Plate Tectonics Immersion Unit and the E-Motion and Connection Convection Model Lessons. The units assist in making the transition from concrete experiential based learning in K-5 to more abstract hypothetical thinking required in grades 6 and beyond. Holt, the Immersion Unit, and Model Lessons encourage the use of an Interactive Science Notebook. In the Interactive Science Notebook students write a focus question, collect evidence/observations, and reflect on their thinking.

Social Science: *Scott Foresman History/Social Science* provides an innovative and integrated approach to standards driven and focused instruction using an interactive text, teacher-developed activities and rich technology capabilities. This program prepares students to become responsible members of a diverse democratic society because it provides them with opportunities to: think critically, develop informed opinions, research topics effectively, express their ideas orally and in writing, and listen to others with differing perspectives. The California History-Social Science standards content is taught through three instructional paths: the core text path to deliver in-depth content, a rich media digital path which serves as a technological component, and active path which engages the students in constructive hands-on activities. All three instructional paths provide universal access, English Learner support, and intervention. Each path will allow teachers to accommodate student learning styles as well as their own teaching preferences. The flexibility of the instructional paths allows them to be used as an integrated small group or as individual teaching tools to meet students' specific needs.

6th Grade Social Studies

The sixth grade students at LHM MST Academy will use *History Alive! The Ancient World* as the base of their social studies program. *History Alive! The Ancient World* is published by Teacher's Curriculum Institute (TCI). TCI is a K-12 publishing company created by teachers, for teachers. "TCI uses a variety of proven instructional practices that allow students of all ability to master key concepts at every grade level." (Teachers' Curriculum Institute, 2011) The lessons in *History Alive!* provide teaching strategies that are research-based and address multiple intelligences. This introduction to the human story will have students explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome and discover the secrets of these ancient cultures that continue to influence the modern world.

Health: At LHM MST Academy, students will be encouraged to maintain healthy lifestyles. *Health and Wellness*, the LAUSD-adopted health program, is the instructional program that will be used. Macmillan/McGraw-Hill *Health & Wellness* provides students with accurate, standards-based health content. The program focuses on ten Health Life Skills, including teaching students to make responsible decisions and to set health goals at each grade level. This program is designed so that teachers can easily cover the core health materials and provide students with the content, skills, and the knowledge they need to lead healthy lives. The program is designed to meet the needs of all students, including leveled

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activities for ELLs and GATE students. It also includes a digital component and web-linked activities to enrich the K-6 topics.

Arts Instructional Guide (LAUSD): The defining goal for Arts Instruction in LAUSD is to make standards-based arts instruction systemic and to provide comprehensive, sequential, quality instruction in the arts for all students. The goal of LHM MST Academy will be to teach the visual and performing arts curriculum as a discrete subject, as well as to integrate it throughout the core subjects as often as possible. Research has shown that art education is a critical component in supporting ELLs with vocabulary development, oral and written expression, and accessing cross-curricular content. The District Arts Instructional Guide (AIG) and California Visual and Performing Arts (VAPA) Content Standards will serve as the guide and framework for instruction of the arts. The overview of AIG states, “Through the problem solving processes of project based learning, the arts offer self-discovery, values clarification, critical thinking, collaboration and organizational skills.” The AIG, which was created using the backwards planning design, is standards-based and aligned across all grade level content areas with an enduring understanding as the guiding concept and can be utilized either sequentially or by interchangeable modules. It is collaborative in structure, with delivery of instruction provided by the classroom teacher, arts specialist or a community arts partner. Significant components of the AIG include: benchmarks at 2nd and 5th grade, performance tasks for each module, sample lesson plans, student prompts, and student journaling. LHM MST Academy will use the AIG for lesson planning and designing projects derived of themes taken from the concept lessons in other content areas. In addition, the content subject area textbooks and supplemental materials (*Silver Burdett Making Music*, *SRA McGraw Hills Theater Connection* and *Arts Connection*) will provide extensions of learning through visual and performing arts connections. Technology in the form of graphic design, looking at art online, using art computer software programs such as Adobe Photoshop and Illustrator will be used as additional tools in meeting the VAPA standards and integrating the focus of LHM MST Academy. Reader’s Theatre will be a strategy used to incorporate Language Arts Standards with Performing Arts Standards.

Physical Education: Students will participate in 200 minutes of physical education instruction every two weeks. Teachers will use the California Physical Education Model Content Standards to develop age appropriate physical education activities. These standards emphasize individual motor skills, aerobic and good sportsmanship skills. The *FitnessGram*, a standardized physical performance test will be administered in Grade 5. This test includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility. In addition, students will participate in daily physical activities during recess, lunch recess, and psychomotor/grade level planning times.

Local Districts 5, 6, & 7 schools have used these core instructional programs and related supplemental materials as part of the daily instruction. Considerable progress has been demonstrated as reflected by the API and AYP data. Table 1 on page 6 lists the feeder schools and the corresponding AYP and API growth, sustained over a five year period, as reflected on the California Standards Test.

➤ **SUPPLEMENTAL MATERIALS AND INSTRUCTION**

LHM MST Academy will augment core subject areas with supplemental materials and instruction that are aligned with the California Common Core Standards, relevant to the instructional program, and address the abilities and needs of all students. In order to provide students with a variety of learning experiences that will enhance their problem solving and critical thinking skills, the school will provide authentic, real-world opportunities for students to engage in project-based learning experiences. Another important objective of supplemental materials and instruction is by requiring intervention following the RTI² framework. These materials will be selected by the grade levels in each Grade Level Professional Learning Community. The following supplemental materials will be considered: Measuring Up (Test Prep), Building Academic Vocabulary, Pictorial Mathematics, LANGUAGE!4, Lucy Calkins - Readers and Writers Workshop, Accelerated Reader, PLATO (a technology-based RTI² program), Mind Institute (a technology-based math supplemental program), Voyager (Special Ed.), GLAD, Read 180, and Nancy Fetzter (Literary Connections).

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Thinking Maps: These organizational tools will be used school-wide and across all subject areas as a “common visual language” for organizing thinking processes, integrating learning, and continually assessing progress. Thinking Maps are eight visual learning graphic organizing tools that define key thought processes (define, describe, classify, cause/effect, sequence, compare/contrast, define analogies, and identify part-to-whole and whole-to-part relationships). Thinking Maps scaffold the learning for SELs and ELLs to make sense of and organize information.

Language Arts Support: *“In just 20 sessions, the average Workshop student improves 1½ years in reading comprehension. These results are valid and reliable because we use nationally recognized standardized reading tests to measure our students’ achievement.”* - www.readersandwritersworkshop.com At LHM MST Academy the development of literacy to increase the competency and proficiency throughout all content areas will be the primary focus of the Language Arts curriculum. This will be the development of life-enhancing skills that will result in literate individuals who can successfully access and retain essential knowledge in all content areas. Literacy incorporates the development and mastery of oral language ultimately leading to reading and writing proficiency. It is essential that the spoken language be used with accuracy and coherency. In addition, it is necessary that students receive explicit and individualized instruction that targets essential reading and writing skills. To accomplish this, a literature-based curriculum is an essential component in the educational process. The curriculum must promote literacy in a diverse and balanced manner. Reading, writing and language development occurs most effectively in a balanced format that gives students opportunities to read, write, and discuss good literature.

LHM MST Academy will augment the core literacy program with the research-based Units of Study for Reader’s and Writer’s Workshop created by Columbia University Teachers College Reading and Writing Project directed by Lucy Calkins. Reader’s and Writer’s Workshop provides a cohesive, rigorous and proven support for reading and writing instruction through the components of balanced literacy.

Incorporated in the workshop framework will be the practice and use of sound instructional strategies including: Guided Reading, Read Aloud, Word Study and Shared Reading which will maximize differentiation and target individual needs to best support literacy and language development.

- **Read Aloud** *“The single most important activity for building knowledge required for eventual success in reading is reading aloud to children.” (Lickteig and Russell, 1993)*
- **Shared Reading Experiences** *“This time offers children a chance to communicate their reactions and feelings about a story with relation to their real life.” (Turner, 1992)*
- **Independent Reading Time** *“While the aforementioned features are important in Readers’ Workshop, independent reading is popularly believed to be the most critical component” (Ivey, 2002; Towle, 2002).*

The *Units of Study* will provide students the opportunity to learn to read and write through genre-based units. During instruction, students will be explicitly taught strategies and habits of proficient readers and writers. Through the Readers Workshop they will learn to talk, think and write well about their reading, and to live richly literate lives. During Writing Workshop students will learn to observe their lives and the world around them, and to collect, draft, revise, edit and publish well-crafted text in a variety of genres.

The framework provides teachers the opportunity for whole group, small group and individual standards based instruction as well as assessment opportunities to identify individual students’ strengths and needs. Through this multi-layered instructional method students have multiple opportunities to practice skills and strategies being taught through engagement in meaningful independent and group work. The framework is designed to develop the potential of each student by creating detailed and individualized

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plans of action for academic success. Through this practice all students will receive continual support at their level as they work towards mastery of skills and concepts.

The Workshop model is to include mini-lessons, independent reading, literature responses, literature discussions, and individual reading and writing conferences in whole-class and small-group models. The *Units of Study* incorporate essential elements for achieving literacy:

- **Reflective Thinking (Interpretation, Analysis and Personal Response)** “*First-graders who kept literature response journals moved from text-centered responses to reader-centered (reflective) responses.*” (Wollman-Bonilla and Werchadlo, 1995)
- **Transcending Reading Instruction (Teacher’s Role)** “*Student-teacher reading conferences as opportunities for the teacher to do formative assessment, teach a specific skill, and give the student a clear goal for future reading.*” (Towle, 2000)
- **Opportunity to Talk** “*Calkins suggested that children who are given many opportunities to discuss books will be wide-awake, thoughtful readers.*” (Calkins, 1996).
- **Mini-Lessons** “*Mini-lessons have been shown to be successful for conveying important information about reading and writing to groups of students.*” (Fountas & Pinnell, 2001)
- **Conferencing** “*Akmal found that ‘contract conferences’ built student-teacher rapport, fostered the development of students’ sense of responsibility for their work, and led to academic gains.*”
As an enrichment for students who are working beyond grade level, *Renaissance School Excellence (RSE)* will be implemented which is comprised of *Accelerated Leveled Readers* and is technology-based learning using best practices to achieve the highest academic growth for all students. RSE will:
 - Focus on maximizing academic learning time
 - Promote appropriate practice on core objectives
 - Monitor teacher and student progress
 - Build skills needed for college and careers
 - Practice with a Purpose

Accelerated Reader (AR) provides daily information about student reading and makes it easy for the student and teacher to continuously monitor comprehension, track the time students spend reading, and differentiate reading practice. A student’s data profile is complete only when it goes beyond test scores, showing the full picture—reading achievement data and how well, how much, and at what difficulty level students are reading. The Diagnostic Report helps track the key indicators of successful reading practice—quality (average percent correct) quantity (time spent reading), and difficulty, and will pinpoint issues as they arise. Assessments such as the AR Quiz show students their daily accomplishments and progress towards personal goals.

Mathematics Support: In order to enrich and engage all students in authentic learning experiences, LHM MST Academy will supplement the core mathematics program, *envision MATH*, through various avenues. For instance, teachers will be given professional development in adopting the mathematical techniques of Marilyn Burns and Marcy Cook. In alignment with a constructivist approach to learning, LHM MST Academy will also use the *AIMS* (Activities that Integrate Math and Science) Program to incorporate a hands-on, minds-on, process approach to learning math and science. Shymansky, Kyle, and Alport (1983) note that students exposed to this curricula “performed better than students in traditional courses in general achievement, analytic skill, process skills, and related skills (reading, mathematics, social studies and communication), as well as developed a more positive attitude toward science and math. Mathematics-based laboratory programs will be offered to the primary (K-2) and Intermediate (3-6) students. The Math Labs at LHM MST Academy provide an opportunity for children to use hands-on materials to investigate mathematical concepts and participate in math games and other challenging activities.

- Lab lessons reinforce and extend what is taught in the classroom.

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- Students participate in small groups at centers exploring math concepts with manipulatives, computer activities, and math games.
- The Math/Technology Coach will collaborate and plan meaningful lessons with the classroom teachers to support student learning.

Science Support: Educators find that using the environment as an integrating context to learning creates the framework for interdisciplinary, collaborative, student-centered, experiential, and engaged learning. In order to provide students at all grade levels with authentic and experiential science learning, LHM MST Academy will have a working partnership with the following organizations: L.A. River Conservancy, Heal the Bay, Tree People, LADWP, Iridescent, JPL, and the California Science Center. Through project-based learning with these organizations, students will have the opportunity to integrate geography, English Language Arts, Math, and history/social science with science learning centered in ecological awareness. They will learn to be socially conscious, problem-solving individuals.

In addition, *Seeds of Science/Roots of Reading* (formerly known as G.E.M.S.) will supplement the core curriculum in grades K-5. *Seeds of Science/Roots of Reading* program integrates science and literacy by offering units that immerse students in standards-based science topics in order to develop the expertise that comes through in-depth learning. In the *Seeds of Science/Roots of Reading* approach to science-literacy integration, literacy activities support the acquisition of science concepts and inquiry skills, while inquiry science serves as a compelling context for literacy development. *Seeds of Science/Roots of Reading* activities are specifically designed to be accessible to English language learners. Students receive explicit instruction in comprehension strategies, such as making inferences, posing and answering questions, visualizing, and summarizing. Students also learn the features and functions of informational text, including reference books, in order to read informational text with greater understanding. Instruction is also carefully designed to build students' academic vocabulary.

The *Science Education for Public Understanding Program* (SEPUP) developed by Lawrence Hall of Science-UC Berkeley will be used to supplement the core science curriculum of the sixth grade. The SEPUP curriculum is designed to address societal issues and problems as themes for the study of earth science. It is standards-based and features an activity-based approach. It is available with a complete equipment kit that supports up to 160 students before consumable replacements are needed. It features a nationally acclaimed assessment program and an embedded approach for supporting literacy in the science classroom. In the SEPUP approach, students are provided with some evidence about an issue, but often realize that they have more questions than answers. These new questions are addressed in a series of science activities that introduce and teach relevant science concepts. Eventually, students apply their new science knowledge to reconsidering the issue. In an effort to develop students who are active citizens that think critically about the issues affecting their communities and utilize problem-solving skills to resolve matters of social importance, sixth grade students will be asked to complete a culminating project that addresses a community issue from a scientific perspective.

Science Laboratory Programs: LHM MST Academy will have two Science Labs (primary (K-2) and intermediate (3-5) science laboratory programs which will provide students an opportunity to develop their science literacy and inquiry skills through experiments, games, skits, guided discovery, specimen observations, and other challenging activities. The Literacy/Science Coach will collaborate with teachers to ensure that science instruction includes:

- Lab lessons that reinforce and extend what is taught in the classroom.
- Students participate in a variety of activities which allow them to develop scientific skills and acquire science content knowledge.
- Preparation for a Student-Led Annual Science Fair

School Garden: By encouraging and supporting a garden at LHM MST Academy, we create opportunities for our children to discover fresh food, make healthier food choices, and become better

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nourished. Gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health. Such interdisciplinary approaches cultivate the talents and skills of all students while enriching the students' capacities of observation and thinking. The main goal of the garden program at LHM MST Academy is to deepen children's understanding of the natural world. Originally inspired by the Life Lab Curriculum developed in Santa Cruz, California, the garden program will take its curriculum from a variety of outside sources and integrate the themes that take place in each individual cluster.

Families residing in urban communities often have a lack of sustainable and healthful food options available to them. The school garden will allow students to learn about self-sustainable, organic gardening. A partnership with Nutrition Network and the South Central Farmer's Cooperative will be established to help bring understanding to the importance of sustainable farming. The organic produce grown in the garden will be made available to the surrounding community through periodic farmer's market. Families will be invited to attend workshops that teach them about cooking vegetables at home as a way to create greater awareness of the importance of consuming a well-balanced, well-sourced, and nutritious diet.

The Life Lab Garden program will become an integral part of the science curriculum at LHM MST Academy. The garden will be utilized as an outdoor lab that includes a pond, fruit trees, cactus garden, California wildflower garden, organic herb garden, organic vegetable beds, a rose garden, an insect and butterfly garden, greenhouse, tool shed, and worktables and will be a center for students' hands-on instruction about how animals, plants and environments are interconnected. Students will design and carry out experiments, maintain a weather station, and keep summaries of their activities in lab journals. Students will gather data about dynamic processes happening in the garden, which they process statistically as graphs, histograms, maps, and written reports. Through this hands-on gardening experience, students will strengthen their observation and classification skills and see natural patterns such as the food chain, the seasonal cycles of growth, watershed study, decomposition, and soil differences in their real-life context.

In addition to the main garden area, LHM MST Academy will have separate sections representing the four main ecosystems of California. These will be planned through collaboration with *Tree People* and continue to be refined and planted. Students will be involved in the care and maintenance of all the gardens on campus. The purpose of the students maintaining the gardens is not just to take ownership and pride in the campus, but also that they may experience important teachable moments such as the life cycle of plants.

The Literacy/Science Coach will work with the regular classroom teachers to integrate garden science with other subjects. Students will learn math by doing such things as calculating germination rates, estimating seed production, measuring garden beds, and mapping the natural ecosystems. Art will be brought in when the students create botanical illustrations in a scientific way. Students will learn about the cultural significance of plants in different time periods throughout history. Students will also keep garden journals that include record keeping of their experiments and reflections on their experiences in the garden.

The Life Lab Garden will make science relevant and enjoyable. It will reinforce concepts through deep experiences rather than through the rote learning of facts and supports a balanced curriculum in the physical, earth and life sciences. The School Community can experience deeper understandings of natural systems and become better stewards of the Earth by designing, cultivating, and harvesting a school garden with their own hands. School garden projects nurture community spirit, common purpose, and cultural appreciation by building bridges among students, school staff, families, local businesses, and organizations (California Department of Education).

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Technology Support: LHM MST Academy is committed to providing students with a strong foundation in technological literacy. According to Marzano, Pickering and Pollock (2010), the best way to meet this objective is for teachers to employ research-based instructional strategies which have been proven to work effectively in classroom instruction. Marzano et al. (2010) explains that when “teachers use the strategies effectively with their students, the outcome is a measurable difference in student achievement. Each of these strategies can be used by any teacher at any time, using either traditional teaching tools or using technology.” In accordance with this idea, LHM MST Academy will include technology in the classroom as a principal means of developing and facilitating authentic learning experiences. LHM MST Academy will launch a multi-year initiative to bring the most current digital technologies into the classroom. Multimedia tools in the form of computers, tablets, and high-speed wireless internet will be made available throughout the school. Classrooms and labs will have televisions, document readers, projectors, computers and Smartboards for instructional use. The school will build a strong technology infrastructure that includes technical and pedagogical personnel, such as a math/technology coach, to support teachers’ instructional endeavors. Educators will be encouraged and expected to enhance projects and daily lessons with digital technologies. Furthermore, technological innovations in the form of virtual fieldtrips, digital games, class websites and blogs, social networking with an academic objective, and TEAMS distance learning will galvanize learning in the classroom setting. Professional development sessions for educators will be offered to strengthen their technological expertise and promote comfort with its use in daily instruction. Additionally, educators will be afforded opportunities to discuss and collaborate with colleagues about technological goals.

