

# LETTER OF INTENT

November 18, 2011


APPLICANT TEAM INFORMATION			
<b>Name of Applicant Team:</b> Woodrow Wilson High School, Ursula Rosin			
<b>Address:</b> 4500 Multnomah st. Los Angeles, CA 90032		<b>Phone Number:</b> (323) 276-1600	
<b>Website:</b> www.wilsonmules.org		<b>Email Address:</b> urosin@wilsonmules.org	
<b>School site for which your team is submitting a Letter of Intent</b>		Woodrow Wilson High School	
<b>School type for which your team is applying</b>		A comprehensive high school using an Extended School Based Management Model (ESBMM)	
<b>List the name and contact information of your design team members below:</b>			
Name:	Phone:	Email address:	School/Affiliation
1. Ursula Rosin	323-636-3688	urosin@wilsonmules.org	Wilson High School
2. Fidel Fuentes	818-802-1996	ffuentes@wilsonmules.org	Wilson High School
3. Rudy Duenas	213-923-8988	rduenas@wilsonmules.org	Wilson High School
4. Alfonso Ambrocio	805-794-2165	aambrocio@wilsonmules.org	Wilson High School
5. Christina Quimiro	323-679-4266	cquimiro@wilsonmules.org	Wilson High School
6. Andrew Johnson	951-751-5497	ajohnson@wilsonmules.org	Wilson High School
7. Lucia Dorado	323-369-5457	ldorado@wilsonmules.org	Wilson High School
8. Samira Dabiri	818-679-3189	sdabiri@wilsonmules.org	Wilson High School
9. Erika Welsh-Westfal	626-298-1829	ewelsh-westfal@wilsonmules.org	Wilson High School
10. Johana Aguilar	323-742-8307	jaguilar@wilsonmules.org	Wilson High School
11. Johanna Wightman	626-394-6607	jwightman@wilsonmules.org	Wilson High School
12. Robert Ochoa	562-322-6243	rochoa@wilsonmules.org	Wilson High School
13. Mariela Andrade	323-697-1748	mandrade@wilsonmules.org	Wilson High School
14. Lilia Fabian	310-350-5103	lfabian@wilsonmules.org	Wilson High School
15. Adriana Zuniga	310-491-6136	azuniga@wilsonmules.org	Wilson High School
16. Gabriela Guerra	562-305-9558	gguerra@wilsonmules.org	Wilson High School
17. Kevin Armenta	562-266-7287	karmenta@wilsonmules.org	Wilson High School
18. Jill Papineau	818-621-6354	jpapineau@wilsonmules.org	Wilson High School
19. Elsa Gutierrez-Aviles	323-547-6147	egutierrez-aviles@wilsonmules.org	Wilson High School

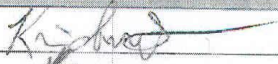

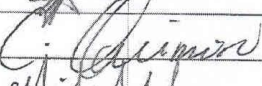
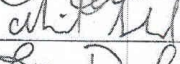
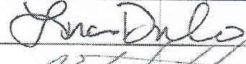
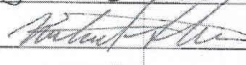










## PUBLIC SCHOOL CHOICE MOTION

Appendix B

### PSC 3.0 Commitments and Expectations Form

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

Applicant Team Name/Organization	Woodrow Wilson High School
Name of Team Representative	Orsula Rosin
Signature of Team Representative	

Design Team Member Name	Signature
Kevin Armenta	
Andrew Johnson	
Christina Quimiro	
Mariela Andrade	
Lucía Dorado	
MIKE SHEU	
SAMIRA DABIRI	
Jin Papeau	
ADRIANA ZUNIGA	
Lilia Fabian	
Erica Welsh-Westfall	
Gabriela Guerra Ramirez	
Johanna Wightman	
Rodolfo Duenas	
ALEX ADAMS	
MYLENE KEIPP	

### Applicant History Data Summary Sheet

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**Wilson High School**

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## **ASSURANCES FORM**

Please check the school model that you have selected for your proposal:

<input type="checkbox"/> Traditional	<input type="checkbox"/> Pilot	<input type="checkbox"/> Network Partner	<input checked="" type="checkbox"/> ESBMM
<input type="checkbox"/> Independent Charter		<input type="checkbox"/> Affiliated Charter	
Name of School <b><u>Woodrow Wilson High School</u></b>		Name of Applicant Group/Applicant Team <b><u>Wilson High School Design Team</u></b>	
Lead Applicant <u>Ursula Rosin</u>		Title of Lead Applicant <u>Principal</u>	
Mailing Address <u>4500 Multnomah Ave</u>			
Phone Number <u>323-276-1600</u>		Fax Number <u>323-223-7396</u>	
Email Address <u>urosin@wilsonmules.org</u>		Website (if available) <u>www.wilsonmules.org</u>	

**By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:**

### **1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

*Please check one of the following statements:*

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

### **2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)**

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

### **3. Assurance of Enrollment Composition Compliance**

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

### **4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures

that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

#### **5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement**

*(For Independent Charter School Operators Only)* If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

#### **6. Resident Enrollment and Attendance Boundary Compliance**

*(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” The “opt-out” decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

#### **7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

*(For Independent Charter School Operators Only)* In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 (“Proposition 39”) for a period coterminous with their Board-approval to operate a Public School Choice campus.