One of the primary reasons for the use of technology in the classroom is to better prepare students to take on the challenges of a rapidly changing and highly digitalized world. Students must be technologically literate to possess the skills that are necessary to access digital information in the 21st century. In order to ensure that this objective is met, every student in Small Learning Community 3, which includes fifth and sixth grade, will be assigned an IPAD which will enhance core instruction with digital activities that allow students to access information, and engage in research and digital projects. There will be 4-6 computers in each K-6 classroom. In addition, each grade level spanning third through sixth grade will have multiple MAC laptop carts that will hold thirty-five laptops to share amongst the grade level. In this way, teachers may harness the knowledge of technologies that are already fully integrated into the lives of many students. Conversely, these practices may allow educators to expose students to resources that they may not have access to outside of the school setting. The overarching objective is to prepare students to become critical participants of a real world that demands technological literacy in the twenty 21st century.

Computer Technology Laboratory Program: LHM MST Academy will have a computer lab that will be equipped with thirty-two Apple computers and a Smartboard. Teachers will use the computer lab to integrate technology with regular classroom activities. In addition to receiving enhanced instruction of core subjects, students will also be able to complete digital projects, engage in enrichment activities, and take assessments in the lab. Science and math software will be available to instruct students. Teachers/Students will also have access to multiple digital camcorders and digital cameras for capturing classroom projects and activities. Additionally, students will receive academic enrichment through Accelerated Reader computer-based program. Students will have access to word processing software, PowerPoint, Digital Storytelling software, movie making software, Excel, HyperStudio, Timeliner, and many other software tools to increase their technological skills and enhance instruction. With video-editing software, teachers and students will have the ability to create professional quality videos to enhance the learning process. These projects will be introduced to parents and community members during special events such as Science, Math and Technology Fair (SCIMATECH).

i. Curriculum Development-Not applicable
ii. Management of Multiple Schools-Not applicable

c. WASC ACCREDITATION - Not Applicable

d. ADDRESSING THE NEEDS OF ALL STUDENTS

In order to address the needs of all students including students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, LHM MST Academy will implement a sound instructional core program where the focus will be on rigorous standards-based Tier 1 good first teaching. In addition to good first teaching, push-in and pull-out intervention programs will be accessible to students. Response to Instruction and Intervention (RTI²) is the framework used for rigorous instruction. The five essential components are:

- *Multi-tiered Framework to Instruction and Intervention:* Instruction and intervention which is differentiated, culturally responsive, evidence based and aligned to grade level and content standards
- *Problem Solving Progress:* Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention
- *Data-based Decision Making:* Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures
- *Academic Engagement Time:* Effective use of the number of minutes each day/week in which students are engaged in instruction
- *Professional Development:* On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students

In order to provide targeted instruction and services to students through RTI², summative and formative data from MyData and CoreK12 will be used at the beginning of the year to universally screen students. Additional data related to behavior, attendance, transiency rate, social and emotional issues will be used in the screening process. Throughout the year, assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented.

In addition to meeting the academic needs of each student, the school will also focus on the social and emotional development of all students by developing and implementing a School-wide Positive Behavior Support Plan. This plan will be based on a 3 tier approach for social and emotional support. Tier I will provide all students with instruction that promotes a caring and positive learning environment. This will be done by the classroom teacher and support staff through programs such as Second Step, classroom management structures, and character building programs. Tier 1 will also be implemented school-wide through structures and systems which teach the students to be safe, responsible, and respectful. Tier 2 will include the following: behavioral contracts, weekly home-school reports, group counseling, parent education classes, and school based mentoring. Tier 3 will include family focused intervention provided by the school psychologist and other outside agencies.

English Language Learners (ELs): Based on the demographics from the three sending schools; Miramonte, Hooper and Lillian Street Elementary Schools, LHM MST Academy is projected to have about 56% of the student population as English Learners. Tables 10 and 11 show the current data for EL students at Miramonte Elementary as it relates to language and academic progress. The data clearly reflects the need for a focus on instructional practices that will meet the needs of these students.

The school will follow the District's Revised Master Plan for English Learners in the identification, placement, and reclassification process. As children matriculate, parents will be asked to complete a home language survey indicating a child's primary language. Based on the child's language and academic

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needs, the Categorical Program Advisor and the Principal will determine placement of the student. The student will be assessed and assigned to the appropriate class based on his/her immediate needs. The District-approved Language Arts program provides universal access to the core curriculum for English Learners. In addition, teachers will be trained in the implementation of the ELD Program and SDAIE (Specially Designed Academic Instruction in English) Strategies. SDAIE, is an approach in which teachers provide universal access to the core curriculum. Students develop knowledge in specific subject areas through the medium of English Language Support. Teachers adjust the language demands on a lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to students' experience, adapting the language of texts or tasks, and using methods such as demonstrations, visuals, graphic organizers, or cooperative work to make academic instruction more accessible to students of different English proficiency levels. In order for English Learners to make progress towards mastering the English language, they will be provided with daily explicit English Language Development instruction (45-60 mins. per day) based on what the student levels and needs are. LHM MST Academy will use the District's *Treasures* ELD Program as their prescribed curriculum. The English Learner will also be provided access to the California Common Core Standards through the use of the *Treasures* ELA support strategies for small group instruction for English Language Learners.

➤ **Instructional Practices for English Learners**

The teachers at LHM MST Academy will teach the District's *Treasures* ELD Program. *Treasures* ELD consists of exposing students to key vocabulary, students practicing language forms, students orally composing sentences and students writing. *Treasures* ELD program also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

The teachers at Dr. Lawrence H. Moore Math Science Technology Academy will also provide for the English Learner the Access Strategies that support student learning in the content areas. The Access Strategies include the following:

Instructional Conversations: Discussion-based activities between students in a classroom setting that assist the English Learner to arrive at a deeper understanding of the academic content being taught by the teacher. Instructional conversations develop critical thinking, language and linguistic skills by making connections between academic content, the student's prior knowledge and cultural experiences.

Cooperative and Communal Learning Environment: Learning environments that are supportive and motivating, promote language acquisition by providing comprehensible input in appropriate ways. When students are allowed opportunities to work collaboratively in small groups with individually assigned roles and targeted instructional goals, the students learn language faster and more efficiently and have greater retention of materials and standards taught.

Academic Language Development: Academic English is taught by connecting it to the conceptual knowledge and vocabulary the students bring from their home and community. This academic language development promotes increased ability in students to communicate their ideas orally and in writing using academic English skills.

Advanced Graphic Organizers: Thinking Maps will be used school-wide and across all subject areas as a "common visual language" for organizing thinking processes, integrating learning, and continually assessing progress. Thinking Maps are eight visual learning graphic organizing tools that define key thought processes (define, describe, classify, cause/effect, sequence, compare/contrast, define analogies, and identify part-to-whole and whole-to-part relationships). Thinking Maps scaffold the learning for SELs and ELLs to make sense of and organize information.

Lawrence H. Moore Math Science Technology Academy (SRES #12)**➤ Response to Instruction and Intervention (RtI²) and ELs**

The staff at LHM MST Academy will ensure that the core curriculum is delivered to all students as intended. The most important step a school can take to meet the needs of all students is to identify their academic needs and provide differentiated instruction in small and flexible groupings. This will be accomplished through the RtI² model which is the District's framework for the delivery of rigorous and relevant instruction. Response to Instruction and Intervention (RtI²) is the framework used for the above mentioned rigorous curriculum.

The RtI² model will be used to provide English Language Learners with instruction that meets their language needs once they have been identified. Students will be provided with differentiated support which will be based on the formative and summative assessment data from the CELDT, DIBELS, and *Treasures* ELD Progress Monitoring Assessments. The results of the assessments will enable teachers and staff to continuously identify the language and academic needs of English Learners. Based on these needs, Tier 1, Tier 2 and/or Tier 3 instruction and support will be provided to all English Learners.

Tier 1 instruction/support for English Learners is characterized by the implementation of good first teaching and effective in-class intervention using the following strategies:

- Academic Engagement Time (AET)
- Differentiated instruction
- Add depth and complexity to curriculum
- Scaffold lessons
- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- SDAIE strategies
- Graphic Organizers
- Learning centers
- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and front-load vocabulary

Tier 2 instruction for English Learners is characterized by the Tier 1 strategies listed above. In addition, the following in-class intervention strategies will be utilized:

- Explicit instruction in vocabulary, comprehension strategies and skills
- Effective student engagement in instruction
- Strategic or supplemental intervention
- Scaffolding lessons
- Workshop Strategy Groups
- Additional time for in-class intervention (i.e. Pre-teach and re-teach)
- More intensive vocabulary and comprehension skills and strategic instruction.
- Use of *Triumphs - Treasures* Intervention series, *Treasures* ELD Visual Vocabulary, and/or *Voyager*

Tier 3 instruction/support for English Learners is also characterized by good first teaching and effective pull-out intensive intervention support using the following strategies:

- Frequent monitoring of assessments and student progress
- Cooperative learning environment
- Academic language development
- Instructional conversations
- Use of stand-alone intervention program such as: *Treasures Triumphs*, *REWARDS*, *Read 180*, *Language!*(Version 4) to provide intensive, accelerated and small group intervention

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Core subject areas will be augmented for the English Learner with supplemental materials which are relevant to the instructional program, aligned with standards and are appropriate for student language abilities and needs. These supplemental materials will primarily focus on oral and written expression, vocabulary development and comprehension. These materials will be selected through the Grade Level Professional Learning Communities collaborations. The teachers will be responsible for investigating resources that match the needs of their particular students and to ensure they will provide their students with access to the core curriculum.

Standard English Learners (SELs): Tables 16 and 17 indicate a need for improving the academic performance of African American students. The teachers at LHM MST Academy will provide support for Standard English Learners (SELs) in their classroom by using the Access Strategies that support student learning in the content areas.

The staff at LHM MST Academy will ensure that the core curriculum is delivered to the Standard English Learner as intended. The Standard English Learner will be provided with differentiated support which will be based on formative and summative data from DIBELS, the District Periodic Literacy Assessments, *Treasures* Progress Monitoring Assessments, and common formative assessments designed by the grade level PLCs. The results of the assessments will enable teachers and staff to identify on a continuous basis the language and academic needs of the Standard English Learner. Based on these needs Tier 1, Tier 2 and Tier 3 instruction/support will be provided to all Standard English Learners.

➤ **Response to Instruction and Intervention (RTI²) and SELs**

The *Tier 1* instruction/support for Standard English Learners is characterized by the implementation of good first teaching and effective in-class intervention using the Tier 1 strategies found on page 32

The *Tier 2* instruction for Standard English Learners is characterized by the Tier 1 strategies listed above. In addition, in-class intervention strategies on page 32 will be used in Tier 2 support.

The *Tier 3* instruction/support for Standard English Learners is also characterized by good first teaching and effective pull-out intensive intervention support using the strategies found on page 32.

Academic English Mastery Program (AEMP): This program includes the Access Strategies and will be utilized to assist the Standard English Language Learners. Teachers from each SLC and PLC will have the responsibility of coordinating AEMP activities, which include study groups, monthly meetings and coordinating attendance at the AEMP Conference.

Teachers will receive training on being culturally responsive to all students. Engagement with their students will help to increase their achievement level. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies that are effective in building collaboration and deepening relationships will include, but will not be limited to the following:

- Presenting themselves to students as a good listener, asking questions that foster exploration rather than cutting off communication and a teacher that presents themselves to students as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know your students, establishing a comfortable environment, understanding the language needs and development, using a variety of strategies, using technology, involving others such as peer instruction, team teaching, cross age tutoring, parents, inter-generational tutoring, community resources, cultural exchanges, and examining classroom implication of Brain Research are areas of discussion that will be discussed at the daily professional development sessions.

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Culturally Relevant and Responsive Education (CRRE): LHM MST will incorporate a Culturally Relevant and Responsive Education (CRRE) pedagogical approach. Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000). Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). A CRRE pedagogical approach to teaching means adjusting instruction to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them. In order to meet this objective, educators must examine all curriculum through the lens of CRRE to ensure that student needs are being met in the following ways:

- The culture and language of students is valued, validated, and respected.
- Instruction is infused with culturally relevant literature and instructional materials to meet rigorous academic objectives.
- Educators demonstrate knowledge and understanding of language variations in SELs (Standard English Learners) and ELLs (English Learners) and incorporate appropriate strategies to support academic English mastery.
- Educators design lessons that engage students in activities that show understanding and awareness of the linguistic structures of academic language as differentiated from their home language.
- Instructional practices ensure that students are actively engaged in activities that facilitate mastery of standard/academic English, including classroom talk that is accountable to the learning community, to accurate knowledge, and to rigorous thinking.
- The teacher promotes increased confidence, problem solving behaviors, and the development in students of habits of mind that empower them to achieve their full potential.
- The classroom is student-centered so that the students have opportunities to problem solve, question, collaborate, explore and to make structured decisions.
- The teacher demonstrates knowledge of the learning styles and strengths of culturally diverse students and builds upon students' learning strengths to develop self-monitoring and self-management skills to promote academic growth.
- The classroom environment is culturally relevant and responsive to the students and sets “clear expectations” by defining what students are expected to learn and displaying criteria and models of work that meet standards.

LHM MST Academy aims to provide students with a strong educational foundation to ensure that students are college-prepared and career-ready in the future. Culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources (Nieto, 2000) for creating optimal learning environments. Thus, CRRE will be a valuable tool for teaching at LHM MST Academy.

Students with Special Needs K-6: LHM MST Academy will comply with all the conditions of the Modified Consent Decree (MCD) and implement it with fidelity using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are being met. Teachers of special education students will be included in all professional development which will include co-planning and collaboration. Special Education classrooms will be integrated within the school, and students will participate in all activities.

At LHM MST Academy, the students in the (5th-6th) Grade Professional Learning Community will take on a more active role in the development of their IEP in order to develop self-determination. “Self-determination, the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior”, has become an important part of special education and related services provided to individuals with disabilities (Abery & Stancliffe, 1996). Self-determination skills include, self-advocacy, social skills, organizational skills, community and peer connection, and

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computer/technological competency. (Martin & Marshall, 1996; Wehmeyer, Kelchner, & Richards, 1996).

Response to Instruction and Intervention (RTI²), which is the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. Implementing the professional learning communities will allow for more flexibility such as mainstreaming and multi-graded classrooms. Tier 3 instruction and support is characterized by good first teaching, and effective pull-out intensive intervention support using the strategies found on page 33.

Students of Poverty / At-Risk Students: The LAUSD has determined that factors and criteria to identify students most at-risk of failing to meet grade-level standards may vary from student to student and must be determined by each school. The academic record of a student with at-risk factor(s) as determined by MyData will clearly indicate that the student is at risk of failing to meet the state standards in reading/language arts and/or mathematics. There should be a clear link between the student's at-risk factor(s) and the student's academic achievement. The following at-risk factors may impede academic achievement in students: excessive absences or tardiness, frequent change of residence, inability to tolerate structure, grade retention, low self-esteem, poor peer relationships, immaturity and easily influenced, disruptive behavior, frequent suspension/expulsions, and frequent health problems.

Students with frequent absences, irregular behavior, a history of changing schools, uncooperative parents, absent parents, or physically abusive parents are some of the indicators that will be used to identify the at-risk students. These students will be monitored using ISIS reports and referred to the PSA Counselor for assistance. Issues of poverty, foster care, single parents, homes, homelessness, gang affiliation and other issues which affect children at-risk will be addressed during professional development. Experts and representatives from private and governmental agencies from the local community will be invited to become a School Community Partner and share their expertise with the staff. These issues will be discussed during the daily professional sessions and teachers will be trained to identify students at-risk early on.

LHM MST Academy will do the following to assist at-risk and struggling students:

- Implement and utilize the RTI² model for all students
- Engage students effectively during instructional time
- Monitor assessment and student progress frequently
- Utilize the Access Strategies during instruction
- Maintain constant contact with school personnel / family

Gifted and Talented Students: In consultation with the school administrators, teachers in the Small Learning Communities will determine the clustering and/or placement of GATE students. Teachers will identify potential GATE students throughout the school year. In addition, teachers who have GATE student clusters will receive professional development concerning the different needs of gifted learners. Students who have been identified by the school staff for screening but did not meet the District requirements for GATE identification will be provided an instructional program with appropriate strategies to reach their academic potential and learning styles. Students whose abilities fall into one or more of the categories below will be screened to be considered for participation in the Gifted/Talented Programs: Intellectual Ability; High Achievement Ability; Specific Academic Ability; Creative Ability Leadership Ability; Ability in the Visual or Performing Arts. Identified and potential GATE students will be provided differentiated instruction which will include clustering students to meet their academic needs, providing alternative learning opportunities, recognizing their unique patterns of interests, characteristics and curiosity, and based upon their needs adjusting their learning goals. The differentiated instruction for GATE and potential GATE students will include the four strategies establish by the California Association for the Gifted:

- **Acceleration/Pacing:** The student moves faster than the pieces of the curriculum through self-pacing or material geared for a higher grade. This component is most frequently utilized

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in mathematics. The student investigates big ideas and universal concepts using both inductive/deductive approaches.

- **Depth:** Students become true experts in a given area by delving into certain subjects with greater detail or elaboration. The student examines a topic by analyzing the patterns, trends, rules or ethics of an idea.
- **Complexity:** The student explores the connections and relationships between ideas by relating concepts and ideas at a more sophisticated level. The student may analyze multiple solutions to problems and evaluate solutions from several points of view.
- **Novelty:** By allowing students to exhibit creativity by initiating original projects, teachers challenge the students' thinking in new and unusual ways. The student approaches areas of study in a personalized and non-traditional manner.

The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988). LHM MST Academy will incorporate the principles of the "Accelerated Learning" method in order to provide GATE students with a more challenging and academically rigorous curriculum. Examples of this instructional strategy would include: using different text levels in independent and guided reading instruction, homogeneous grouping for some challenge projects, assigning challenge problems for early finishers, optional enrichment projects aligned to academic learning, and challenging service learning project (i.e. a project requiring students to have a political/social/environmental approach with the integration of math and technology). The school will provide additional learning opportunities for students who are identified in the gifted category of Visual and Performing Arts. Those additional learning opportunities will include but not be limited to referral to community organizations which provide instruction in the visual and performing arts, afterschool clubs, and increased opportunities to showcase their talents and skills.

To substantially increase the number of Gifted and Talented students, a staff person will be assigned and designated to search, identify and refer all students who meet the Gifted and Talented Education (GATE) criteria. The staff person assigned this responsibility will be provided time throughout the school year to search for and make referrals for GATE. The designee will screen students by collecting data from existing sources, such as the cumulative record, STAR Test Data, OLSAT-8 for 2nd grade and information from the District's Student Information System's (SIS) and MyData.

from these assessments will be used to assist the middle school in placing students in summer bridge classes and English language development (ELD), reading, and mathematic classes.