*By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:*

Name of Lead Applicant Ursula Rosin

Title of Lead Applicant Principal

Signature of Lead Applicant \_\_\_\_\_ Date \_\_\_\_\_

Name of Board President\* \_\_\_\_\_

Signature of Board President\* \_\_\_\_\_ Date \_\_\_\_\_

*\*The additional name and signature of the Board President is only applicable to organizations with a Board*

**Los Angeles Unified School District  
PUBLIC SCHOOL OF CHOICE  
SERVICE PLAN FOR SPECIAL EDUCATION**

School Identification: Woodrow Wilson High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<b>Federal Requirement, District publications and forms are available</b>	<b>Search and Serve</b>	<p>The following processes have been developed to ensure:</p> <ul style="list-style-type: none"> <li>• The identification of students with disabilities upon enrollment:</li> </ul> <p>An LAUSD <i>Student Enrollment Form</i> will be completed by parents for all newly enrolling students upon their enrollment. The form asks if at his/her previous school the student was receiving special education services, had an IEP, 504 plans, difficulties that interfered with learning, or was identified for GATE.</p> <p>Office and administration staff will understand the form and their responsibilities to promptly identify students who require special services.</p> <p>IEPs of students from other LAUSD schools will be reviewed on Welligent, as will copies of IEPs of students entering with IEPs from outside the district. Appropriate forms and procedures will be completed as Wilson HS immediately implements the existing IEP and prepares for an IEP review meeting within 30 days.</p> <p>In addition to the procedures specified in Part II of the <i>Special Education Policies and Procedures Manual (PPM)</i>. Each spring, Wilson HS staff will meet with feeder schools to identify the number of students with disabilities that are likely to enroll in Wilson HS. In addition, performance levels, special education needs and the date of the last annual and triennial assessment will be obtained for identified students. This information will allow Wilson HS to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.</p> <ul style="list-style-type: none"> <li>• The staff awareness of Special Education procedures used by the school site:</li> </ul> <p>The school's professional development committee will plan, implement, and assess training sessions that focus on Special Education procedures used on site. Special education, related services and administrative personnel will be fully acquainted with the PPM and their responsibilities specified there. General</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>training sessions will include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents.</p> <ul style="list-style-type: none"> <li>The availability of an assessment process for students suspected of having a disability:</li> </ul> <p>A timely, tiered and then comprehensive assessment process will be available for all students who have been properly screened or whose parents have submitted a written request. The procedures are described in the section of this Appendix entitled 'Procedures for identification and assessment of students'.</p> <ul style="list-style-type: none"> <li>The appropriate publications and forms are maintained at the site:</li> </ul> <p>As part of the Main Office, The Special Education Office, SLC counselor's offices, and the Parent Center, <i>The Parent Network Poster</i> will be displayed. The publications entitled, <i>Are you puzzled by your child's special needs</i> and <i>A Parent's Guide to Special Education Services</i> will also be made available and distributed in the appropriate language. (The district provides material in several languages.)</p> <ul style="list-style-type: none"> <li>Parent Information is available:</li> </ul> <p>In addition to the printed materials, parents will be referred to the Parent Resource page on the district's special education website and provide contact information for the district's parent resource network.</p>
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> <li>The identification process for determining student participation in intervention programs:</li> </ul> <p>The initial process for determining student participation in intervention programs is implementation of the District's Multi-tiered Framework to Instruction and Intervention (BUL 4827.1) Students are identified through their response through specific evidence based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration and frequency of services and progress monitoring is increased as teacher-student ratio decreases. A critical step in the identification for participation in intervention, as addressed by the MCD, is Below Basic CST scores and performance in the core curriculum. Students with disabilities who score Below Basic on CST's will be included in structured standards-based instruction and related interventions implemented for all students with Below Basic scores. If their progress indicates, they will receive services of greater intensity, frequency and duration.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> <li>• The benchmark and progress monitoring tools:</li> </ul> <p>Student progress will be monitored with the same assessments – CSTs, CELDT, periodic assessments, curriculum based measures, and behavior data. The rate and degree of progress of students with disabilities will be monitored and if less than that of the general education students, the students will be given more intensive instruction. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.</p> <ul style="list-style-type: none"> <li>• A multi-tiered approach to interventions, from core program to more intensive instruction:</li> </ul> <p>Based on the information from progress monitoring tools, a multi-tiered approach will be implemented. The core program will be the first tier. If found inappropriate, more intensive interventions will be implemented. Consistent with the school wide tiered intervention process, if this secondary intervention is not successful, a third more intensive intervention will be employed and monitored.</p> <ul style="list-style-type: none"> <li>• Programs to be used and purposes for the program:</li> </ul> <p>Among the curricular programs to be used are: Read 180, supplemental texts to support SDP class core subjects.</p> <p>Among the special education services to be used include co-teaching and collaboration with RSP teachers in the general education classrooms, Learning Center, Double blocking core subject classes (English, Algebra, Geometry), addition of tutoring and test prep classes for SDP, reevaluation of students program placement if needing more intensive intervention classrooms (RSP to SDP), teacher trainings and support of differentiated strategies, Bridge Coordinator to engage in support for teachers, staff and parents. Administrators and staff will make use of professional development and consultation services of Support Unit East.</p> <ul style="list-style-type: none"> <li>• Progress monitoring and how it will inform instructions:</li> </ul> <p>Individual student's response to the differing interventions will be assessed and monitored. When assessments indicates that a student needs more or different instruction and intervention to access the core curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		and behavioral/social-emotional needs. A reevaluation IEP may be needed to revise a student's program placement.
<p><b>Outcomes 5, 17 and 18</b></p> <p><b>LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<ul style="list-style-type: none"> <li>• <b>Prevention</b></li> </ul> <p>In each classroom, office and school wide common areas, there are 5 clear and positively stated behavioral expectations, Mules Pac 5. Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them. Staff will monitor behaviors school wide and use a variety of means to positively reinforce appropriate behaviors. Teachers will follow Wilsons Progressive Discipline Policy to provide fair, consistent, and effective behavioral interventions which ensure students' rights to due process and a safe learning environment. FAS classes will be used as needed to discuss, model and teach expected behaviors. School wide assemblies will occur each semester to review rules &amp; expectations.</p> <ul style="list-style-type: none"> <li>• <b>Intervention</b></li> </ul> <p>Tier 1 structure of Wilson's school-wide plan will reflect the school's Progressive Discipline Policy, Code of Conduct and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce suspension rates for Special Education students.</p> <p>Tier 2 structure implements collection of data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students and will use as baseline data to monitor the progress of school wide and individual positive behavior support programs. Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for students with ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress. Additional school wide trainings on effective classroom behavioral strategies and implementation of Behavior Support Plans will occur during PD times.</p>