LHM MST Academy will seek to establish articulation with the LAUSD Adult School Division to provide training for parents on strategies to support the students' transition from pre-school to kindergarten and from elementary school to middle school, high school and beyond. The Adult Education division will also provide classes such as, ESL, Technology, and Spanish as a Second Language (SSL). The staff from the adult school will also provide professional development to teachers on available resources within LAUSD and the surrounding community for parents to support the academic achievement of children.

e. VERTICAL ARTICULATION

LHM MST Academy will maintain a constant working relationship with community agencies and schools that provide educational services to the youth residing in the surrounding community.

At the primary level, LHM MST Academy will engage with early childhood education providers, such as Head Start centers and LAUSD's School Readiness Language Development Program (SRLDP), in order to ensure successful student outcomes. The following is a list of the local providers that will be included: Hooper Early Education Center, Hooper New Primary Center, Lillian Elementary School's SRLDP, the

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Mexican American Opportunity Foundation (MAOF) Head Start/State Preschool Program, Miramonte Early Education Center, and Miramonte Elementary School's SRLDP. The articulation process at the early childhood education level will focus on aligning standards, curriculum, instruction, and assessments across the schools. In the matriculation process the student specific data will be used to determine appropriate placement and services. Key components of the articulation process will include joint professional development and mapping and pacing schedule meetings between early education providers and LHM MST Academy educators. The focus of these meetings will be to gather data, discuss student's academic needs, share best practices, and develop a schedule of parent orientation meetings for students who will be attending LHM MST Academy.

At the secondary level, LHM MST Academy will establish a relationship with Edison Middle School to ensure that incoming middle school students have achieved grade-level standards, recognize the rigor expected in middle school, and understand the social, academic, and citizenship skills needed for success in middle school. LHM MST Academy will allot adequate time for coordinators and educators from each school to discuss student needs, examine data, share best practices, and map orientation meetings. The principal will coordinate articulation activities among school staff members and between schools. LHM MST Academy teachers will meet with middle school teachers from content teams (departments) to ensure that texts and curriculum planning prepare students to move from one level to the next. Coordinators will examine intervention, ELD, and GATE data to ensure proper placement of students in classes. Counselors from each school will meet to plan articulation activities that will help prepare students for the transition to the next grade level. Upper elementary grade teachers will be provided with content standards and sample course work to become familiarized with the academic expectations of middle school grade levels. Additionally, teachers and counselors from the middle school will meet with elementary teachers to administer and review the results of end-of-year assessments, such as the Diagnosis and Placement Inventory (DPI) for EL students and the Maze Measures Diagnostic Assessment, which has replaced the Degrees of Reading Power (DRP) test, for all outgoing 6th graders. The data gathered from these assessments will be used to assist the middle school in placing students in summer bridge classes and English language development (ELD), reading, and mathematic classes.

In addition, articulation will occur within the school through vertical teaming at LHM MST Academy. Pre-K through 6th grade teachers, including Special Education staff, will participate in vertical articulation. Teachers will plan and discuss data after district mandated periodic assessments in order to strengthen the opportunities for all students to have access to and be successful in standard and grade level coursework. The expected outcomes of vertical teaming is to help navigate the transition between grade levels from an academic and social stand point, to facilitate the exchange of information among teachers that are at different grade levels, to establish a continuous flow of information, in order to create opportunity for students to receive remediation, enrichment, and acceleration based on their individual academic needs.

f. EARLY CARE AND EDUCATION

In Year I, LHM MST Academy will provide parents with referrals, information, and resources for Early Childhood Education and initiate process to obtain a State Preschool or Head Start Program. LHM MST Academy will apply to obtain a Head Start Program at the school in Year II. This program will provide services to children between the ages of 2-4 years old. The school is committed to meeting the diverse cultural and linguistic needs of all children and families. The instructional program will provide high quality, developmentally appropriate, pre-school education in all areas that address the social-emotional, physical, and cognitive needs of the population served. LHM MST Academy will provide research based pedagogy that will maximize school readiness in early literacy, math and science through developmentally appropriate activities.

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Children who experience quality early education programs transition to elementary classes with a sense of confidence in their abilities to adapt to new situations and academic demands. The proposed early education class will provide a developmentally appropriate curriculum for children ages 2 – 4 years old. The curriculum will promote cognitive, linguistic, physical and social-emotional learning through challenging and creative experiences while valuing and respecting the needs, languages, and cultures of all students and families it serves.

LHM MST Academy early education class will provide research-based pedagogy utilizing core documents that are aligned to the California Standards for Language Arts and Mathematics. This will support an environmentally based curriculum that will provide multiple best practices utilizing instructional strategies to help promote early literacy and math readiness through interest areas. The curriculum will promote the development of skills in oral language, problem solving, phonemic awareness, and phonics, concepts about print, comprehension, critical thinking, vocabulary and pre-writing. Family involvement in education has been identified as a beneficial factor in young children's learning, therefore opportunities for family involvement will be provided through parent meetings with program staff as well as the involvement in classroom daily activities. Parent education shall also be provided to improve the parent-school communications and parental understanding of school structures and expectations. Parents and teachers becoming active partners in the education of children will foster a strong home/school connection and a two-way dialogue on a regular basis.

Community connections will be a part of the early education program. The program will cultivate a working relationship with public and community-based services (e.g. health, education, and social services). The program will develop and maintain a current list of community resources to link families with community-based services and to support families in navigating community resources, including advocacy. Community programs will be invited to share their areas of expertise with staff, parents and children (e.g. library, local artists, police, story tellers, etc.).

A strong foundation for collaboration and articulation between pre-K and kindergarten staff will be created, supporting successful transitions for pre-K students into kindergarten. Desired Results Developmental Profile assessment tool documents the progress made by children and families in achieving desired results. The sharing of the Desired Results Developmental Profile assessment data will provide kindergarten teachers with information as to the skill level of the students. The staff at the school will work to insure that parents of children from 0-5 have available programs, information and services at their disposal. Information regarding these types of services will be sent to the families in the school's monthly newsletter or other means of communication. Community agencies will be invited to make presentations at parent meetings throughout the year.

g. SERVICE PLAN FOR SPECIAL EDUCATION

LHM MST Academy will comply with all the conditions of the Modified Consent Decree and implement it with efficacy using the guidelines found in the District's Special Education Policies and Procedures Manual. The Welligent system will be used to monitor for compliance. The monthly MCD reports will be reviewed by the staff to ensure that the outcome goals are being met. Response to Instruction and Intervention (RTI²), the District's framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 3 targeted support.

The Los Angeles Unified School District allocates a part time Assistant Principal-EIS who is responsible for ensuring the following: the legal requirements for the Individualized Education Plan (IEP) process are met, the services in the IEP are delivered and monitored, the Modified Consent Decree implementation plans are addressed, appropriate instruction and services are addressed and provided to students with

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disabilities in the least restrictive environment, and parents are active participants and involved in the IEP process. A Bridge Coordinator will be another budget option for the school. If the school does not have the funds for Bridge Coordinator the responsibilities will be assigned to another staff member. The responsibilities of the Bridge Coordinator will include the following: support the instructional and compliance activities involved in working with students with disabilities; coordinate PD for special and general education teachers on effective strategies, accommodations, and/or modifications; monitors the intervention for ELA and math; and coordinates the integration of special and general education.

To strengthen the core program a School-Wide Positive Behavior Support Plan (SWPBSP) will be implemented to address the social and emotional needs of all students. This plan will provide all students with instruction that promotes a caring and positive learning environment. The classroom teacher and support staff through programs such as Second Step, classroom management structures, and character building programs will do this.

Teachers of special education students will be included in all professional development, which will include co-planning and collaboration. Special Education classrooms will be integrated within the school, and students will participate in all activities. Special Education students will have access to teachers that are Highly Qualified and that know how to differentiate instruction and follow the goals in the IEP.

A Section 504 team will be organized to identify, and provide for any student accommodations. The 504 team will conduct an evaluation to determine which student meets the criteria to qualify for a 504 plan under the federal law. The criteria are:

- Determining if the student has a potentially limiting mental or physical disability
- Determining if the student's disability impairs a major life activity
- Determining if the student's physical or mental impairment substantially limits a major life activity

Parents will be informed through written notification of any decisions concerning the identification, evaluation, and/or accommodations required by a 504 plan. Appeal procedures and the process for the examination of relevant records will be provided to parents.

Students with special needs will have access to a well-trained nurse. The nurse's office will be well equipped and supplied, which could include locked cabinets, an examination table, a refrigerator with a lock, a wheel chair, a stretcher, and a cabinet to keep the students' health records. The students with an IEP will also have access to counseling and other resources. The United Nations Educational, Scientific and Cultural Organization (UNESCO) states that the inclusion of children who would otherwise be perceived as "different" means "changing the attitudes and practices of individuals, organizations and associations so that they can fully and equally participate in and contribute to the life of community and culture. Inclusion is not the same as "integration", which implies bringing children with disabilities into a "normal" mainstream or helping them to adapt to "normal standards." In the context of schooling, integration means the placement of children with disabilities in regular schools without necessarily making any adjustments to the school organization or teaching methods. Students with disabilities will be provided the Least Restrictive Environment and will be included in the instructional program in the Small Learning Community structure to ensure that all students work, play, and learn together.

District programs and resources for extended school year services will be provided to all eligible students. The special education students will participate in all intervention programs available to the general education population. Also, through partnering with community organization the school facility will be utilized to house activities that will enrich and enhance the students' instructional program. Additional information on Service Plan for Special Education can be found on Appendix E.

B-2 Professional Development (PD)

a. PROFESSIONAL CULTURE

The professional development at LHM MST Academy will encompass a culture of professional conduct, child advocacy, and a commitment to continuous improvement through meaningful and focused collaboration. In accordance with the *LAUSD Teaching and Learning Framework (Standard 4: Component 4c)*, all staff members of LHM MST Academy will develop a culture that exhorts high standards of integrity and ethical conduct. They will demonstrate intellectual honesty and adhere to a comprehensive moral code that will comply with school, district, state, and federal regulations and procedures. All school community members will be expected to adhere to the following values in and out of the classroom: display of fairness; exhibition of honesty; show of integrity; demonstration of respect; use of discretion; maintaining confidentiality.

Advocacy and Collaboration / Professional Learning Communities: “A focus on learning, a focus on collaboration, and a focus on results.” (Dufour, Eaker, and Many, 2006)

It is the core belief of LHM MST Academy that all school community members will serve as advocates for all students and their needs by demonstrating a commitment and willingness to ensure achievement for all students. This includes professional developments that target the common core standards, focus on increasing instructional rigor, centered on students’ needs, and offer timely and effective interventions. To ensure that this proposal is effectively implemented, all school community members at LHM MST Academy will be guided by the following norms:

- collaboration that promotes a positive and safe school environment
- initiative by demonstrating problem-solving and decision-making skills
- proactivity in addressing the academic, social, and emotional needs of all students
- clear and meaningful communication
- establishment of highly-organized and efficient systems that prioritize positive outcomes
- interacting in ways that are mutually beneficial

To effectively implement and establish a school culture that abides by these norms, LHM MST Academy will use the Professional Learning Community framework. “Professional Learning communities create an intensive focus on learning by clarifying exactly what students are to learn and by monitoring each student’s learning on a timely basis,” (Dufour, Dufour, Eaker, and Many, 2006). This model will reinforce the instructional program and support student achievement by offering teachers and support staff the opportunity to actively collaborate in establishing professional development needs. The professional development model will be focused and designed on targeting the specific needs of a staff committed to the implementation and assessment of the proposed instructional program. Professional developments will target the specific needs of each grade level PLC. In this model, grade level PLCs, with the support of administrators and out-of-classroom personnel, will meet regularly, both within and across grade levels to: Analyze, improve, and implement best teaching practices; Create and implement short and long term instructional goals; Design common formative assessments to monitor student’s mastery of standards; Review achievement data and/or standardized student assessments to identify student achievement deficits, modify instruction, and plan interventions. LHM MST Academy will promote and encourage adherence to these norms and values in professional developments throughout the school year which will inspire loyalty and commitment to the wider school community. We believe that a school staff that is committed to high moral standards and dedication to achievement will intrinsically instill in students the understanding and enactment of an equal nature.

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It is the belief of LHM MST Academy that the PLC model will promote high staff performance and retention by providing opportunities to equally invest in the collective design and implementation of the instructional program. The collaborative nature and lateral leadership model will exhort a greater sense of accountability and ownership.

“Teams bring together complementary skills and experiences that exceed those of any individual on the team. Teams are more effective in problem solving, provide a social dimension that enhances work, motivate, and foster peer pressure and internal accountability.” (Katzenbach & Smith, 1994)

The teaching staff at LHM MST Academy will be asked to familiarize themselves with the requirements of this plan and the need to have a school culture characterized by the professional learning communities 3 big ideas: Focus on Learning, Focus on Collaboration and a Focus on Results. The teachers will be encouraged to submit their names for this school with the understanding of what will be required and expected of them. The school principal and members of the administrative team will also be expected to commit to the implementation of this school plan.

b. PROFESSIONAL DEVELOPMENT**Waiver #7: Local Professional Development Plan**

The school will establish a professional development committee consisting of grade level representatives and stakeholders. The school is requesting this waiver in order to provide professional development aligned with LHM MST Academy’s mission, vision and core beliefs. The Professional Development Committee will plan, supervise, and evaluate all of the staff development for the year ensuring that it aligns to the Single Plan for Student Achievement (SPSA) and has a positive impact on student achievement. The Professional Development Committee will insure that all PD includes the process of inquiry, collaboration and reflection. The Professional Development Committee will also take into consideration the school’s calendars, assessment windows, daily schedules, and access and equity in the classroom when planning professional development. The staff needs to become trained and familiar with research on meeting the needs of the students. The Professional Development Committee would have in-depth knowledge of the needs of the staff and the needs of the children as they plan, implement and monitor the professional development for the school. Surveys, assessment data, and other tools will be used to determine the PD needs of the stakeholders. PD will be scheduled prior to the beginning of the school year, during the day, after school and at the close of the school year.

Professional Development

LHM MST Academy’s professional development program will be characterized by intense focus on high academic achievement for all students through a standards-based integrated curriculum with a focus on math, science, and technology. Professional developments will focus on current and innovative strategies such as workshop style teaching, multi-faceted learning experiences, differentiated small group instruction, and cross content area integration. The school will promote the integration of math, science and technology so that the students will be prepared for the 21st century. These professional developments will take several forms: school-wide, grade level, and across grade levels so that staff members can collaborate around student work, analyze assessment data and plan lesson studies together.

The goal for teachers is to be proficient in the areas in which they teach. PD planning will be based on the core beliefs of the school, PD surveys, classroom observations, and analysis of data from formative and summative assessments and as well as District mandates. All teachers at LHM MST Academy will be provided with common planning time to support the PLC process. This common planning time will augment the Banked-Time professional development. This common planning time is intended to focus on curricular maps, identification of best practices, pacing plans, and analysis of student assessments to plan for interventions. This will be accomplished through scheduled half-day or all-day (3 – 6 hours) teacher

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pullouts. In combination with Banked-Time, this will provide each PLC team with 420 – 600 minutes per month of focused planning time that allows teachers to address the needs of students and the instructional program. The teachers will also participate in a Five Day Prior to the School Opening professional development.

The professional development plan will be based on student data. Initially however, the data from Miramonte Elementary School, the major sending school, will be used. Appendix E, Performance Plan, indicates the following trends:

- 1) There is a need to continue with the reduction of students scoring BB/FBB in ELA and math
- 2) There is a need to continue increasing the percentage of students scoring proficient or above in ELA and Math
- 3) A need to continue increasing the number of students that reclassify each year and increase the number of EL students passing the CELDT
- 4) There are disproportionately high numbers of EL and SWD students scoring in the BB and FBB bands in ELA. There is a need to significantly reduce this number.
- 5) There are disproportionately high numbers of SWD, EL, and African American students scoring in the BB and FBB bands in Math. There is a need to significantly reduce this number.
- 6) There are disproportionately low numbers of SWD, EL, and African American students scoring in the proficient and advanced bands in ELA and in Math. There is a need to significantly increase this number.

RTP² will be the framework by which the instructional program and the professional development at LHM MST ACADEMY will be developed and implemented. The instructional program will be characterized by quality first good teaching, differentiation and targeted intervention. A PD focus will be refining teacher practice within Tier 1 instruction and Tier 2 and 3 interventions. Student data will be the driving force of the professional development plan. This plan will reflect the essentials of learning, establishment of professional learning communities, formative and summative data analysis, and will be aligned with the goals of the Local and District.

Professional development will be planned based on the data to meet the diverse needs of all students including the English Learner, Standard English Learners, students with learning needs, and students with disabilities. Parent input will be sought through parent councils regarding professional development needs.

In order for EL, African American and SWD, to make language and academic progress, there is a need for explicit language development and for content to be comprehensible and accessible. The professional development will focus on providing teachers with differentiated training by grade level, across grade levels and, based on teacher need, for the effective implementation of ELD/MELD, ELA, math and instruction in the other content area.

Teachers of special education students will be included in all professional development, which will include co-planning and collaboration. Special Education classrooms will be integrated within the school, and students will participate in all activities. Special Education students will have access to teachers that are Highly Qualified and know how to differentiate instruction and follow the IEP goals.

PD on culturally relevant and responsive pedagogy is also needed so the students' culture, background and language, are valued and appreciated. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell,

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1999). It will be imperative that teachers at LHM MST Academy receive ongoing professional development on Culturally Responsive and Relevant Education (CRRE). District wide, only 34.1 % of the African American subgroup scored proficient on CSTs (ELA). Teachers at LHM MST Academy will receive ongoing professional development for SELS to support identified growth targets through specified professional development on the following:

- Utilizing the components of Treasures which address African American Vernacular (AAV)
- Using AEMP Access strategies, classroom checklists, and classroom protocols
- Utilizing MELD diagnostic tools, and the use of MELD instructional guides
- Incorporating culturally relevant literature to supplement core curriculum

Teachers will receive differentiated professional development from the instructional coaches and designated teachers who will attend AEMP district presented workshops and trainings. It will be the goal of LHM MST Academy to move these teachers into role of AEMP facilitators so that they will be able to attend monthly professional development and training on how to present strategies to the staff. Additionally, AEMP provides a multitude of resources online through the Language Acquisition Branches' website.

Teachers who have GATE student clusters will receive professional development concerning the different needs of gifted learners. These additional professional developments will include, school sponsored, district sponsored and county sponsored conferences and workshops. The school will provide additional learning opportunities for students who are identified in the gifted category of leadership. Those additional learning opportunities will include but not be limited to referrals to community organizations which provide instruction in the visual and performing arts, afterschool clubs, and increased opportunities to showcase their talents and skills.

The teachers at the school will receive PD on identifying the following at-risk factors which may impede academic achievement in students: excessive absences or tardies, frequent change of residence, inability to tolerate structure, grade retention, low self-esteem, poor peer relationships, immature and easily influenced, disruptive behavior, frequent suspension/expulsions, and frequent health problems. Strategies will be presented to assist the students' at risk. Multiple data indicators in the MyData reports for 2011-2012 identified approximately 400 at-risk students at Miramonte Elementary School.

Differentiated support and PD will be provided according to teacher experience, subject matter, roles and responsibilities, grade levels. This support will allow the teachers to have their unique professional growth areas addressed. Using Stigler's model of principles for gradual measurable improvement of teaching and instruction, teachers will develop a plan to observe best instructional practices in the classrooms of colleagues. The principles for gradual measurable improvement of teaching and instruction are:

- Expect improvement to be continual, gradual and incremental
- Maintain a constant focus on Student Learning Goals
- Focus on Teaching
- Make improvement in the work of the teacher
- Build a system that learns from its own experience.

There will be embedded opportunities for the professional learning communities to be involved in professional development. A component of the professional development will involve differentiated support based on teacher needs. Time will be built-in for teachers in the Small Learning Communities and administrator to have rich conversations around common formative assessments. Teachers will target specific standards and develop SMART goals to improve student learning and monitor their progress. A plan which represents a commitment to improving student performance will serve as an important tool to target interventions that the teacher and administrator believe will most effectively improve student learning. Collegiality among teachers as measured by the frequency of communication, mutual support, and help is a strong indicator of success. Virtually every research study on the topic of work-focused

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teacher and supportive teams found this to be the case. (Fullan 1991) The goal for each student will be clearly defined and explained by the teachers to the parents and students so everyone is held accountable.

Teachers will be given opportunities to seek leadership and career advancements acting as a teacher-leader representing a grade-level. The responsibility of the teacher-leader will be to work closely with the leadership team to support curriculum development, instructional delivery, and professional development. The teacher-leader will receive ongoing leadership development and will have opportunities to work within their PLC team to ensure a commitment to school-wide norms and practices. All teachers will be given the opportunity to demonstrate leadership by serving as experts and may present a professional development to the staff or conduct after-school trainings that support the proposed instructional program or offers the staff innovative and effective teaching practices that augment classroom pedagogy.

Teachers and staff at LHM MST Academy will receive ongoing in depth professional development on the State Common Core Standards in order to prepare students for college and career readiness. As these standards are rolled out, the Principal at LHM MST Academy will serve as an instructional that all teaching staff receives appropriate and effective training. In year 2, instructional coaches will work with individual teachers, grade levels, and themed house staff to ensure that the standards are being taught. The Common Core Standards are intended to transform the way we practice teaching by establishing a consistent expectation across the country about what our students will need to know at every grade and course of study. The teachers at LHM MST Academy will receive professional development on how to use these standards to implement rigorous instruction. Additionally, the staff at SRES #11 will utilize the district website dedicated to the roll out and implementation of the Common Core Standards.

i. Management of Multiple Schools

Local District 7 has content experts which provide personalized PD to schools based on student data, school requests, and District mandates. The support includes, professional development in the areas of new initiatives, data analysis, subject matter competency, curriculum implementation, supervision of instruction, instructional school reviews, compliance requirements, support staff services, and resources availability. The PD is offered at school sites and at the Local District.

c. TEACHER ORIENTATION

Prior to the onset of the school year, school community members of LHM MST Academy will meet for 5 days of pre-in-service professional development where teachers in all grade levels will participate in professional development that will support the implementation of supplemental math, science and technology curriculum. All teachers will be given PLC planning opportunities to discuss operating norms and values. Guided by the schools overarching norms and values these PLC groups will identify and establish professional practices that will serve as the cultural foundation of LHM MST Academy.

Teachers, new to LHM MST Academy, will be supported by intervention/instructional coaches and a grade-level lead teacher to help guide them in understanding and adhering to the established school norms, values, and grade-level PLC goals. With the guidance of the instructional coaches, new teachers will have the opportunity to understand the school's professional expectations and instructional practices. New teachers will be given three 1 hour training days to meet with their PLC team to learn more about the academic program and instructional strategies and practices. During these training days new teachers will be given opportunities to help them assimilate into their PLC and will give them the opportunity to:

- gather shared curricular resources including curricular maps and pacing plans
- be introduced to school-wide and grade-level PLC norms and values
- review instructional and assessment practices for their PLC

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The professional learning community model will provide teachers with opportunities to collaborate and learn from their peers. Teachers will also be given the opportunity to observe exemplary teachers and reflect with instructional coaches their observations that will help guide them in understanding the instructional expectations of the school and their PLC. Administrators and/or coaches will observe inexperienced teachers to provide feedback on the implementation of newly learned skills and strategies. Additional details can be found on the Professional Development Schedule- Attachment 3.

d. PD PROGRAM EVALUATION

The professional growth and development program will be dependent upon creating a culture of clear and effective feedback that allows for appropriate modifications to classroom pedagogy. It will be the role of administrators, instructional coaches, and PLC members to provide this feedback to help build teaching capacity and ensure the implementation of highly effective instructional practices. Performance expectations and reviews will be discussed periodically during the year. Performance reviews will be formal, informal, verbal, and written. The educator evaluation will be based on planned and unexpected classroom observations. To evaluate the effectiveness of the professional development program the following instruments will be used throughout the school year:

- teacher surveys
- classroom walkthroughs
- staff lesson observations
- peer reviews
- end of professional development evaluation
- analysis of records such as minutes of meetings

Ultimately, the evidence found in student performance as reflected in summative and formative assessment data will determine the effectiveness of the professional development program. Formative assessments will be monitored to provide teachers with timely feedback to the effectiveness of teaching practices. Summative assessments, including District mandated periodic assessments, will be utilized quarterly to assess the effectiveness of the professional development program and the results of standardized testing will provide the end of year evaluation of the school's program. Clear communication to teachers, students, parents, administrators, of the findings will help ensure that the results are used to guide school improvement efforts and subsequent professional development activities. The results of the professional development evaluations will be used to adjust future professional development activities in order to meet the diverse needs of the teachers and students.

B-3 Assessments and School-Wide Data**a. STUDENT ASSESSMENT PLAN**

The California Blue Print for Standards will define the instructional program and curriculum at LHM MST Academy. Assessing student progress is an essential component of the curriculum and will shape and inform instruction on an ongoing basis for continuous improvements. Assessments provide teachers with the data and information needed to understand the level and nature of student understanding of concepts presented, and how well they use inquiry skills. The teacher will use assessment data to monitor individual and groups of students' development and progress, make appropriate adjustments to their teaching, and share the results of the assessments with parents, administrators and other staff. Assessment results will serve as data for the school to continually re-shape their professional development plan so as to provide teachers with differentiated support. As professional learning communities the school will be data driven and focused on results. The continuous use of formative and summative assessments will assist the school in maintaining high academic standards. This will promote a process for PLC's to be data driven and results oriented in order to answer the following four key questions:

- What is it we want our students to learn?

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- How will we know when each student has learned it?
- How will we respond when students don't learn?
- How will we respond when students already know?

According to DuFour, DuFour, Eaker, and Many (2006), there are “common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. They (team members) also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning.”

The comprehensive assessment program at LHM MST Academy will be done under the umbrella of Response to Intervention (RTI²). In PLC's the school will use formative and summative assessments to evaluate the school's instruction and curricular programs as well as their implementation. The evaluation process will provide the school with feedback on how to refine instruction and enhance the curriculum. Formative assessments, used to modify and validate instruction, will include observations, written assessments, performance assessments, graphic assessments, RLA and mathematics periodic assessments, teacher-made assessments, and self-assessments. The school will use the following summative assessments: California Standards Test (CST), California Modified Assessment (CMA), California

Alternate Performance Assessment (CAPA), Standards-Based Test in Spanish (STS), the California English Language Development Test (CELDT), and ELD Portfolios. The data from the formative and summative assessments will be used to refine lesson delivery, identify achievement gaps, determine needed Tier 2 and Tier 3 intervention, and inform on student progress. Validity and reliability are the core principles of good assessment practices. They are central and also largely comprise the accuracy standard. Validity is the extent to which inference drawn from assessment results are appropriate. Reliability is the consistency or dependability of the results of an assessment. Formative and summative assessments will be used to generate data by district, school, subgroups, grade levels, classrooms, and individual students.

LHM MST Academy will participate in the District's on-line CORE K-12 Assessment Process. This assessment process will enable teachers and staff to do the following:

- Collect information of the student learning that will be helpful in planning instruction
- Determine whether the assessment provided is helping students achieve grade level standards
- Identify at-risk students not meeting grade level standards
- Monitor the progress of students who need additional Tier 2 or Tier 3 support
- Provide enrichment and accelerated learning opportunities

The District's CORE K-12 Comprehensive Assessment program will be a key instructional tool for the teachers at LHM MST Academy. These assessments will provide teachers with information to make important decision about student and learning. The CORE K-12 Assessments will include the following:

- **Diagnostic assessments-** will identify students in need of intervention and assist the school administrator with program placement. This information can be gathered from student work, teacher observation, quizzes, prior test scores and teacher made test.
- **Periodic assessment-** will provide data to inform teachers and administrators about the effectiveness of the instructional programs so that instruction can be changed to increase student achievement. Teachers will be able to identify areas of strengths and areas of weaknesses that need targeted instruction and reinforcement.
- **Progress monitoring-** Teachers will be able to determine if the students understand the content they are learning, provide information on critical skill areas, and provide information on the “next steps” teachers can use to help students overcome any difficulties. These assessments would be done frequently and take a variety of forms: mini-assessments focused on specific standards, assessments created from an item bank, quizzes, unit test, essays, project based learning, portfolios and teacher observations.
- **Summative assessments-** will provide information on how well students can demonstrate

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knowledge of standards. The following are considered summative assessments: CST, end of course test, final exams, term papers, research projects, student-led conferencing, self and peer assessments and project based learning.

Summative assessments are administered to determine if students have mastered specific competencies and to identify instructional areas that need additional attention as determined by the California Standards Tests, California Modified Assessment (CMA), Survey, California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), periodic assessments in reading and math, and science, end of the unit tests, and the California English Language Development Test (CELDT), ELD Portfolios, progress report cards, and teacher observations to determine student progress and to adjust the instructional practices in the classroom.

Table: 23 Summative and Formative Assessments

Assessment	Grades Assessed	Formative	Summative	Frequency	Rational
CST	2-6		X	Annual	Measures student progress
CMA	3-6		X	Annual	Measures students' progress in relation to the CA standards.
CAPA	2-6		X	Annual	Per the IEP and the child's disability
STS	2-6		X	Annual	Measures students' progress for students in the U.S. less than 12 months.
CELDT	K-6		X	Annual	Measures initial levels and language development progress for EL students.
ELD Portfolios	K-6	X	X	On-going	Measures language development progress based on ELD standards for EL students
Progress Report Cards	K-6	X	X	Quarterly	Measures student progress.
Teacher Observations	K-6	X		On-going	Monitors student progress toward achieving learning goals and determines how to improve future student performance.
Data Portfolios	K-6	X		On-going	Monitors student progress toward achieving learning goals.
CORE K-12	K-6	X		On-going	Monitors student progress towards achieving learning goals
RLA Assessments	2-6	X		3 Times per year	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Mathematics Assessments	K-6	X		Quarterly	Monitors student progress toward achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitors student progress toward achieving learning goals that will be measured at the end of the year on the CST.
Science Assessments	4-6	X		Quarterly	Monitors student progress towards achieving learning goals and determines how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
DIBELS	K-3	X		3 Times Per Year	Screening instrument and early identification of reading difficulties. Individualized lessons are prescribed.
Common Formative Assessments (PLC Created)	K-6	X			Guided by clear expectations and parameters as PLCs develop assessments that verify the proficiency of each student is each skill.

Multiple assessment data will be used to review the history of young learner. This screening process will enable the school to provide the appropriate placement and services to students in Pre-K – Kindergarten.

Waiver # 4: Local Interim Benchmark Assessments:

After year 1, the staff at LHM MST Academy will have the opportunity to develop an assessment process for students using valid holistic assessments such as DIBELS, Treasures, CORE K-12, Kinder Checklist and/or other research based assessments. As a data driven school, LHM MST Academy will implement assessments that will allow teachers to monitor students periodically (eg. weekly and end of units). RLA and Math pacing plans will be developed with input from teachers in order to best meet the needs of the students.

b. Graduation Requirements: Not applicable

c. Data Collection and Monitoring

Teachers, administrators and other expert resource personnel will gather data from all assessments. Teachers and staff will have access to formative and summative data through the LAUSD MyData and the Integrated Student Information System (ISIS). In reviewing and monitoring student data, group aggregated data, group disaggregated data and individually disaggregated data will be analyzed. Once the data has been gathered, administrators, teachers, and other staff will analyze the data to diagnose the areas of strength and weaknesses of individual students to monitor student achievement. The data will be used to group students appropriately for strategic or intensive instruction and intervention. The data will be used to make instructional decisions regarding delivery of first good teaching and to determine the need to review or re-teach a specific standard or skill. In addition, discussions within the PLC's will take place to determine whether goals and benchmarks are being met by individual teachers, grade levels and school-wide. The teachers will be given time to analyze formative and summative data during professional development time including Bank Tuesdays. In order to determine if the school is making progress on the indicators listed in the Performance Plan the PLC's will review the data frequently and make adjustments in practice. Upon receipt of the CST result data will be analyzed. Based on the data objectives and goals will be established for the school year. District periodic assessments will be administered, scored, and analyzed according to the District's timeline.

Data analyzed during PLC's or during professional development and by classroom teachers will be provided to parents to inform them of their child's academic progress. Data related to attendance and behavior will also be shared and discussed with parents. Data will also be presented and discussed at school governance councils and parent/community meetings.

The techniques associated with the model Performance-Based Supervision and Evaluation (Aseltine, Faryniarz and Rigazio-DiGilio) will help professionalize the work of teachers and provide efficient strategies to analyze data and increase educational capacity of the school. Using this model will result in:

- A consistent improvement of student achievement as evidenced by performance on local assessments and state standardized tests
- Increasing teacher capacity for making strategic instructional interventions based on student data
- A stronger connection between teacher professional development and student learning
- Teachers and administrators becoming more focused and self directed
- Student achievement, teacher development, and administrator development becoming closer linked to school improvement

LRM MST Academy is committed to fulfilling all requirements and indicators of the Modified Consent Decree and is in compliance withal federal laws as they relate to Students with Disabilities. The school will utilize the Welligent and the Integrated Student Information System to track student records and identify services. The plan will use the Modified Consent Decree Indicators to measure progress of Students with Disabilities.

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Monitoring of student progress will involve looking at multiple assessment data for all students (RTI²). Additionally attendance, suspension, behavior, Office Discipline Referral (ODR), language development (CELDT), gifted identification, parent engagement (LAUSD School Report Card, surveys) will be collected, analyzed and monitored by teachers and school administrators. The data will be used within RTI²'s Problem Solving Model to ensure that the needs of the students are met.

i. Management of Multiple Schools

Local District 7's focus is aligned to the Performance Meter and Single Plan for Student Achievement. The Local District uses the MyData system to collect and analyze school site formative and summative data. This data is used to establish improvement targets, identify needs and provide differentiated PD and support for each school in Local District 7. The data will reviewed and analyzed as follows:

- Local District Superintendent and directors –to monitor school progress and determine support
- Local District Instructional Team-identify strengths and weaknesses and provide support
- Directors and the Principals-monitor school progress, provide guidance and differentiated support, and celebrate success
- Directors and School Staff-monitor progress, align District expectations to school site goals and objectives, and provide support

Category TWO: School Culture, Climate, and Infrastructure

B-4 School Culture and Climate

a. DESCRIPTION of SCHOOL CULTURE

LHM MST will have a school culture characterized by high academic achievement for all students through standards -based integrated curriculum with a focus on mathematics, science, and technology. Grade Level Professional Learning Communities will help to personalize the academic and social needs of the students. The school will promote and nurture life long skills so that students will engage in a 21st century society. Parents, community and families members are welcomed, respected, and recognized as an integral part of the students' success.

The school will ensure that the teachers who are part of LHM MST understand the expectations required at the school. Therefore, the teacher applicants will be informed of the expectations required for a teaching position at the school. Teachers from the sending schools will be advised to submit their names to become teachers of this school with the understanding of the requirements outlined in this proposal. In addition, the teachers will receive training and support to ensure that their knowledge of the community, the students their families and educational pedagogy is aligned to the needs of the students. Teachers will agree to be part of PLC's to ensure that students receive a personalized, quality education.

In order to accomplish this positive school culture the school community will develop a School-Wide Positive Behavior Support Plan (SWPBSP). This plan will include Local District 7's Student Standards of Conduct. The Student Standards of Conduct have been developed as a supplement to the District School-Wide Positive Behavior Support guidelines and the Coordinated Safe and Health School Plan. There will be clear expectations established for students, parents and staff regarding acceptable student behavior in the classroom and throughout the school campus. There will be school-wide expectations for safe, respectful and responsible behavior. The Professional Learning Communities will determine how these expectations will be followed. Along with clear expectations there will be a system of accountability with shared responsibility by all stakeholders including students. The system of accountability will include incentives that promote positive behavior as well as consequences.

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To establish a safe and orderly environment LHM MST will establish organizational systems that involve consistent routines and schedules of events. Examples of these systems include:

- Collaboration between home and school to establish and enforce appropriate standards of conduct for students. Parents, students and teachers will sign a Home/School Compact at the beginning of the school year which explicitly states the rights and responsibilities of each.
- Clear communication with students, parents and staff through weekly bulletins, parent newsletters, discipline assemblies, and home visits.
- Schedules such as: play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, and auditorium seating will be designed and followed.
- Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, library, etc.
- Procedures such as traffic patterns during arrival and dismissal (to and from the yard, to and from school), facilitated by a parent-run Safety Valet Drop-Off Area.
- Trained supervision staff will be knowledgeable of the school discipline behavior support plan.
- Students taking ownership for maintaining a clean and safe campus
- Recognition of student efforts through Student of the Month Awards, Attendance Awards, and CST Achievement Awards recognizing both high scores and improved scores.
- Service learning projects for students to engage in public service, for example: community and campus clean up, daily campus beautification, community walks, career day, outreach to the elderly, participation in environmental issues, interfacing with political and community leaders regarding social issues, identifying community members and resources that can help support student success
- Enhancement of student enthusiasm for learning through an annual Spelling Bee, Multiplication Bee, and Science Project Fairs.
- Encouragement of student effort and extracurricular reading through Student of the Month awards, attendance awards, CST achievement awards recognizing both high scores and improved scores, and participation in Read Across America Month and the Read To Succeed – Six Flags incentive program.
- Student and staff attendance addressed and incentivized through awards and other types of recognition.