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		<p>Tier 3 structure collections and analysis of ODRs and other disciplinary actions will provide ongoing progress monitoring. If data reveals that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans.</p> <p>Behavior Support Plans will be conducted as required for students with disabilities with special attention to students with ED/AUT eligibility as per Outcomes 17a, 17b and 18.</p>
Necessary for Planning, will be provided	Description of Student Population	<ul style="list-style-type: none"> <li>• <b>The number of students:</b></li> </ul> <p>Wilson currently serves approximately 260 Special Education students.</p> <ul style="list-style-type: none"> <li>• <b>The disabilities of students:</b></li> </ul> <p>Wilson High School currently serves the following disabilities; Specific Learning Disabled, Autism, Deaf and Hard of Hearing, OHI, MRM, MD, and ED.</p> <ul style="list-style-type: none"> <li>• <b>School organization to meet the needs of these students:</b></li> </ul> <p>Wilson High School Special Education Department organization:</p> <p>Resource Specialist Program:</p> <p>Serves Special Education students with varied disabilities on Core curriculum as determined by IEP team.</p> <p>Students are fully included in General education program, with individualized class scheduling into Learning Center tutoring classes as needed.</p> <p>Special Day Program which includes:</p> <p>SLI/SDP classes</p> <p>Autism class</p> <p>OHI class</p> <p>MD class</p> <p>MRM classes</p> <p>ED program</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		DHH class
	<b>Special Education Program Description</b>	<p>Wilson HS offers a comprehensive continuum of placement options for students with disabilities. Wilson’s Special Education program objectives include increasing students understanding and knowledge of core subject curriculum and increasing students’ CST scores, with a focus on students with disabilities achieving Basic and/or Proficient scores and successfully completing school with diplomas and/or certificates of completion. The Resource Program (RSP) provides standards-based instruction and services to students with disabilities who are assigned to the general education classroom for the majority of the school day. The Special Day Program (SDP) provides a standards-based curriculum, with accommodations as needed, that serves students whose disabilities impact their academic progress in general education classes to a degree that an alternative smaller group setting is needed. The SDP is also inclusive of the Emotionally Disturbed Program (EDD), the Autism Program (AUT), and the Other Health Impaired program (OHI) and Deaf and Hard of Hearing program (DHH). These programs incorporate standards-based curricula, with accommodations as needed, and serve students whose disabilities impact their social/emotional relationships, and academic progress to a degree that an alternative small group setting is their Least Restrictive Environment. Wilson HS also provides programs that serve the disabilities of Multiple Disables program (MD), Mental Retardation (MRM), Community Based Instruction (CBI) and the Autism Program (AUT). These programs follow the Alternative Curriculum CA Standards and provide small group settings that are students Least Restrictive Environment.</p> <p>Wilsons Special Education Program reflects the philosophy of the school and its Small Learning Communities. It is an inclusive, productive, and safe environment for all students including those with disabilities. All students are educated in the least restrictive environment and are given access to grade level standards and the general education core curriculum. Students will address grade level standards in their classrooms. Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports will be provided to students. Teachers in general education classrooms will collaborate regularly with colleagues whose expertise is that of special education. Students with disabilities participating in the Districts Alternate Curriculum do not take part in the periodic assessments designed for students following the general education curriculum.</p> <p>Students with significant disabilities and students for whom the core curriculum</p>