In collaboration with parents, law enforcement, teachers, staff, and community agencies, LHM MST will develop a Safe School Plan that will include the following: Standards Emergency Management System (SEMS), emergency procedures, violence prevention, emergency preparedness, traffic safety and crisis intervention. Violence prevention, in particular, will be effected through a constellation of programs and practices, including the use of student Conflict Managers, Second Step, and a complete anti-bullying program.

The school will adhere to the district's policy of maintaining a closed campus. Visitors to the campus must enter through the main office and secure permission from the principal. LHM MST will be continually monitored by staff to ensure that the campus is safe. The community surrounding the school will be engaged and sought as partners in maintaining a safe campus. The phone numbers for the school and the Los Angeles Unified School District Police will be provided to all homes in the surrounding area, with instructions to call in case of emergencies on campus, vandalism, break-in, and intruders after school hours. Parents will be notified through the school's ConnectEd system in the event of an emergency.

RTI² is a student-centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. Using the RTI² model to promote a positive academic, behavioral and social environment, the school will use the following components: the problem-solving process, data based decision-making, academic engagement time, and professional development. The expectation of this model is academic and behavior progress for all students. The entire school community (teachers, staff, parents and community) will share accountability for the success of all students.

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The school will be a welcoming, friendly place for parents, and parents' contributions to the school will be valued and acknowledged. Parents will share in the decision making through membership on the School Site Council, Local School Leadership Council, Compensatory Education Advisory Council, and the English Language Advisory Council. School/community relationships will be developed through volunteers, school events and activities. Parents would be encouraged to commit to twenty (20) hours per year of participation/volunteer service to the school. Teachers and staff will also be encouraged to volunteer twenty (20) hours per year to demonstrate solidarity of purpose with parents and community volunteers. The twenty (20) hours would be beyond their LAUSD/Bargaining Unit contractual agreements. They may choose to complete their twenty hours of volunteer time either after school or to sponsor student interest leadership clubs. The school library hours will be extended beyond the student's day to enable the use of the library by students for completion of homework, check out and return books, parent use, etc. Additional hours/time will be budgeted for a library aide.

i. Management of Multiple Schools

The schools in Local District 7, over the last five year, have experience consistent growth as indicated by API and AYP data. Local District 7's has the following expectation for all schools:

- Academic excellence and student achievement for all students
- A safe, clean, welcoming, nurturing and culturally responsive environment
- Implementation of a rigorous standards based curriculum with fidelity
- Use of data by all stakeholders to drive instruction and targeted interventions through RTT²
- Explicit systems for school wide procedures and routines
- Development and implementation of School wide Positive Behavior Support Plan (SWPBSP)
- Highly qualified and committed teachers in every classroom
- Alignment of budget and resources to school needs in order to promote student achievement and employee's growth and development
- Meeting targets and goals per LAUSD's Performance Meter's in the areas of student achievement, attendance, parent engagement and suspensions
- Parents as equal partners in the education of their children

These same expectations will apply to LHM MST Academy. To ensure that these expectations are realized the Local District will engage prospective staff in a process of transition for establishing a positive culture at the new school. This process will involve meeting with prospective teachers, communicating the mission, vision, value, core beliefs and goals, promoting ownership of the plan, conducting professional development on the instructional framework, PLC's and team building. This process was successfully implemented in the 2010-2011 school year with the three PSC 1.0 schools awarded to Local District 7/UTLA. In addition, Local District 7 will facilitate support to the new schools in the areas of staffing, instruction, budgets, compliance, professional development, operations, and facilities. Based on the District's new re-organization plan, an Elementary Director will work closely with the principal and school staff to monitor implementation of this PSC plans and to ensure that the school receives the necessary resources and services.

b. STUDENT SUPPORT and SUCCESS

Student success at LHM MST is characterized by the academic achievement of students and their effort towards reaching grade level proficiency. The goal is for students to be successful in completing rigorous grade level work and reaching benchmark on their periodic assessments and proficiency or above on the CST. The school will have an unwavering focus on learning for all students. This will be carried out through close monitoring of each individual student's progress. Data-driven analysis will be used for planning class instruction and differentiated instruction.

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Students at LHM MST will be motivated to come to school due to the personalized culture established by grade-level and cross-grade-level professional learning communities. Using strategies such as team teaching and shared lessons, the teachers on staff will get to know and recognize the students who are members of their PLC and will provide for them with an academic program appropriate for their success. In addition, all instructional coaches and support staff will work together to facilitate the social, emotional and academic success of all students at LHM MST.

In addition, LHM MST will provide extra curricular activities and experiences that will enhance and enrich the core instructional program so that learning may take place at a deeper level. The school will not close at 2:30 every day, but will continue to be a busy place for the rest of the afternoon, with the library still open, clubs holding meetings, and activities, programs, and tutoring services being offered; it will be a place of constant and never-ceasing learning. The professional learning communities will collaborate and develop extracurricular activities based on the social emotional and academic needs of the students.

Examples of these extracurricular activities for students will be:

- Participation in leadership activities such as Student Council to provide an opportunity for building leadership among the students, empower the students to maintain an active role in school-wide programs, combat violence through the use of volunteer Conflict Managers, and foster a desire to encourage the student body to participate in programs that are devoted to civic education/responsibility.
- Enhancement of multicultural awareness and appreciation of diversity, through participation in the Intergroup Cultural Awareness Program (ICAP) and celebration of African-American History Month, Women's History Month, Asian Pacific American Heritage Month, National Hispanic Heritage Month and other appropriate observances, through school wide activities including auditorium programs, exhibits, curricular projects and contests. Special attention will be paid to the contributions of women and ethnic minorities to science and technology.
- Publication of a student newspaper highlighting community events and concerns.
- Walking field trips to the library, fire station, police station, and to other local community institutions.
- Field trips throughout the Los Angeles community and neighborhood, sponsored by Metro Transit and local universities and museums. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites that support the mission and vision of 21st century learning. Partnerships and destinations will be chosen in order to take full advantage of science and technology resources within Los Angeles County; for example, local destinations will include the Hubert H. Humphrey Health Center, and farther destinations will include Exposition Park, the Jet Propulsion Laboratory, the California Institute of Technology, the University of California at Los Angeles (UCLA), Griffith Park attractions including the Observatory, the Zoo and Travel Town, and university-sponsored observatories and planetaria including Glendale City College and Drescher Planetarium at Santa Monica College.
- Upper-grade visits (both after school and on Saturdays) to local college, universities, and trade schools such as: Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew University of Medicine and Science, and/or other local college and universities, and seeking an on-going relationship with these institutions.
- Participation in community projects sponsored by local community organizations (Heal the Bay)
- Service learning projects for students
- Fine Arts enrichment through performances of the Intergroup Cultural Awareness Program (ICAP), participation in the Art Enrichment Through The Arts Program, and use of the services of Beyond The Bell traveling enrichment teachers. Part-time music and arts teachers will be on staff to provide instruction for selected classes, and student enthusiasm for the arts will be enhanced through the production of an annual Talent Show.

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- Participating in LAUSD's Beyond the Bell, including Ready-Set-Go before school and YS Care after school, and LA's Best (an external program focused on the crucial hours between 3:00 and 6:00 PM). Teachers will have the opportunity to provide after-school tutoring to smaller classes.
- After School Clubs will be responsible for year-long or semester-long projects, which will later be shared with the rest of the school through publication, bulletin boards and assemblies. Clubs will also be responsible for planning and executing their own fund-raising activities if they want to go on extracurricular field trips or buy equipment. Parent involvement with the clubs is strongly encouraged, and parents of club members will be asked to sign a pledge of support for their child's club activities. Academic credit for students' club activities can be arranged between the club adviser and the classroom teacher, and will be presented as an incentive to get involved with after-school activities. Depending on student and teacher interest, clubs will include, but not necessarily be limited to, the following:
 - Chess – enhancing math and analytical skills by organizing workshops and competitions
 - Commerce – for increasing students' business savvy by setting up actual businesses, keeping financial records, exploring the investment market and visiting actual businesses
 - Community Service – seeking ways to make the surrounding neighborhood a prettier, cleaner, friendlier, more humane place
 - Computers – designing and executing AI projects including school- and student-oriented websites, with workshops on word processing and data management
 - Cooking – using knowledge of nutrition to fix actual dishes from different culinary traditions
 - Drama – staging productions and sponsoring workshops to foster oral expression skills
 - Dance – encouraging physical fitness, rhythmic awareness, flexibility and creative expression through movement, with the goal of public performance
 - Gardening – use of the school garden to grow organic products and encouraging their use in recipes and landscaping
 - Harmony Advocates – dedicated to learning about other cultures and promoting peace and healing in school, in the community and in the world (liaising with the Student Council's Conflict Management program)
 - Homework – a peer-based approach, offered in addition to the classroom-based after-school tutoring and Youth Services support which already exists
 - Intramural sports activities – fostering friendly competition, sportsmanship and physical fitness
 - Journalism – fostering information-seeking and critical thinking skills, and responsible for production of the student newspaper
 - Languages – offering resources and activities for students who want to learn another language and learn about different cultures
 - Little Kids Rock – which teaches the playing of musical instruments in a group for public performances (depending on student and teacher interests, can also be known as Jazz Combo, Classical Ensemble or Folkloric/Traditional Session)
 - Mathematics – dedicated to the enhancement of math skills through fun and real-world activities
 - Movie making – teaching filming and editing techniques with the goal of a public screening
 - Nature Observers – observing natural and geological phenomena around the school area, as well as doing biological experiments and taking short hikes and trips within Los Angeles County
 - Science Explorers – discovering physical science through projects and experiments, including electricity, chemistry and mechanics
 - Star Gazers – organized viewings around astrological events, as well as seasonal star and constellation observation

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- Tinkerers & Mechanics – for students who like to fix, repair and construct things, both mechanical and electrical – this would also include “shop” activities, including woodworking and other trades, and would include field trips to auto repair garages and light industrial workshops whenever possible

c. SOCIAL AND EMOTIONAL NEEDS

Diversity will be regarded as an asset to education, and all subgroups of students will be supported equally. Full services will be offered to Special Education students and special needs students, as well as full access to all school activities, technology and academic enrichment. English Learners will receive sheltered instruction with primary language support, with Waiver-to-Basic as an option if requested as legally required by the parents of twenty students in one grade level. The Academic English Mastery

Program (AEMP) will be available for Standard English Learners. Low SES students and migratory students will be served by Chapter I and related programs, including the First Five-LAEP Kindergarten Academy, Migrant Education, and the Emergency Immigrant Education Program, as well as Summer School for students who are Below Basic or Far Below Basic.

The social and emotional needs of all students will be addressed through the systematic implementation of the RTI² model. The three tiers which will address the students’ social emotional needs include the following:

- Tier 1- Core- Universal preventative, proactive, and positive school-wide discipline practices that include: established expectations, explicitly taught expectations, reinforcement and acknowledgement of following expectations, and systematic correction and re-teaching of behavioral errors.
- Tier 2 Strategic- Supplemental targeted interventions for students who are in need of behavioral support in addition to a school-wide positive and proactive system. Targeted behavioral interventions include matching of students with intervention based on need in an efficient system of delivery (i.e. behavioral contracts, weekly home-school reports, group counseling, parent education classes, and school based mentoring.
- Tier 3-Intensive- Intensive individual interventions for students who have not responded to a school-wide positive and proactive system and targeted intervention. This level of intervention, wrap-around services, often requires collaboration with family, community agencies, and juvenile justice officials (ex. Family focused intervention provided by the school psychologist and other outside agencies).

The school will establish a problem solving team which will meet and examine specific student data, brainstorm strategies and interventions, and develop a plan of action with specific goals to address the social emotional needs of all students. The Problem Solving Team will be composed of the following: administrator, APEIS, resource specialist teacher, intervention teacher, Categorical Program Advisor, general education and special education teachers and support staff such as psychologist and counselor. The problem solving process will be used throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful. These wrap-around services will allow the students’ emotional and social issues to be addressed. The students will be identified through teacher/parent referral, peer or self-referral or through a school support staff member.

Support for the students’ social and emotional well-being will be provided by full-time personnel, including a counselor, a psychologist and a nurse. The counselor’s duties will be to support behavior modification programs and provide assistance with family problems and peer relations by counseling both individuals and groups, and will assist based on referrals from parents, school staff, and teachers.

To strengthen the core program, a School-Wide Positive Behavior Support Plan (SWPBSP) will be implemented to address the social and emotional needs of all students. This plan will provide all students

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with instruction that promotes a caring and positive learning environment. This will be done by the classroom teacher and support staff through programs such as Second Step, classroom management structures, character building programs, and a complete bullying prevention program which will be implemented through grade level assemblies and classroom lessons taught by teachers and the counselor. Teachers, with the aid and advice of the counselor, will encourage reflection about character and behavioral standards by implementing writing contests by grade level. Additional support for a positive and nurturing school environment will be provided by the students themselves, through the leadership of the Student Council which will assist with school-wide programs, initiate student-led activities, and help maintain a peaceful campus with a program of volunteer Conflict Managers. Other student contributions will include peer tutoring, both inside and outside the regular classroom, and cross-grade-level “buddying” when appropriate.

LHM MST will explore character building programs to establish a positive school climate for the students. The following programs will be researched for implementation: Eunice Shriver Community of Caring, Character Counts, Project Wisdom, and Pillars of Character. Teachers across grade level Professional Learning Communities will team-teach to better meet instructional and social emotional needs of each student. Authentic personal relationships between teachers and parents will be developed and maintained through home visits, weekly communications, use of email, conferences, assemblies, school and classroom celebrations.

Good citizenship and effort will be encouraged on both the individual and the classroom level by grade-level assemblies, attendance awards, Student of the Month awards, cafeteria behavior incentives, CST achievement awards recognizing both high scores and improved scores, and other class and individual prizes and incentives. Some examples of internally and externally-provided programs will be Drug, Alcohol and Tobacco Education, provided by the school counselor and Gang Alternatives program (GAP) grades 4-6, the Los Angeles County District Attorney’s Abolish Chronic Truancy (ACT), Red Ribbon Week and other school-wide activities and contests.

A positive school climate will be reflected as follows:

Behavioral Climate

- Development and implementation of a School-Wide Positive Behavior Support Plan (SWPBSP). Staff will be trained in District approved conflict management and anti-bullying programs.
- Staff will be trained in a common classroom management course, such as Fred Jones’ Positive Classroom Management, Dr. Mel Levine’s Success for All or Harry Wong’s First Days of School.
- Parents, students and teachers will sign a Home/School Compact at the beginning of the school year which explicitly states the rights and responsibilities of each.
- Peaceful Playgrounds will be investigated as an option in the design of recess and other school playtimes which build cooperation and physical skills.
- A mandated standard of dress for all students will be developed and implemented through the School Site Council.
- Students will practice self-management and responsible decision-making that reflects healthy choices.
- Students will demonstrate awareness, understanding, and knowledge of effective self-management skills and how to show respect for all people.

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- The desired school environment will be based on respect for oneself and for others, and built on the elements of good decision-making, curiosity about learning, diligence in work habits, and exaltation of all inquiry and intellectual pursuits.
- Second Step is a violence-prevention curriculum for Grades K–6 that teaches character education and helps students develop social emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking.
- An alcohol, tobacco and other drugs prevention curriculum will be implemented using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Goal setting, decision making, bonding with others, identifying and managing emotions, and communicating effectively are components that appear in the curriculum. The ten lessons include normative expectations, information on the harmful effects of drug-use, social skill development, diverse role play situations, cooperative learning, and parental involvement.

d. COLLEGE AND CAREER READINESS

Standards based instruction (pre-kindergarten through sixth grade) will provide the knowledge and skills essential for college and career readiness. It will also prepare the students to become active, successful participants in the global community of the 21st Century.

College attendance will be constantly and explicitly encouraged as a path towards the greatest freedom to choose a future career, but at the same time it will be made clear that non-college careers can be a rewarding choice as well. Diversity in career choice will be encouraged through the use of classroom visitors on Career Day, assemblies to present special visitors, field trips to local businesses and after-school clubs.

Activities that provide a college ready and career prepared culture include:

- Routinely answering the office telephone with a warm greeting or phrase -- for example: “LHM MST, where college-bound students attend.”
- Naming each classroom after a college or university, e.g. “Georgetown” or “Stanford,” so that each classroom will become known by its “college name” rather than by the name of its teacher.
- Painting and posting college and university logos throughout the school as decoration.
- Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers.
- Recognizing a college/university weekly.
- Extending invitations to parents, community members and businesses to participate in Career Day activities.
- Family Literacy, Math and Science Nights
- Periodically extending invitations to postsecondary teachers/professors, professionals, craft/tradesmen, entrepreneurs and unionized workers (including District employees) to address the school at special assemblies. An explicit connection will be made between math/science/technology and literacy skills and real-world tasks.
- Special lessons about American labor history in conjunction with Labor Day.
- Community walks and home visits.
- Planning Parent College Days to expose parents to opportunities at nearby colleges/universities.
- Forming partnerships with the Latino Family Literacy Project, the Parent Institute for Quality Education (PIQE), MALDEF, Fremont High School and SRHS #2 to provide on-site adult classes for parents.
- Arranging upper-grade visits to local colleges and universities

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- Engaging students in essay contest expressing an interest in college career readiness.
- Participation in leadership activities such as student council to provide an opportunity for building leadership among the students, empower the students to maintain an active role in school-wide programs, combat violence through the use of volunteer Conflict Managers, and foster a desire to encourage the student body to participate in programs that are devoted to civic education/responsibility.
- Building relationships with neighborhood businesses to work with and support school activities.
- Walking field trips to the library, fire station, police station, local businesses, workshops and factories, and other local community institutions.
- Curricular field trips throughout the Los Angeles community and neighborhood, sponsored by Metro Transit and local universities and museums. Trips would be based on the thematic units in core subject areas with special emphasis on visiting certain sites that support the mission and vision of 21st century learning.
- Participation in community projects sponsored by local community organizations (Heal the Bay)
- Service learning projects for students
- Morning and after-school programs for students would include tutoring and clubs such as: Chess, drama, dance, harmony advocates, homework tutoring, intramural sports activities, journalism, “Little Kids Rock” music instructions, movie making, nature observers, science explorers, star gazers, cooking, gardening, commerce, tinkering and mechanics.

e. SCHOOL CALENDAR / SCHEDULE**LIS Waiver #5: Local Instructional Schedules and Strategies**

In year 2, the stakeholders will explore the option of modifying the school’s daily schedule and calendar to allow for flexibility in order to implement the school plan and maximize student learning for year 3. The stakeholders will also explore various options for banked time while complying with district and state mandates. The reason the school staff would need this waiver is to be allowed the opportunity to establish a school calendar and daily schedule which best fits the needs of the student population at LHM MST Academy. This waiver will allow the school to increase the time allocated for professional development and collaboration based on data determined needs. Compelling evidence indicates that working collaboratively represents an effective best practice for school improvement. In a professional learning community, teachers engage in collaboration to analyze and improve their classroom practices. Collaboration among teachers in each community, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor student’s mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This waiver will enable teachers to learn from, and be supported by each other.