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		<p>is inappropriate will have an alternate curriculum as determined by their IEP team. Students following the District Alternate Curriculum do not take part in the periodic assessments designed for student s following the general education curriculum. Instead they participate in the Community Based Instruction Program (CBI) that focuses primarily on promoting independent living. The program serves students whose disabilities impact the following areas: academic progress, communication, health, interpersonal relationships, safety, and/or use of community resources in the development of daily life skills. Some of the interventions used for students in the CBI program include participation in general education, such as involvement in elective courses and extracurricular activities.</p> <p>The special education population will be considered with the entire school in regards to Response to Instruction and Intervention (RTI2).</p> <p>The Learning Center supports will be provided when an IEP team determines that a RSP student following the core curriculum with accommodations needs additional personalized education interventions that are best delivered outside of the general education setting and/or a large group context.</p> <p>Wilson HS will use supplemental aids and supports to support student learning. The special education program will used assistive and adaptive technology as needed. Related services (DIS) will be provided when included in the IEP if an assessment by a qualified assessor indicates the student’s need for the service and that the service cannot be provided by a general or special education teacher. Assistive technology supports will begin with low/no tech (e.g., color coding, graphic organizers), to mid level (e.g., calculators, books on tape), to higher level technology (e.g., computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices.</p> <p>Students with disabilities will be integrated with their typical peers when appropriate. Students in the core curriculum with accommodations and modifications will receive most or all of their instruction alongside their typical peers. Some students will receive Learning Center services but will spend the majority of the day participating with their typical peers in the general education setting. Students needing SDP core subject classes will participate in SDP core subject classes while taking some core subject and elective classes, as determined by the IEP team, with their typical peers. Student’s participant in the alternate curriculum will be encouraged to participate in elective courses, as</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>determined by the IEP team, and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as prom and sporting events.</p>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>In order to assist the District in meeting MCD Outcome 8, Wilson will maintain regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries. At least 93% of such students will be educated at Wilson if this is determined to be their home school.</p> <p>A Bridge Coordinator or other Administrator will monitor COST-SST and Individual Education Program (IEP) processes and ensure that district and state processes, implementation plans and timelines are followed. To specifically monitor timely completion of initial evaluation (as per Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Coordinator/Administrator will oversee the timeliness of completion of evaluations. The Coordinator/Administrator and special education teachers will use the Welligent master calendar function to determine need for IEP reviews and triennial evaluations and schedule them for timely completion.</p> <p>Prior to IEP meeting:</p> <p>The internal communication system planned for team members prior to an IEP meeting to an IEP meeting includes the distribution, collection and review of IEP Student Evaluation Forms and individual consultation with teachers as needed prior to the meeting date. Team members (Spec Ed teacher, Gen Ed teacher, student, counselor, administrator designee, parents/guardian, and others) are notified 10 days prior to scheduled date of IEP meeting. Staff is asked to complete IEP student evaluation forms within 5 days of IEP meeting. Reminder notices to complete forms are placed in participants' mailboxes 7 days prior to the meeting. The Coordinator/Administrator will contact teachers who have not submitted the forms at least 3 days prior to the IEP meeting and clarify the requirement and immediate due date if needed.</p> <p>IEP meeting:</p> <p>IEPs are reviewed annually. The IEP meeting is held to discuss present levels of</p>

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		<p>performance including students' strengths, evaluations of present needs, impact of disability, and accommodations/modifications. In addition: annual goals and objectives, related services, individual transition plans, placement, designated intervention services (DIS) including Extended School Year (ESY), parental concerns and the districts offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (EL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Review of individual students needs will drive the IEP team's determination of placement and District's offer of Free Appropriate Public Education (FAPE).</p> <p>Following the IEP:</p> <p>There will be a systematic internal communication system for team members following the IEP meeting. These are discussed as follow up mechanisms.</p> <p>Follow up mechanisms for ensuring implementation of the IEP include distribution of specific IEP information to teachers, consultation, collaborative planning, co teaching, and making service and progress reports in Welligent.</p> <p>Specific IEP pages and information will be developed and distributed following the IEP and at the start of each semester to all general education teachers who teach students with IEPs. Folders of information will include information regarding eligibility, present levels of performance, goals, specific accommodation and modification and any other pertinent information for academic success.</p> <p>The case carrier will meet with the students' teachers to discuss the content of the IEP folder and provide consultation and/or collaborative services as needed to support the implementation of the students IEPs.</p> <p>The case carrier will regularly communicate with the students' teachers to assess the implementation of the students IEPs and monitor students' progress when IEP goals, objectives and strategies are implemented.</p> <p>The case carrier and service providers will accurately enter into Welligent records the services provided and their duration on at least a weekly basis; and periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/Administrator).</p> <p>The case carrier will assess students' and teachers' need for additional support and will call for another IEP meeting if changes need to be made in the IEP.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Private /confidential meeting space is provided for IEP meetings and teleconferencing if use is necessary. IEP meetings will take place in the Special Education office or a separate private environment to ensure confidentiality. If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.</p> <p>Parents/guardians, including those who do not speak English, are welcome as active participants in the IEP process and in their child's education. Wilson staff will immediately notify the district of the need for an interpreter for an IEP meeting. The school will also inform the district of the need for IEP translation into one of the District's primary languages and follow up with the District to encourage the completion of translations within the time frame specified (Objective 15). The Bridge Coordinator/Administrator will ensure that Welligent translations into Spanish are provided as needed following the IEP meeting.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>A systematic intervention plans as described earlier in this appendix will be in place and followed as part of the screening for referrals. Students who do not make adequate progress with tier 3 interventions will be considered for referral for special education assessment.</p> <p>A systematic referral process has been well planned and will be uniformly applied. The referral process is based on careful monitoring and decisions making after students have had good first instruction, tier 2 and 3 interventions and instruction. Students whose progress does not meet expectations after tier 3 are referred for consideration of an assessment for special education eligibility.</p> <p>Prior to referral for formal assessment designated school professionals review a students' records and educational history to ensure that exclusionary factors and language acquisition and development are considered. Information gather red during this review is used as a guideline for later selection of language appropriate, non biased and technically adequate assessment measure to be included in the assessment plans.</p> <p>All areas of suspected disability are addressed including health and development, general ability, academic performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests. In addition, the assessment plan that is developed will demonstrate how the comprehensive assessment addresses the required detailed in the PPM.</p> <p>A Special Education Assessment Plan will be presented to and, when possible, discussed with parents in a timely manner. The coordinator/administrator will</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation.</p> <p>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation shall address each of the 28 elements specified by the Independent Monitor as well as consideration for placement in the least restrictive environment.</p> <p>Referrals will be monitored by ethnicity. The Bridge Coordinator/Administrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility. The Coordinator/Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED.</p> <p>In the case of a parent's written request for assessment, an assessment plan will be presented within 15 days of the request. The assessment will be completed within an additional 45 days. By California law the assessment is considered to be completed upon completion of the IEP meeting in which that assessment is reviewed and acted upon.</p>