Calendar

LHM MST will be a single track school on a traditional school calendar (August-June), using the 2012-2013 LAUSD calendar. The school year will include 180 days of instruction with 55,100 instructional minutes which is the minimum required time. The Principal will be responsible for ensuring the bell schedule complies with District policies and guidelines pertaining to the different types of school days (e.g. Professional Development Days, Minimum Days, etc.). Breakfast and lunch will be provided daily. The school day will begin at 8:00 a.m. and end at 2:30 p.m. The student/teacher ratio will follow the District Norm chart. K-3 will have a ratio of 24:1 and grades 4-6 will have a ratio of 30.5:1.

f. POLICIES

LHM MST Academy will follow LAUSD’s policy on student behavior, graduation and retention

LIS Waiver #12: School's Student Discipline Guidelines

During year 1, the school's stakeholders will explore the development and implementation of a research based discipline plan that is reflective of the needs of the healthy whole child and is aligned to the district and state guidelines and regulations. Some options being explored as alternatives to suspension would include: mandatory after school/Saturday detention, reparation for vandalism, community services, parent education and participation during the school day.

B-5 Parent and Community Engagement**a. BACKGROUND**

The community surrounding LHM MST Academy is mixture of small businesses, single family dwellings, multi-unit housing and industrial businesses. This mix creates a unique setting for leadership development in the areas of tenant rights, environmental justice, recycling, childhood lead poisoning prevention, storm drain protection, industrial studies, entrepreneurship and other issues that adversely affect the quality of one's life.

According to the City of Los Angeles website the following information was reported from the US 2010 Census about the local community:

- a. 57.63% of the adults 25 years and older do not have high school diplomas
- b. 22.2% of the adults 25 years and older have high school diplomas
- c. 12.76% of adults 25 years and older have had some college experience
- d. Median household income is \$28,443
- e. Median price for homes \$177,740.00
- f. Total population is 66,395
- g. 78.7% of the population is Hispanic
- h. 27.27% of the population is African American
- i. 16.26% of the population is White.
- j. Murder, Robbery, and Motor vehicle theft is three times the national average.
- k. Out of 42,911 civilians ages 16+ 22.61% males are employed and 16.67% females are employed.
- l. Male household no wife with children under 18 is 15.68%
- m. Female household, no husband, with children under 18 is 52.68%
- n. 51,499 children in the Los Angeles County participate in foster care
- o. 23,359 persons are homeless in the city of Los Angeles

More specifically the United States Census data for zip code 90001 provides the following information about the socio-economic conditions of this community:

- The population density is 15,688 people per square mile
- The average household size in the year 2000 was 4.35 persons compared to 2.87 persons for the state of California
- The median household income in the year 2000 was \$24,207 compared to \$47,493 for the state of California
- The percentage of residents living in poverty in the year 2000 was 37.75% compared to 13.89% for the state of California
- 15.89% of males and 16.62% of females are high school graduates
- 12.87% of males and 12.68% of females have no schooling completed
- 1.44% of males and 1.86% of females have earned a Bachelor's Degree

The mission and vision of LHM MST Academy will be implemented with a focus on the assets found in the surrounding community. The school's focus of math, science and technology will provide a rigorous well rounded education for all students provide.

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Local businesses and services include a local police and fire station, numerous churches and several small businesses within walking distance to the school. These assets help create and provide a strong base for potential community-based support for the new school. The surrounding community also contains the historical Watts Towers and Watts Star Theater which provide exposure to the Arts. The Watts Towers Arts Center includes a Cultural Affairs Department that provides diverse cultural enrichment programming through tours, lectures, exhibits and studio workshops for both teachers and school children. Each year, thousands of people are attracted to the Towers' site for the Watts Tower Jazz and Drum Festival.

This area is home to two Los Angeles Public Libraries including the Florence Library located at 1610 E. Florence Avenue and the Graham Library located at 1900 E. Firestone Avenue. The libraries provide services including Internet accessibility, story time readings, homework centers and year-round reading activities. Other community assets include the newly renovated Florence-Firestone Community Service Center located at 7807 S. Compton Avenue. The Center houses a multi-purpose facility which provides wrap-around services including adult education classes (technology, consumer assistance, mediation and conflict resolution, transportation assistance, assistance with emergency food and utility bills, classes on computers and home ownership, job referrals and training, nutrition and fitness training, and senior citizen activities and services.)

The critical needs surrounding LHM MST Academy are additional safe places for children to interact with each other, job training and placement and affordable housing. According to Los Angeles County Office of Child Care estimates, the Florence-Firestone area has a deficit of family child care for infants, family child care for pre-school age children and support centers for school age children.

The community would benefit from additional grocery stores with healthier options; sit down restaurants offering healthy eating choices, and businesses that enhance the quality of life for the adults and children living in the community. The proliferation of fast food restaurants in south Los Angeles has created concerns regarding obesity, high blood pressure, diabetes and other health factors among residents in the area. Councilwoman Perry spearheaded a one-year moratorium on new fast food outlets in South Los Angeles. This measure, together with a grocery store and sit-down restaurant incentive package, will provide opportunities for new businesses to invest and create jobs for members living in the South Los Angeles Area. The relieved schools have a history of partnering with many community agencies and business. These relationships will be extended to the new school and maintained.

In alignment with the mission and vision the school will provide the child with educational experiences that will enable them to develop in depth knowledge, awareness, and sensitivity about the community. This will establish a strong foundation in their path of becoming successful proactive members of the community. This will be accomplished through the following:

- A well rounded college prepared career ready instructional program
- School activities that will promote healthy, physical, social and emotion development
- School activities that celebrate culture and community customs
- Systematic parent education/empowerment programs
- Partnerships with community organizations, agencies, and universities
- Outreach to the community

b. STRATEGIES

The theory behind the vision of family and community engagement is evidence- and/or research-based and clearly aligns with the vision.

LHM MST Academy will open to relieve three schools that have a long history in the community. Generations of community members have been educated in and made a connection with the schools. The community and staff members have developed and maintained a strong relationship over the decades. The team writing this plan is a perfect example of this strong school community bond that will be continued at LHM MST Academy.

The school has a clear and strategic plan that outlines multiple ways to consistently and meaningfully engage parents in the educational experience of their children. Parents have access to authentic decision making roles with real authority.

We have already begun the process of community engagement by holding several meetings with the members from each of the sending schools to gather information about the qualities and services they would like to see at LHM MST Academy. This plan has taken into consideration and has incorporated suggestions offered by parent/community members of the three feeder schools.

Our mission is to engross students in a rigorous standards-based learning environment that promotes and develops essential problem solving and critical thinking skills through mathematics, science and technology. Dr. Lawrence H. Moore Math Science Technology Academy will provide standards based tiered instruction and intervention that addresses the academic, social, and emotional development of each student through equal opportunity for engagement in an enriching and collaborative learning community. Our students will engage in authentic learning experiences which will enable them to succeed academically throughout their school life and prepare them with the necessary tools to become critical participants of society in the 21st century.

The school mission which requires that students be provided with “opportunity for engagement in an enriching and collaborative learning community” embodies the concept that parents must become a critical component of the success of the children of LHM MST Academy. We will continue to engage parents through Epstein’s Framework of six types of family and community. We will employ the research-based practices outlined in Ms. Epstein’s *School, Family and Community Partnerships: Preparing Educators and Improving schools*. However; we will also build our engagement program on the more recent work of Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence* and *Beyond the Bake Sale*. We are fully aware that this research body has been proven highly effective in addressing the type of diverse student population that comprises LHM MST Academy. Both bodies of research clearly demonstrate that students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education. By modeling the engagement of our parents on the work of Joyce Epstein’s *Framework of How Parents Can Become More Involved in Schools* (1997) we have identified specific actions that will help up establish and maintain a model implementation for parent and family involvement at the school. We will build a “Partnership School” from the ground up that builds relationships, connects academics, meets diverse needs, and supports advocacy and shares power. Our plan identifies the actions we will take to implement a robust engagement of our parents and families based on Joyce Epstein’s six types of involvement. The six types of parent involvement strategies identified in Epstein’s framework are Parenting Skills, Communication, and Volunteering, Learning at Home, School Decision-Making and Advocacy and Collaboration with the Community. In addition, LHM MST Academy will also add an additional step to celebrate our school-community partnerships.

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1.

PARENTING

Survey: Parent and community surveys will allow the school to identify assets, interests, and needs of family members (parents or other guardians/caregivers). The data will allow the school to develop trainings for parent leadership, workshops and volunteerism.

Parent & Family Center: To ensure that the needs of families are met, LHM MST Academy will operate a Parent & Family Center that will serve to break down barriers, address issues of parent self-esteem, and provide knowledge and information to parents in a language they can understand. Research has shown that Parent and Family Centers are a critical and essential link toward creating an integrated and inclusive school environment.

The Parent & Family Center will serve as the hub for school volunteerism and provide a platform for staff members to provide direct support for the implementation of school parent activities. The center will afford parents the opportunity to become more empowered on helping their children and accessing the school and community. The school will fund a categorical program adviser and community representative who will work together to survey all teachers and identify specific activities that parents can participate in to support the school's instructional program. All parents and families will be welcomed and engaged as full partners in their children's education and receive the assistance they need to support improved academic outcomes for their children. Our definition of parents includes guardians and caregivers who will receive equal consideration and partnership. The Parent Center will offer workshops in English as a Second Language, citizenship, strategies for math and literacy, nutrition, women's and men's support groups, and Planned Parenthood. Parents will be further empowered through the school's partnerships with the following external organizations: First Five of Los Angeles – Los Angeles Education Partnership

(LAEP), which will provide childcare for parents attending functions in the Parent Center; the Parent Institute for Quality Education (PIQE) and the Latino Family Literacy Project, which will offer training in preparing children for college; and MALDEF, which will offer a twelve-week program to promote parent involvement in college preparation.

The school leadership team will include Parent and Community engagement in all planning meetings to coordinate internal and external services for families that will be integrated for full and equal access. The Parent & Family Center will provide access to community-based organizations (CBOs) and other community resources to maximize the provision of wrap-around support for parents including:

- Services for families that are universally available, easily accessed and based on community needs
- Parent services will be culturally and linguistically appropriate and meet the needs of parents
- All parents will be provided the opportunity to participate in their child's education and learning
- When necessary, support will be provided through Fremont High School, which houses a Wellness Center and provides free medical and social services for students and parents.

2. **COMMUNICATING**

Designing effective forms of school-to-home and home-to-school communications about school programs and their children's progress is an important component of fostering solid home and school ties. Based on the input received from the parent informational meetings held at the three feeder schools, parents would like to receive information about school events and issues affecting their children in the form of weekly telephone calls, e-mails, as well as monthly parent newsletters. Parents also suggest having a large

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electronic calendar (marquee) with important monthly events and meetings in front of school to inform community of upcoming scheduled events.

Student Led Conferences: This process will allow students to examine how their strengths, weaknesses and behavior affect their performance as learners. Research shows that this process has a positive impact on the communication patterns of students, parents and teachers.

Neighborhood Walks: Walks will occur to inform parents about the new school, invite them to participate on campus and provide helpful tips on support strategies for CST and grade-level curricula.

Professional Development: Annual Professional Development for all school staff on creating and implementing a Welcoming Environment. Aligned to Beyond the Bake Sale provides data to support the concept that a welcoming process creates a sense of belonging for parents and families.

Technology Tools and Resources: Newsletters, calendars and the school website will provide frequent communications to parents and access different modalities and access points. ConnectED will be used to update parents on school activities, and provide timely and pertinent information. A specific designated bulletin board, with easy access to parents, will provide them with school information, notices, upcoming community activities and resources.

Home Visitations: Title I and EL funds will be used to support a Parent/Teacher Home Visitation Project which will facilitate positive home visits connected to improving academic achievement. This project will take place periodically by all teachers for all students to partner families in support of improved learning. The visitations will allow teachers to connect with parents and families in their home environment and to demonstrate to parents that the school is committed to each family.

3. VOLUNTEERING

Welcome Night for Parent and Families: An annual orientation will occur before the start of the school year to allow parents to meet their child's teacher, review their schedule and discuss expectations for student success.

School Classroom Volunteer Program: We will ask families and staff to volunteer for at least 20 hours per year with a menu of options to validate parent skills and assets and to maximize support for each classroom. Examples of participation will include but not be limited to participation in parent trainings; reading to students; chaperoning field trips/curricular journeys; working in a classroom or the school library; participating in family night (Literacy, Math, Science, and Technology) activities; painting murals; and/or assisting staff with supervision during recess or lunch periods.

Support for School Volunteers: The categorical program advisor will ensure that frequent communications are provided to parents that offer the opportunity to become a school volunteer. The communications will outline identified areas of needed support as indicated through teacher surveys. We will hold regularly scheduled parent volunteer meetings to inform, recruit and organize parent volunteers to support their children's education.

Per LAUSD policy volunteers will submit the results of a TB test; receive a Megan's Law screening; and will be processed by the central Parent Community Services Branch in order to receive a volunteer identification badge. Meetings will be held in the Parent & Family Center between the school's parent support team and volunteers to monitor their classroom support and to clearly communicate school priorities.

The school will promote teacher recognition of classroom volunteers during student assemblies to provide ongoing and immediate recognition. The school will request volunteer recognition certificates and pins from PCSB and conduct a year-end recognition event that honors and validates their volunteer service. The School,

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Family Action Team will provide recommendations to improve this process and assist the School Site Council in identifying appropriate recognition opportunities and strategies to improve recruitment.

4. LEARNING AT HOME

The Parent & Family Center staff will conduct monthly trainings to empower parents in the support of the academic achievement of their children. The trainings topics will include but not limited to:

- RTP² -What a Parent Needs To Know
- Family Story Time
- College Awareness/Preparation Program
- Positive Behavior Support At Home
- How to Interpret Summative and Formative Data
- How to Identify a High Quality School
- Early Signs of At-Risk Behaviors in Youth
- Healthy Lifestyle for Families
- The Road to High School Graduation and College: Preparing for College Begins Now
- Math and Literacy Workshops (taught by math/technology coach, literacy/science coach, teachers)

Family Action Team: LHM MST will select/elect parents, teachers, parent support staff, and an administrator to serve on the School Family Action Team (SFAT) and these persons will participate in ongoing professional development from the Local District 7 Parent Engagement Unit. All SFAT stakeholder representatives will be responsible for sharing new knowledge with their peers, at the school, and ensure that the Parent & Family Center support staff implement ongoing parent training. The School Family Action Team will also provide periodic updates to the School Site Council on the school's parent engagement activities and provide input toward the parent sections of the Single Plan for Student Achievement.

Student Work Portfolios: Work Portfolios will be sent home by all teachers for parent review and comments. Students will lead the conversation, as they share and explain their work to their families in support of learning at home. During ongoing teacher-parent meetings and Back to School Night, teachers will update parents on student progress and share information on concepts and skills required for meeting grade level standards in all grades.

Parent-Student-Teacher Classroom Compacts: Each classroom teacher will create contracts that bring students, parents and the teacher together in discussing how they can work together more effectively to improve students' skills. These compacts will be aligned to the provision of a personalized learning environment for each child. These compacts are above and beyond the compliance driven School-Parent Compact that LHM MST Academy will annually revise with the advisory committees and School Site Council. A School Handbook will be developed to provide information about the school vision, mission, goals, policies and procedures, schedules, etc. Each parent will receive a copy of the District's Parent Handbook which will delineate all District, State and Federal Educational Mandates.

Teachers Involving Parents in Schools (TIPS): Interactive standards-based homework and rigorous daily instruction will increase students' concepts connected to home cultures and every day activities (e.g. shopping, cooking, yard work, cleaning, etc.). LHM MST Academy will provide each student with Curricular Backpacks and TIPS strategies. Our Backpack and TIPS strategies will encompass all subject areas but always incorporate reading or writing activities.

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5. DECISION-MAKING

Advisory Committees/School Site Council: LHM MST Academy staff will conduct all parent and stakeholder elections, per District identified timelines, to ensure the required six meetings per year of each committee/council. Following the election of members and officers, the school will conduct trainings for all committees and the SSC to ensure that parents serve as equal partners in the school governance process.

The Compensatory Education Advisory Committee (CEAC) members will work in partnership with school staff to conduct the Annual Title I Parent Meeting. Committee parents will receive meaningful opportunities to share information about the school's Title I program and assist in the training of other parents and the community at large. The CEAC will also provide advisory recommendations to the decision making SSC on the completion of a Title I Parent Policy and a School-Parent Compact. In subsequent years, the CEAC will annually review the Policy and Compact and make recommendations for improvements to the SSC as necessary.

The English Learner Advisory Committee (ELAC) members will work in partnership with the school staff to advise and make recommendations on four (4) legally required topics, including:

- Advising the SSC on the development of the Single Plan for Student Achievement, especially those sections related to English learners
- Assisting in the development of the school's needs assessment.
- Assisting in the development of the school's language census (R-30).
- Assisting in the development of the school's efforts to make parents aware of the importance of regular school attendance.

LHM MST Academy will ensure that the advisory committees and the SSC review student data and receive presentations from instructional staff to align all actions to data determined student needs.

6. COLLABORATING WITH THE COMMUNITY -Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

Implementation of a Strategic Plan for Community Engagement: Implementation of the school's community engagement strategies and plan will be monitored by the SSC through reports by the School Family Action Team, Parent & Family Center staff, and categorical program adviser. Consistent reporting and feedback from the SSC will allow the alignment of categorical resources to better support the school vision of parents as equal partners.

Leverage Existing Expertise: LHM MAST staff will work closely with the Local District 7 Parent Engagement Unit and community organizations to build site expertise and promote successful partnerships with non-profits and CBO's. These internal and external entities will help implement ongoing comprehensive training for the school's staff to support and empower parents.

Communication with All Stakeholders: The school will create and maintain structures for multiple pathways of effective communication with stakeholders that connect families and the community with the mission and vision of the school. These pathways will include, but not limited to ConnectED, parent newsletters, regular updates on School-Wide Positive Behavior Support, activities such as Coffee with the Principal, and frequent teacher communications. The newsletter and all school communications will be shared with community partners.

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7. CELEBRATIONS HONORING OUR COMMUNITY—Creating opportunities to celebrate our home-school-community partnerships. The school's governing councils will select from the following activities which will celebrate and honor the community:

Annual Events

- Welcome to LHM MST Picnic/Potluck (sponsored by donations from community partners)
- Healthy Harvest Festival: Literature and Character Costume Parade/Contest
- Community Recognition Awards (awarded to recognize outstanding community partners)
- Parent Volunteer Awards (end of the year activity to celebrate all school volunteers)
- Annual Hispanic Heritage breakfast
- Thanksgiving craft workshop and potluck
- Donuts for Dads/Million Father March
- Mother's Day craft workshop
- Women's History presentations
- Career Day
- Black History Month programs
- Cinco de Mayo program
- Monthly Attendance and Academic Achievement Awards for students and teachers
- Earth Day and Community beautification
- Saturday Community Health Resource Fair
- Dr. Martin Luther King's program
- Cesar Chavez student presentations
- Annual Performing Arts performances
- Bi-Annual Arts culminating performances/presentations
- Winter Holidays Program
- Saturday Multi-Cultural fair
- Saturday Scholastic Book Fair

The school will fund a Categorical Program Advisor and Parent Resource Liaison to be responsible for the implementation of meaningful family and community engagement. These staff members will also support the implementation of the School Family Action Team (SFAT) that will include parents, teachers, parent support staff, and an administrator. The SFAT will participate in ongoing professional development from the Local District 7 Parent Engagement Unit and will assist the administrative team in ensuring that the Parent & Family Center support staff implement ongoing parent training. The School Family Action Team will also provide periodic updates to the School Site Council on the school's parent engagement activities.