<b>Outcome 2</b>		<p>Students participating in Core curriculum at grade level standards are expected to meet all requirements needed for graduation following Wilsons IB and SLC philosophies and plans. Students in RSP/General education classes and SDP Core subject classes use Wilsons and Districts grade level materials following grade level standards.</p> <p>Teachers collaborate in specific Subject Department and Professional Learning Community meetings to collaborate and plan units, lessons and pacing plans for multiple grade and subject level. Teachers use the IB MYP Unit template to plan standard based lessons and units. This specifically includes focus and practice using Backward planning; from the assessment to the learning activates through inquiry. Within these Unit/lesson plans it also allows for the input and focus on differentiation. A focus on how accommodations and modifications that can be used will be inputted into the core curriculum lesson. Teachers will share use of how varied differentiation practices can be used to individualize instruction for special education students. Teachers will refer to <u>Adapting Curriculum &amp; Instruction in Inclusive Classroom: A Teachers Desk Reference</u>, by Diana Browning Wright found on the PENT CA website to guide implementing different accommodations and modifications. Following 'Guidelines for Nine Types of</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Curriculum Adaptations' and individual students IEP recommendations teachers can adapt lessons by Quantity of Practice, Time, Level of Support, Input, Difficulty, Output, Participation/Engagement. Other adaptations can be made as modifications with the use of Alternate Goals and Functional Curriculum. IEPs will guide specific accommodations/modifications that are to be used per individual student.</p> <p>Use of data from Standardized tests and other forms of assessments used in classrooms, district wide or individual testing for Initial or Triennial reports will help the IEP team and subject teachers implement strategies for differentiation which includes use of grouping, adapting instructional procedures and alternate assessments. Use of school wide strategies (AVID, SADAI, RTi) will also be in use to aide in differentiation. When necessary intervention will take place to reassess students needs.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Classrooms that provide Alternate Standards instruction follow the Districts current Alternate Standards guide, <u>Curriculum Guide for Students with Moderate to Severe Disabilities</u>, and course descriptions. Community Based Instruction guides teachers implementing Alternate curriculum classes. Wilson uses age appropriate activities maximizing independence for post secondary transition and outcomes. The CBI Alternate curriculum focuses on preparing the student for independence. In the secondary school setting the first level of CBI classes focus on independence in a school community. As the student progress in age/grade they will participate in curriculum that focuses on independence in the greater community outside of school. Students will be taught in multi age groups focusing on the two levels of CBI classes/standards. Backwards planning is used in a similar way to core subject but with a focus on the alternate standards and individual student goals. Alternate and/or informal assessments will be developed per lesson/unit to reflect student's achievements. Individual Education Plans guide individualized needs. Students also participate in general education elective classes as decided upon at IEP meetings and outlined in students IEPs. General education elective teachers will use alternate grading standards when assessing students work. Teachers will also implement specific accommodations and modifications specified in IEPs. Special education teachers will collaborate with general education teachers to help implement accommodations and modifications.</p> <p>Teachers will refer to <u>Adapting Curriculum &amp; Instruction in Inclusive Classroom: A Teachers Desk Reference</u>, by Diana Browning Wright found on the PENT CA website to guide implementing different accommodations and modifications. Following 'Guidelines for Nine Types of Curriculum Adaptations' and individual</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>students IEP recommendations, teachers can adapt lessons by Quantity of Practice, Time, Level of Support, Input, Difficulty, Output, and Participation/Engagement. Other adaptations can be made as modifications with the use of Alternate Goals and Functional Curriculum. IEPs will guide specific accommodations/modifications that are to be used per individual student.</p> <p>Use of data from Standardized tests and other forms of assessments used in classrooms, district wide or individual testing for Initial or Triennial reports will help the IEP team and subject teachers implement strategies for differentiation which includes use of grouping, adapting instructional procedures and alternate assessments. Use of school wide strategies (AVID, SADAI, RTi) will also be in use to aide in differentiation. When necessary intervention will take place to reassess students needs.</p>
Outcome 13	Plan to provide Supports & Services	<p>The needs of students with IEPs will be considered and addressed first when developing the schools schedule. Planners/Administration of counseling and counselors for Wilson are aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed before other programs and classes are scheduled. Plans to ensure that students with IEPs can receive those services must be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified. Counselors at Wilson work with district middle school in developing schedules for the following school year.</p> <p>Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. The Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding the provision of services as well as expected completion dates of evaluations and IEP meetings.</p> <p>Students 14 years and older will have a completed Individual Transition Plan developed at their IEP meeting. Families and students will recognize the importance of decisions regarding diplomas, certificates, and post school education and training. As students leave feeder middle schools, they and their families will be encouraged to attend incoming 9<sup>th</sup> grade tours and events for students transitioning to Wilson HS. Families will become knowledgeable about transition planning and will collaborate with school personnel if needed to develop realistic transition plans. Their transition plans will include activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>Students will have completed commercially produced transition assessments</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>prior to turning 16. These plans will be discussed and considered in the development of their IEP and included transition plan.</p> <p>A 'Senior Inventory' and 'Summary of Performance' will be on file for students graduating with a diploma, certificate of completion, or aging out of the system. A copy of these summaries will be provided to students and families for future reference.</p> <p>Transition instruction will be presented to students, parents and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>
<b>Outcome 9</b> <b>(for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<p>Students 14 years and older have a completed Individual Transition Plan. As students leave feeder middle schools, they and their families will be encouraged to attend 'preparing for adulthood' seminars in which they will learn about the need for early post school planning. The families and students will recognize the importance of decisions regarding diplomas, certificates, and post school education and training. They will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop realistic transition plans. Their transition plans will include activities aligned to Education/Training, Employment, and Daily living skills.</p> <p>Students will have completed commercially produced transition assessments prior to turning 16. These will be discussed and considered in the development of their IEP and included transition plan.</p> <p>A 'Senior Inventory' and 'Summary of Performance' will be on file for students graduating with a diploma, certificate of completion, or aging out of the system. A copy of these summaries will be provided to students and families for future reference.</p> <p>Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>
<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	<p>Wilson HS students will participate in Nonacademic/Extracurricular activities. All students will be welcome in nonacademic and extracurricular activities and services including lunch, nutrition, clubs, field trips, computers, afterschool activities, transportation, recreational activities, special interest groups or clubs sponsored by the school or District, Small Learning Community events, and social events such as the school prom and sporting events.</p> <p>Accommodations will be provided for students to participate in non academic and extracurricular activities. Accommodations/modifications will be made to</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>enable students to access all school and extracurricular activities. These supports include access to the environments (e.g. early dismissal to allow time to get to event/lunch), personnel (e.g. paraprofessional, peer buddy), and equipment (use of calculator or communication board).</p> <p>Students will participate in general education elective classes after they have indicated interest with their counselors and the IEP team has called for enrollment in general education classes. Supports needed by students, as designated in their IEPs will be provided.</p> <p>Special education students will have access to all programs, special activities, clubs, teams, etc. that all students have access to. Students will also have access to any school wide event, SLC event or student/parent event.</p>
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>Wilson High School uses District guidelines for IEP teams to plan and determine when Extended School Year is appropriate. The IEP team determines if ESY is appropriate and completes required forms and IEP pages.</p> <p>There is a plan by the District to ensure ESY programs and services of the regular school year. Individual student's needs are addressed by the ESY program. Annual budget planning includes an allocation for personnel and resources to provide ESY services.</p>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<p>1: Participation in Statewide Assessments, English Language Art</p> <p>2: Participation in Statewide Assessments, Mathematics</p> <p>3: Graduation Rate</p> <p>4: Completion Rate</p> <p>5: Reduction in Suspension</p> <p>6: Least Restrictive Environment</p> <p>7a: Least Restrictive Environment, SLD, SLI, OHI</p> <p>7b: Least Restrictive Environment, MD, OI</p> <p>8: Home School</p> <p>9: Individual Transition Plan</p> <p>10: Timely Completion of Evaluations</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>11: Complaint Response Time</p> <p>12: Informal Dispute Resolution</p> <p>13: Delivery of Special Education Services</p> <p>14: Parent Participation at IEP meetings</p> <p>15: Timely Completion of IEP translations</p> <p>16: Qualified Special Education Teachers</p> <p>17: Behavioral Support Plans for students with Autism or Emotional Disturbance</p> <p>18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance</p>
	<b>Professional Development</b>	<p>Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. General and Special Educators meet regularly to discuss individual student's needs. Teachers meet to discuss and plan in SLC common planning time as well as during individual conference periods to address student's needs. Teachers use the internal communication system to communicate and collaborate ideas and methods of differentiation. RSP teachers collaborate and co teach directly with General educators to ensure students are receiving specialized instruction when needed. Special educators meet regularly with core subject departments to provide school wide insight on differentiated lessons and ideas to implement accommodations and modifications.</p>
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<p>Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs.</p> <p>Credential verification and monitoring processes are planned.</p> <p>Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.</p> <p>Clerical Support for compliance is planned.</p> <p>A plan is developed for maintaining specialized equipment as needed.</p> <p>A plan is available for providing health protocols.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	<p>Reports of projected revenues and personnel to be hired.</p> <p>Proposed budget to ensure services are provided.</p> <p>Completion of the Personnel Data Report.</p> <p>End of year 'unaudited actual of revenues and expenditures' (required end of year report).</p>
Outcome 14	Parent Participation	<p>There are plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services.</p> <p>Plans have been developed to ensure parents are welcome partners in their child's education process.</p> <p>Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level.</p> <p>A procedure is planned s and responding to parents' concerns and complaints and providing a timely response.</p>