The school will measure progress toward the engagement of parents by meeting/exceeding the annual Superintendent's Performance Meter—Goal 4 that provides annual targets as follows: Increase percentage of parents attending parent/teacher conferences as indicated by the School Experience Survey. Increase parent participation and ratings on School Experience Surveys

One of the major responsibilities of the principal, categorical program advisor and the community representative will be to ensure that the school meets the targets established in Performance Meter Goal 4.

c. KEY COMMUNITY PARTNERSHIPS

In order to realize the school's vision of providing a "student centered environment" LHM MST will outreach to the broader community and engage local agencies and organization that can provide services and resources to children and parents. The school will be proactive in establishing and gathering the support of community partners.

Potential Community Partnerships: Lawrence H. Moore Math Science Technology Academy is located at the intersection of 61st and Hooper in Southeast Los Angeles. The school will explore partnerships with the local community resources in order to meet the school's vision and mission. In order to align the vision and mission with the existing resources the school is going to fund instructional coaches, technology support and after school tutoring by certificated staff for the students. In order to extend beyond existing school and district recourses the school will partner with community, governmental and cultural business and other entities. The school's focus on the whole child requires services on the social, emotional and physical areas. Currently there is a pre-existing relationship between the sending schools and organizations such as the Florence/Firestone Neighborhood Partnership, LAUP, LA Urban Partnership, LA Regional Food Bank and Florence LA County Library. The LAUSD Facilities Community Outreach staff conducted numerous community meetings during the site selection process. LHM MST will continue these partnerships and will also seek additional partnership to meet the vision and mission of the school.

Early Education Partners: Community connections will be a part of the early education program. The school will cultivate a working relationship with public and community-based services (e.g. health, education, and social services). The school will develop and maintain a current list of community resources to link families with community-based services and to support families in navigating community resources, including advocacy. Community programs will be invited to share their areas of expertise with staff, parents and children (e.g. library, local artists, police, story tellers, etc.) Contact with community Head Start programs and other early childhood support programs will be made to enhance the lives of children from ages 0-4.

Middle and High Schools: LHM MST Academy will partner with Bethune and Edison Middle School, Fremont High School and South Region High School #3 to provide the high school and middle school students' opportunities to volunteer and complete required community service hours for graduation.

Colleges/Universities: Colleges and university with whom LHM MST Academy will establish partnerships and utilize their resources include, but is not limited to, Southwest College, University of California at Los Angeles, CSU Dominguez Hills, California Institute of the Arts, University of Southern California, Los Angeles Trade and Technical College, and Charles Drew University of Medicine and Science.

Pepperdine University Partnership :*Family and Community Engagement Strategies* (FACES) FACES has 3 phases: 1) to gather data about the needs of parents and community around connection and communication with schools, teachers, and administrators; 2) to recruit parents and community members within district 7 as participants; and 3) to implement a series of 20 sessions for parents and community members around critical topics. Sessions will be held on selected Saturdays for 3 hour blocks based on optimal participation. Sessions are structured to help parents and community members develop effective communication and engagement skills with LAUSD teachers and schools in order to achieve successful educational outcomes for children in Local District 7. FACES will support GSEP graduate students from the divisions of education and psychology to assist in the implementation of the 20-session module and to

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develop professional skills through practicum placement at identified school sites in LAUSD Local District 7.

LHM MST will form partnership with community organization that will enhance the math, science, technology focus. Table 24 includes the list of potential partners, their roles, and timeline.

Table 24: Potential Partnerships

Organizations	Roles/Services	Personnel Responsible	Vision	Time Line
LA Conservancy (LA River)	Preservation and revitalization of historical landmarks	Instructional Coaches Coordinator Principal	Science Support	Year 2
Expo Center CA Science Center	Cultural activities (art exhibits, concerts) Youth orchestra (YOLA)	Coordinator Grade Level Chairs Coach	Science and Technology Support	Year 2
Heal the Bay	Environmental Education	Grade Level Chairs	Science Focus	Year 2
Kendren Community Mental Health	Mental illness recovery, Problem Identification, Family Focus Models, Early Head Start	Psychologist Bridge Coordinator Nurse	Emotional	Year 1
CSULA VESTED Program	Engineering Summer Classes for Students 6 th grade	Grade Level Chair Instructional Coach Principal	Math Focus	Year 2
JPL	Resource Center with teacher lessons and student activities	Coordinator Principal Instructional Coaches	Science and Technology	Year 3
Griffith Park Observatory	Science Exploration	Instructional Coaches Principal	Science and Technology	Year 3

The school will form an Outreach Committee which will assist in coordinating community partnership activities and efforts. The principal will be responsible for cultivating and maintaining all school/community partnerships. The Outreach Committee will consist of key stakeholders from the school community. Businesses, non-profit organizations, and governmental agencies will be contacted to serve as resources for the school, students and families.

LHM MST Academy will organize quarterly Community Forums for parents. The Community Forums will bring together the parents of students, governmental agencies, elected representatives, organizations, businesses, etc. in a forum which will allow for interaction between the school and the community.

Category Three: Leadership that Supports High Academic Achievement for Students and Staff

B-6 School Governance and Oversight

a. SCHOOL TYPE

Not applicable

Lawrence H. Moore Math Science Technology Academy (SRES #12)**b. SCHOOL LEVEL COMMITTEES**

The governance councils include: Compensatory Education Advisory Council (CEAC), English Language Advisory Council (ELAC), School Site Council (SSC) and Local School Leadership Council (LSLC). Meetings will be scheduled and held for parents of Gifted and Talented Education Program students and Students with Disabilities. The governance of LHM MST Academy will adhere to Article XXVII – Shared Decision Making and School Based Management through the Local School Leadership Council (LSLC). The LSLC responsibilities shall be those prescribed by policy as well as working jointly/collaboratively with other school governance councils to ensure the implementation of the school's core beliefs, mission, vision, values of learning goals/objectives and school-wide plan.

The school governance team has the responsibility of making decisions that will support the core beliefs, mission, vision and educational plan for LHM MST Academy. The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and ensure that the expenditure of funds is aligned with the SPSA. This plan will be developed in consultation with all stakeholders with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee. The SSC will review and submit any necessary SPSA updates on an ongoing basis. The SSC responsibilities shall be those prescribed by policy as well as working jointly/collaboratively with other school governance councils to ensure the implementation of the school's core beliefs, mission, vision, values of learning goals/objectives and school-wide plan. The major responsibilities for the SSC will include:

- Analyze data on an ongoing basis to evaluate programs and to determine instructional needs
- Determining participation and coordination of all categorical services and funds (SBCP – School Based Coordinated Programs)
- Developing a list of suggested activities which fulfills the 20 hours commitment/volunteering by school staff and parents
- Advising on the uniform dress standards for students and staff
- Developing a pool of resources from governmental agencies, businesses, non-profit and community based organizations who can provide expertise to the governing board as well as serve as a resource for student, staff and parent activities, events, needs, and interest
- Conducting monthly meetings
- Share data results and information with school staff, parents and community
- Establishing committees which will interview and select teachers, other certificated staff, coaches/coordinators, classified staff and administrators
- Assisting administrators in organizing the school for effective instruction
- Developing roles and functions of committee members
- Providing advice on the Professional Dress Standards for staff.
- Develop a Home/School Compact and Parent Involvement Policy

c. GOVERNING COUNCIL

Not applicable

B-7 School Leadership**a. PRINCIPAL SELECTION**

As stated by Dufour and Marzano in *Leaders of Learning*, “Creating the conditions to help others succeed is one of the highest duties of a leader. If school leaders are to create the conditions that help more

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students succeed at learning at higher levels, they must build the capacity of educators to function as members of high performing collaborative teams. School leaders must develop the clarity of purpose and priorities, structures, support, feedback, and dispersed leadership essential to successful teams.”

The principal must be a transformational leader in order for the school’s mission and vision, philosophy, core beliefs, and goals to be carried out. The principal’s roles and responsibilities will be as follows:

- Ensure that core instruction (Tier 1) is implemented effectively in all classrooms
- Ensure that the needs of students are being met through the effective implementation of Tier 2 and Tier 3 supports
- Establish and implement a School-wide Positive Behavior Support Plan
- Facilitate systems for collaboration to take place
- Ensure that the academic progress of all students is being monitored closely by teachers and staff using MyData and CORE K-12 assessments
- Analyze data to drive and inform instruction
- Provide teachers with formative feedback in order to build capacity
- Supportive of the needs of all students
- Ensure that appropriate services are being provided to gifted, EL’s and SEL’s and special needs students
- Follow Federal, State, District’s policies and procedures
- Establish a school environment which is characterized with high expectations for all children
- Ensure that the school is reflective of a clean, safe, orderly and organized environment for the promotion of the whole, healthy child.

In order to ensure that the plans outlined in this proposal are carried out with fidelity, and to ensure the students of this school are led by a highly effective principal, the requirements for the principal of LHM MST Academy includes the following:

- Evidence of being a successful instructional leader
- Evidence of being inclusive with all stakeholder (parents, teachers, classified staff, community members, and students)
- Possess a collaborative style of leadership
- Commit to fulfilling the schools vision, mission, philosophy and goals
- Commitment to implement the PSC 3.0 plan written by LD7 and UTLA
- Implement the school’s professional development model and the District’s Response to Intervention (RTI²) and standards based instructional program
- Explain experiences in using data to drive and inform instruction
- Express desire to be inclusive, collaborative and a team player
- Provide a portfolio of achievements
- Commit to support and implement on-going professional development
- Show evidence of continuous professional growth
- Minimum of five years of successful leadership experience as either a principal, assistant principal, or coordinator

LHM MST Academy will follow the Principal Selection process outlined in the LAUSD/UTLA Local School Stabilization and Empowerment Initiative of 2011. Teachers, parents, community, Local District 7 Directors and Superintendent will be involved in the selection of the principal of LHM MST Academy. The school will follow the Principal Selection Process outlined in the LAUSD/UTLA Stabilization Memorandum. The selection committee will consist of teachers and parents from the three sending schools and the Local District 7 Director of School Services. Board Rules, District administrative regulations, Collective Bargaining Agreements and policies for the selection of the principal selection will

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be utilized. This requirement is in alignment with the school's vision, mission, goal and No Child Left Behind. The interview process for the principal at LHM MST Academy will measure the depth and breadth of leadership experiences in the following dimensions:

- Communication: Effective oral and written communication
- Decision Making: Analysis, judgment and decisiveness, extra-organizational sensitivity
- Management Dimension: Planning and organizing, delegating and follow through
- Interpersonal Dimension: Development of staff members, leadership and influence, instructional leadership
- Personal Dimension: Demonstrate initiative and innovativeness

The committee will be trained using the LAUSD interview procedure: Situation, Task, Action and Results (STAR). After the completion of the interview process, three candidates will be recommended to the Local District 7 Superintendent for the final selection. The position will be advertised within and outside LAUSD. The selection process will begin in February 2012 with the principal selected in March 2012. Upon selection, the new principal will begin recruitment of teachers and staff, following procedures as outlined in the LAUSD Bargaining Agreement. The principal selection process outlined in the LAUSD/UTLA Memorandum will be followed by LHM MST Academy.

b. LEADERSHIP TEAM

LIS Waiver #11 Local Process/Methods for Selecting Teachers

A Staff Selection Committee will be established in order to select non-register carrying certificated support staff based on a locally created criteria. This waiver is needed in order to have the most qualified support personnel selected for the position. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. The selection process will include a district-wide search, an application process, and interviews. The Staff Selection Committee will reach consensus in selection of staff.

Leadership Team

The Leadership Team will be the guiding force behind the implementation of professional learning communities through which the mission and vision of the school will be carried out. The primary purpose of the leadership team will be to establish a collaborative process, which will facilitate effective implementation of the instructional program. LHM MST Academy's Leadership Team will consist of the following: Principal; AP-EIS; Bridge Coordinator; Categorical Program Advisor; Instructional Coach; Problem Solving Data Coach; Intervention Support Coordinator.

The Leadership Team will hold each other accountable for meeting their specific duties and responsibilities through a weekly collaborative team meeting. During these meetings the leadership team will share information regarding their areas of responsibility, review formative and summative data, review and discuss classroom observations, plan professional development and differentiated support for teachers, plan and modified short and long term goals to meet the mission and vision of the school.

The Leadership Team will meet with the teachers and staff to set goals, implement the curriculum set forth in this plan and assess the progress of students. The Leadership Team members will meet with the school's advisory council and review the school's mission, vision and progress toward the implementation of the plan.

The Leadership Team will be responsible for overseeing the instructional program and school operations. This would include the following: school culture and climate, professional development, common assessments, parent and community involvement, budgeting and finance, safety and operational matters, and the welfare of students. Depending on the school's budget positions will be allocated to the school.

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Assistant Principal EIS (AP-EIS): The District will assign an Assistant Principal EIS based on the number of children identified with special needs. The AP-EIS will ensure the school's compliance and implementation of the Modified Consent Degree (MSD). The position will require the person to have success in the classroom and experience with Special Education Programs. The Local District 7, and the Support Unit Central division will provide professional development and training for the AP-EIS. The AP-EIS will work in collaboration with the Bridge Coordinator to ensure appropriate instructional practices are provided to children with special needs.

K-12 Bridge Coordinator: A Bridge Coordinator will be budgeted to support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have a master's degree, success in the classroom, and experience with the Special Education Programs. Professional development and training for the Bridge Coordinator will be provided by the LAUSD. The Bridge Coordinator will be responsible for keeping parents informed by holding monthly meeting with parents and teachers and writing and distributing a monthly newsletter to parents of children with identified learning disabilities.

Categorical Program Advisors: The categorical program advisor position will be multi-funded to provide direct services to English Learners and Standard English Learners (SELs). The categorical program advisor will provide professional development to assist teachers in the identification and placement of English Learners, effective instruction and intervention for ELs and Access to Core methodology. The coordinator will collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and address the linguistic and academic needs of ELs and SELs. The coordinator will facilitate peer coaching by collaborating with teachers to plan, deliver, and analyze lessons appropriate for ELs and SELs. They will attend district and related professional development.

Instructional Coach/Elementary: Coaching will be a critical component of the RTP² multi-tiered approach to teaching and learning. The role of the instructional coach will be to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school site principal, the instructional coach will work collaboratively with all teachers to promote standards based literacy and numeracy across the content areas.

Intervention Support Coordinator: Implementation of RTP² will be based upon a program of high quality instruction and interventions. The intervention support coordinator will work under the direction of the school's site administrator to perform the following duties: use of data (multiple measure) to identify areas of strength and need for instruction and behavior; Implementation of multi-tiered instruction and intervention services and resources; delivery of professional development in RTP² framework, problem-solving model; analyzes of data; differentiated instruction and strategies, and progress monitoring; trainings and workshops for parents/guardians on the RTP² intervention models and how to support students at home; development and monitoring of student intervention plan utilizing the District's MyData and CORE K-12 assessment systems.

B-8 Staff Recruitment and Evaluation

a. Staffing Model

The staff plan for the first year of the three year plan for LHM MST Academy is to build effective Small Learning Communities whereby all students will receive grade level standards based instruction.

Table 25: Staffing Model

Position	Year of	Mission and Vision	Academic /Non-
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	Implementation		Academic
Principal	2012-2013	Cognitive, Social, Emotional, Physical	Academic
Assistant Principal -EIS	2012-2013	Cognitive, Social, Emotional, Physical	Academic
30-35 Norm generated teachers	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1 Pre-kindergarten teacher	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1-3 Special Education teacher(s)	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1 Categorical Program Advisor	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1 Bridge Coordinator	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1 Intervention Coordinator	2012-2013	Cognitive, Social, Emotional, Physical	Academic
2 Instructional Coaches – math, science and tech.	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1 Library Aide	2012-2013	Cognitive	Academic
8-12 Paraprofessionals/Teacher Assistants	2012-2013	Cognitive, Social, Emotional, Physical	Academic
3 class size reduction teachers	2012-2013	Cognitive, Social, Emotional, Physical	Academic
1 Psychologist	2012-2013	Cognitive, Social, Emotional	Academic
School Support Staff	2012-2013	Emotional, Physical	Non-Academic
1 Psychiatric Social Worker	2012-2013	Social and Emotional	Academic
1 School Nurse	2012-2013	Physical	Non-Academic
1 PSA Counselor	2012-2013	Social and Emotional	Academic
1 Elementary School Counselor	2013-2014	Social and Emotional	Academic
1 Campus Aide	2013-2014	Physical	Non-Academic
4-6 Noon Duty Supervisors	2012-2013	Social, Emotional, Physical	Non-Academic
1-2 Community Rep.	2012-2013	Social, Emotional, Physical	Non-Academic
Cafeteria Manager and staff	2012-2013	Physical	Non-Academic
Plant Manger and Team Cleaning Staff	2012-2013	Physical	Non-Academic
School Administrative Assistant and office technicians	2012-2013	Cognitive, Social, Emotional, Physical	Non-Academic

LIS Waiver # 10: Local Process/Method for Determining Assignment of Grade Level

The Staff Selection Committee will develop a process for determining assignments to grade levels based on the ability to implement the school's vision, mission and core beliefs as stated in the PSC plan. The

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process will include, submission of a preference form including relevant qualifications and experiences and assignment by the Staff Selection Committee. The matrix with the assignments will be posted at a designated time. This waiver is needed in order to have staff assigned to grade levels based on the needs of the whole child. The teachers' experiences required for addressing the needs of the whole child vary grade to grade. Therefore, the school needs to be able to establish a method by which teachers with the appropriate training and background are placed in specific grades. The Staff Selection Committee will establish an equitable method by which teachers are assigned to a grade. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the UTLA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. Adjustments to this selection process will be reviewed and amended as needed.

The school's core beliefs call for providing all students with meaningful learning experiences in a safe, clean, nurturing and secure environment. Therefore, key non-academic position will be filled with committed and qualified staff. This includes the cafeteria manager and staff, plant manager and staff, school Administrative Assistant and clerical staff, supervision staff, campus security staff, parent community representatives, school nurse, school psychologist, and PSA Counselor.

The school will follow the norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 30:1 for grades 4th-5th. The school site council will attempt to identify categorical funds and hire class size reduction teachers in order to lower the student teacher ratio. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

The data, as listed in Section A, confirms that EL and SEL students are struggling to meet the academic goals set by the State. Considering the data the school will make every effort to recruit and hire the appropriate personnel to provide language and instructional support. The data also indicates that students with disabilities and at-risk students face similar challenges and therefore require specialized support. Therefore the staffing model will include personnel which will provide these students support.

In order to provide primary language support to students' bilingual paraprofessionals will be hired. To reduce the adult to student ratio additional paraprofessionals will be placed in classrooms. The principal and the Small Learning Community teams will determine classroom assignment and number of daily paraprofessional hours per classroom. Priority will be given to primary classrooms (K-1), classrooms with predominantly ELD Levels 1-3 and classrooms with struggling students. The staff that is selected to work with the children at LHM MST Academy will have a strong background in working with students who are English Learners and students who are Standard English Learners. The staff needs to be fully committed to working together to insure the success of all students.

In order to insure that the physical needs of the students are met the school will budget for nurse time, plant manager, cafeteria manager and supervision staff.

b. Recruitment and Selection of Teachers

LIS Waiver # 9: A Requirement for "Mutual Consent"

As part of the Local School Empowerment Initiative, LHM MST Academy is requesting full autonomy in the selection of its teachers for all site-based openings, as granted by Waiver 9. This request is being made with full understanding of the legal mandates stated in the District-UTLA agreement. We are requesting that LHM MST be granted the privilege to select 100 percent of its teachers and be free of District-mandated priority placements, or "must-place" teachers, including those from feeding schools (Miramonte Elementary, Lillian Street Elementary, and Hooper Elementary).

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LHM MST Academy will follow the Staff Selection process outlined in the LAUSD/UTLA Local School Stabilization and Empowerment Initiative of 2011. LHM MST Academy has designed an educational plan that is highly focused on subjects of educational practices and related skills that heavily incorporate mathematics, science, and technology. Because of this highly focused program, we believe that it is essential for all teachers to possess specific levels of expertise in these designated areas. As part of the request, we are asking that all teachers will participate in a comprehensive interview process to help assist in the identification of specific qualities that will help maximize the implementation and execution of the educational plan. This level of expertise shall not be limited to pedagogy and content knowledge of the subject matter but shall include organizational and leadership skills that enable them to achieve the expectations stated in the plan.

The teaching staff from the three sending schools will meet in the spring with Human Resource and Local District Directors to review the process of staff selection for the new school. The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies. Interested teachers will be encouraged to submit their names to LAUSD's Human Resources placement office with the clear understanding of what will be required and expected of them. The school principal and members of the administrative team will also be expected to commit to the implementation of this school plan.

There are four waivers being requested in this plan:

1. Priority to the Design Team in the teacher selection process.
2. Commitment form to implement the PSC LD7 UTLA plan.
3. 7 hour on-site work day one day a week
4. 20 hours of volunteer time per year

Teachers not willing to commit to these waivers will not be considered for selection.

The teachers will be asked to familiarize themselves with the vision, mission and core beliefs stated in the PSC plan. Another requirement of this plan, which will be emphasized with teachers, is the need to have a school culture characterized by the three big ideas of a professional learning community. All teachers at LHM MST Academy will be considered Highly Qualified as defined by the Federal government and meet the certification to teach English Learners. In addition, the plan requires the following of each teacher:

- Ability to communicate
- Willingness to work as a team member
- Ability to collaborate
- Evidence of an understanding of the requirements for addressing the cognitive, social, emotional and physical needs of the students
- Experience in the use of data analysis
- Commitment to follow the Standard of Professional Dress as developed by the staff
- Understanding the needs of a diverse student population and community
- A history of successful teaching practices
- Experience working with English Learners, students with special needs, Standard English Language Learners and students of poverty
- Willing to work with parents and the community to address the needs of the children

The teacher's duties and responsibilities will adhere to the LAUSD Collective Bargaining Agreements Article IX-Hours, Duties and Work Year, Article X-Evaluation and Discipline and Article XXVII Shared Decision Making and School Based Management. Those duties and responsibilities include:

- Teachers will assist with the selection of instructional materials, prepare and design of lesson plans appropriate for their assignment and Professional Learning Community.
- The teacher will do the primary review and evaluation of student work.
- Teachers and staff will communicate and confer with students and parents regularly. Communication will include formal and informal meeting/conferences with students and parents
- Participate in the development and implementation of professional development

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- Attend Professional Learning Community and faculty meetings when scheduled
- Participate in school governance committees/councils
- Provide leadership in Professional Learning Communities and to the school
- Participate in parent/school activities
- Teachers will teach the State instructional standards

In addition, once selected teachers will receive training and support to ensure that their knowledge of the community, the students, and their families are aligned to the mission and vision of the school. The teachers will agree to become part of professional learning communities and participate in their small learning communities to ensure that students receive a personalized, quality education. Teachers will take part in a 5-day Prior to School Year Professional Development to prepare for the new school year and to gain an understanding of the professional learning communities. The teachers at LHM MST Academy will adopt the professional culture of the school and be focused on the PLC's three big ideas in their instructional practice: A Focus on Learning, A Focus on Collaboration and a Focus on Results. The implementation of these three big ideas will result in improved teaching and learning and guide the work of the teachers of the school. This professional culture will assist the school with teacher retention and continuous growth.

Under the proposed reorganization of LAUSD, direct oversight of Dr. Lawrence H. Moore Math, Science Technology Academy will be the responsibility of an Educational Service Center. Within the Educational Service Center, the school will be assigned to an Instructional Director. In Local District 7 there are 3 Elementary Complexes with 15 elementary schools assigned to each Complex. Under the previous organizational structure, the Principal Leader (Director) supervised the principals of each of the elementary schools assigned to their Complex. The Directors provided support in the areas of supervision of instruction, implementation of District policies and programs, operations and budgetary processes. The Local District Superintendent and Directors have successfully opened three new elementary schools and a new high school under Public School Choice. They have been successful in ensuring that the staffs at the new schools implement the Public School Choice plan approved by the LAUSD Board of Education during the PSC 1.0, 1.5 and 2.0 rounds. LHM MST Academy will be assigned to an Instructional Director and will receive instructional support. It will be responsibility of the Educational Service Center to fully commit and implement this PSC plan at LHM MST Academy.

c. PERFORMANCE REVIEW

LHM MST Academy will be one, which promotes continuous growth and development for experienced and new teachers, frequent reciprocal and interdependent interaction among all staff, provides mentors/peer coaches for new teachers, and develops shared responsibility among teachers for the school and students. This professional culture of collaboration will foster an atmosphere where teachers can critique and review the implementation of lessons planned and taught. Peer support will be provided to teachers from peers, coaches, coordinators and subject matter teachers. Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession*. The six standards are:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator

The Los Angeles Unified School District in response to the need for having an effective teacher evaluation process formed a Teacher Effectiveness Task Force whose final report was submitted in April 2010. The Task Force recommended the following areas of focus: Data Based Instruction, Supporting All Employees, Transparent Budgeting, and Quality Schools. In the area of Supporting All Employees, the

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Task Force emphasized that the current teacher evaluation system be improved. The following four recommendations for teacher evaluation are:

1. Teacher evaluations should include multiple measures or data points.
2. Increase the number of rating categories available
3. Evaluations should have real ramifications
4. Professional development and support must be tied to feedback and evaluation.

As a result of the Task Force recommendations, the District developed the Teaching and Learning Framework (TLF), which is based on Charlotte Danielson's Framework of Effective Teaching (2007). LAUSD's TLF is aligned with the California Standards for the Teaching Professions (CSTP). Along with the CSTP, the TLF will guide the teacher evaluation process at LHM MST Academy. The Teaching and Learning Framework will provide a common language and foundation for defining, supporting, developing and measuring instruction. The Teaching and Learning Framework consist of five standards which are defined by components and elements that represent the complexity of teaching. The five standards are:

1. Planning and Preparation
2. Classroom Environment
3. Instructional Delivery
4. Professional Responsibility
5. Professional Growth

There are three priorities embedded within each standard: Cognitive engagement which requires students to think deeply about the content; Authentic learning, whereby students build on prior knowledge to construct new learning; College and Career readiness to emphasize the skills necessary for success in college and beyond.

In alignment with the school's vision and mission the teacher evaluation process will use qualitative and quantitative data to measure teacher effectiveness, provide differentiated support and influence the professional development activities of the school. Multiple measures will be used in the evaluation process of teachers: observations of practices by administrators and lead teachers, student and parent survey, contribution to the school community and Academic Growth Over Time (AGT). LHM MST

Academy will implement this evaluation process according to the LAUSD/UTLA collective bargaining agreement.

The LAUSD School Leadership recognizes that leadership is an effective component of school success. It describes actions that leaders take to improve student achievement, to develop teacher effectiveness and to facilitate schools of academic excellence. The School Leadership Framework is comprised of 6 standards which are further divided into components and elements. The six standards are:

1. Supervision of Instruction
2. Investing in teacher quality
3. Shared Vision
4. Culture of Learning and Positive Behavior
5. Family and Community Engagement
6. Systems and Operations

Based on the School Leadership Framework the principal will establish goals and objectives aligned to the mission and vision of the school at the beginning of the school year. The assigned Local District 7 Director of School of Services and the principal will engage in a reflective process to assess and evaluate the level of leadership competency based on the six standards.

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LHM MST Academy will implement this evaluation process according to the LAUSD/AALA collective bargaining agreement.

B-9 Sharing a Campus: Not applicable

C. INTERNAL MANAGEMENT

C-1 Waivers

LIS Waiver # 15: Additional Waivers

1. 7 hour on-site work day two days a week
2. 20 hours of volunteer time per year
3. Professional Standard of Dress
4. LIS Waiver #10: Local process/method for determining assignment of teachers to grade level
5. LIS Waiver #11: Local process/method of selecting teachers as grade level chairs, coordinators, instructional coaches and other out of classroom certificated staff.
6. Requesting two additional set-aside rooms
7. 100% Staff Selection by the Personnel Team/Design Team (Article XI Section 16.0)

C-2 Budget Development

Waiver # 8: General Fund Budget Control

SRES # 10 will request through Waiver #8 the opportunity to use Per Pupil Budgeting. The school's Per Pupil Funds will allow the school's stakeholders the ability to make decisions based on this PSC plan. The mission, vision, instructional program and goals of the school will determine the budget priorities. The following are examples of unranked budget priorities: salary funding, instructional materials account, class size reduction teachers, day to day substitutes, instructional coaches, paraprofessionals, noon duty aides, technology coordinator, clerical support, and custodians.

General Fund Per Pupil Budget

The mission, vision, instructional program and goals of the school will determine the budget priorities. LHM MST Academy will operate under one of the District's Four Strategic Initiatives - Budgeting for Student Achievement (BSA). Using funding received on a per-pupil basis the school will develop a school budget which aligns centrally determined resources for specific programs, unrestricted funding for the academic goals and strategies established in this plan and categorical funds.

The BSA model includes the following four key elements: Transparency, Flexibility, Accountability and Support and Equity. LHM MST Academy will implement these four elements in the following manner:

Transparency: Formation of parent councils; clear communication regarding budgets to all stakeholders; building stakeholder capacity and understanding revenue and cost; budget needs assessments to determine priorities; the academic and social needs of the whole child (cognitive, emotional and social) will be used to identify and fund effective practices and programs as stated in the SPSA.

Flexibility: The school will use multiple data points to determine the services, resources, and support required for success in student outcomes

Accountability and Support: The school will use District budget systems and receive support from trained knowledgeable budget staff. These systems will allow the school to manage and monitor their budgets and allow the District to hold the school site accountable. The school will monitor attendance closely in order to generate funding; SSC will establish the SPSA based on students' data

Equity: The school will use the data to determine budget priorities for expenditures for all students including students with disabilities, EL, SEL, gifted and socio-disadvantaged.

Categorical Funds

The school will be provided categorical funds based on the number of students who qualify for free or reduced meal program. The school will receive some of the following categorical funds: Federal Title I funds, State Economic Impact Aid-Limited English Proficient (EIA-LEP), Federal Title III, and

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Economic Impact Aid-State Compensatory Economic funds (EIA-SCE). These funds will be used to provide additional resources for the students of the school. These funds will enrich and supplement the core instructional program provided to all students. The categorical funds will not supplant the school's general per pupil funding. These funds will be spent based on the overall School's Single Plan for Student Achievement (SPSA), which will be written by the school's stakeholders. The SPSA will be aligned to the vision, mission, and core beliefs of the school. Per federal and district guidelines, and before categorical funds are spent, the parents and staff of the school must select the members who will form the School Site Council (SSC). The parents and teachers must hold separate elections to identify their representatives on the council. The principal of LHM MST Academy will schedule a parent orientation meeting during the first two weeks of school and two weeks later, the school will conduct parent election for advisory and school site council. As the parents are selecting their representatives the teachers and staff will also elect their representatives on SSC. After the parents and staff on the School Site Council have been selected, the school will conduct the elections for officers of School Site Council. Once the School Site Council officers are selected Single Plan for Student Achievement will be written based on the school's mission, vision, core beliefs and the academic, social, emotional, and physical needs of all students.

The school will make every effort to partner with various foundations and organizations as well as aggressively pursue grants for funding of school programs and activities. All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The appropriate school governance council will provide the approvals on budgetary matters. The budgets will be developed with recommendations from the appropriate parent committees (CEAC and ELAC). Their written recommendations will be brought to the School Site Council (SSC) for review and approval. LHM MST Academy will use the District's BTS system to pay the certificated and classified staff.

The following positions and services may be purchased using categorical funds: Bridge Coordinator, instructional coach, intervention coach, categorical program advisors, health and human services staff, (nurse, psychologist, PSA counselor, elementary school counselor) parent training/activities, professional development, student activities, supplies and equipment, technology, additional time for library aide, additional time for teachers to collaborate, intervention programs, tutoring, books/literature for classrooms and the school library, etc.

Table 26: Staffing Budget

Position	Budget Priority
Principal	Year 1
Assistant Principal –EIS	Year 1
30-35 Norm generated teachers	Year 1
1 Pre-kindergarten teacher	Year 1
1-3 Special Education teacher(s)	Year 1
1 Categorical Program Advisor	Year 1 Categorical Funds
1 Bridge Coordinator	Year 1
1 Intervention Coordinator	Year 1 Categorical Funds
2 Instructional Coaches	Year 1 Per Pupil/Categorical
1 Library Aide	2012-2013
8-12 Paraprofessionals/Teacher Assistants	2012-2013 (phased in depending

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	on budget)
3 class size reduction teachers	2013-2014(phased in depending on budget)
1 Psychologist	Year 2 Categorical Funds
1 School Nurse	Year 1 Categorical Funds
1 PSA Counselor	Year 2 Categorical Funds
1 Elementary School Counselor	Year 3 Categorical Funds
3-5 Instructional Specialist	Year 4 Per Pupil and Categorical Funds
1 Campus Aide	Year 1 Categorical Funds
4-6 Noon Duty Supervisors	Year 1 Per Pupil Funds
1-2 Community Representative	Year 1 Categorical Funds
Cafeteria Manager and staff	Year 1 Categorical Funds
Plant Manger and Team Cleaning Staff	Year 1 Categorical Funds
School Administrative Assistant and office technicians	Year 1 Categorical Funds

D. Operational Management

D-1. Portfolio Development

a. Portfolio Growth

Not applicable

b. Operations

Not applicable

c. Portfolio Evaluation

Not Applicable

D-2 Organizational Responsibilities and Goals

a. Core Functions

Not applicable

b. Leadership

Not applicable

E. Appendix

Attachment 4

**Commitment to the Dr. Lawrence H. Moore Math, Science,
Technology Academy Plan**

Our school's design plan outlines a coherent and consistent academic program based on best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment.

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for Dr. Lawrence H. Moore Math, Science, and Technology Academy.
- I understand and commit to support the expectations, goals and vision embedded in the approved Dr. Lawrence H. Moore Math, Science, Technology Academy plan.
- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at Dr. Lawrence H. Moore Math, Science, Technology Academy.

Teacher Signature

Date

Attachment 5: Daily Schedule

Sample Daily Schedule
Dr. Lawrence H. Moore Math Science Technology Academy

7:55	Bell
8:00	Morning Opening
8:10	ELD/MELD (Option team teaching)
8:40	Language Arts
9:40	Recess (Student and Teachers)
10:00	Language Arts
11:30	Math
12:30	Lunch (Students and Teachers)
1:15	Social Studies/Science/Health (3 week cycle)
2:00	Art/Music/Physical Education
2:25	Evaluation of the Day/Homework Review
2:30	Dismissal (Students' Dismissal)

Intervention Blocks (RTI²) will be determined and scheduled by each PLC dependent on the time the grade level paraprofessionals are assigned.

Math / Science / Technology lab visits will be scheduled throughout the week by each SLC.

After School:

Monday-Fridays:	Tutoring and clubs such as Science Exploration Club, Chess Club, Music Club, Homework Club, Nature Observation Club, Engineers Club, Astronomers Club, Technology Club, Multi-Cultural Club, and Journalism Club, Spanish as a Second Language
After school:	Beyond the Bell After-School Programs

Teachers' Hours: 7:35 a.m. to 2:40 p.m.

Attachment 6: Policies for Retention, Graduation, and Student Behavior

Dr. Lawrence H. Moore Math, Science, Technology Academy will follow the Los Angeles Unified School District' policies on retention and graduation.

Dr. Lawrence H. Moore Math, Science, Technology Academy is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.

LIS Waiver #12: School's Student Discipline Guidelines

During year 1, the school's stakeholders will explore the development and implementation of a research based discipline plan that is reflective of the needs of the healthy whole child and is aligned to the district and state guidelines and regulations. Some options being explored as alternatives to suspension would include: mandatory after school/Saturday detention, reparation for vandalism, community services, parent education and participation during the school day.

Attachment 7: Job Description for Principal

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A. Job Purpose

Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to

Local District Superintendent or designee

C. Subordinates

Assistant Principal, Elementary School, as assigned; Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and 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.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

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Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study approved for purposes of District/AALA Bargaining Agreement, Article IV, Section 3.0.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners. (Note that the culture requirement is automatically satisfied by meeting the multicultural education requirements listed above.)

For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of service in a certificated position(s) directly related to an instructional program covering grades Pre-K - 6, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

At least two years of successful service as an Assistant Principal, Elementary School.

NOTE: For definitions of years of service, refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, District policies and operating procedures, and negotiated contracts on elementary education.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade six (ages 3-13).
3. Capacity to lead, direct, and supervise teachers and staff.
4. Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
5. Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.
6. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.

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7. Knowledge of and skill in effective budgetary processes and school finance.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to make formal, public presentations.
10. Ability to compose and comprehend written communication.
11. Ability to observe subordinates' activities.
12. Ability to travel to other sites/locations.
13. Mobility to traverse all areas of all work sites.
14. Mobility to respond quickly in an emergency situation.
15. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administration Credential
3. Standard or General Administration Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class