## Wilson High School Principal Job Description

Wilson's school leader must possess a genuine and deep understanding of curriculum, assessment, and instruction, particularly as it relates to the International Baccalaureate Programme, and is also involved in its successful implementation. He/she must have an acute focus on supporting the teachers in the development of a viable and guaranteed curriculum and must work tirelessly to support the efforts of the teachers to meet this goal. Furthermore, these actions are dictated by a moral imperative – to ensure that the school and the individuals within it work not simply toward test accountability but are doing so because they believe in the power of education to promote a thriving democracy.

To do this, he/she

- works to create the conditions that promote collaboration and collective efforts based on shared vision and commitments.
- understands that it is the collective efficacy of the teachers that will have the greatest impact on student achievement and the school as a whole.
- provides affirmation and celebration in recognizing and celebrating progress towards these goals and identify obstacles that have prevented their attainment.
- ensures that each collaborative team has a clear understanding of the priorities.
- is flexible in their approach, recognizing the most appropriate and effective type of guidance and support needed for specific individual teams to be able to move forward.
- focuses on clear goals and help the collaborative teams to develop SMART goals.
- articulates the ideal and beliefs that drive the day-to-day work of the school and infuse the school with the three big ideas of professional learning communities:
  - The fundamental purpose of the school is to ensure that all students learn at high levels. Four fundamental questions guide this work:
    - What is it we want our students to know?
    - How will we know if our students are learning?
    - How will we respond when students do not learn?
    - How will we enrich and extend the learning for students who are proficient?
  - In order to ensure that all students learn at high levels, the entire staff must work collaboratively to build a collective efficacy by organizing themselves into meaningful collaborative teams who meet regularly on goals clearly aligned with the school's purpose and priorities.
  - There is a results-orientation that is guided by evidence of student learning used to drive continuous improvement of both teaching and learning.
- solicits input from the staff in the design and implementation of procedures and policies and empower teams to make important decisions that directly impact the quality of student learning.
- engages staff in the ongoing review and discussion of the most promising practices for improving student learning by sharing relevant research with teams and engaging them in collective inquiry.
- participates in the design and implementation of curriculum, instruction, and assessment and clarifies the work of team by monitoring the work, and engaging teams in a constant reflection on the four guiding questions above.
- creates processes for monitoring the school's practices and provide teams the tools to monitor their own progress.
- serves as a spokesperson and advocate for the school, linking both individuals and teams to critical resources.
- provides teachers with the time, resources, materials, and support to help them success at what they are being asked to do is visible throughout the school and has positive interactions with staff and students.



The Wilson HS Principal also works as a catalyst for shared leadership. They focus on enabling people throughout the organization to take the lead in identifying and solving problems. They see their role as building both the collective and individual capacity of educators to lead the work within each given professional learning community. They are champions of the PLC process and have a sense of self-efficacy and willingness to persist, seeing negative events as merely temporary setbacks, as they also see the big picture, recognizing the interconnections between the work of their teams and the improvement of the school.

## Performance Plan

PSC School Site:

Wilson High School

Design Team Name: Wilson High School

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	39.0%	36.0%	33%	Data and goal driven instructional planning-Mule Team Lesson Design and Study  Standards based core curriculum  Differentiate instruction in English (SDAIE)  AVID WICR strategies  Project Based Learning  RTI2 instruction to match student needs	Reduced by 3 % the number of students scoring FBB/BB on 2012 CST ELA	30%	27%
	<i>English Learners</i>	75.8%	76.2%	73%			70%	67%
	<i>Special Education</i>	85.0%	83.0%	80%			77%	74%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>African American</i>	27.3%	33.3%	30%			27%	24%
	<i>Latino</i>	40.2%	37.0%	34%			31%	28%
	<i>White</i>	40.0%	30.0%	27%			24%	21%
	<i>Asian</i>	14.3%	10.0%	7%			4%	1%
	<i>Economically Disadvantaged</i>	38.0%	26.3%	19%			16%	13%
<b>2</b>	% of all students scoring Prof or Adv	26.0	28.0	31%	Data and goal driven instructional planning-Mule Team Lesson Design and Study  Standards based core curriculum  Differentiate instruction in English (SDAIE)  AVID WICR strategies  Project Based Learning  RTI2 instruction to match student needs	The school will increase by 3% the number of students scoring Prof or Adv school wide on 2012 CST ELA for all numerically significant subgroups	34%	37%
	<i>English</i>	2.0%	4.0%	7%			10%	13%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>Learners</i>							
	<i>Special Education</i>	3.0%	3.4%	6%			9%	12%
	<i>African American</i>	27.3%	20.0%	23%			26%	29%
	<i>Latino</i>	24.8%	27.2%	30%			33%	36%
	<i>White</i>	0.0%	10.0%	13%			16%	19%
	<i>Asian</i>	62.5%	54.0%	57%			60%	63%
	<i>Economically Disadv.</i>	26.6%	28.7%	31%			34%	37%
<b>CST MATH</b>								
<b>3</b>	% of all students scoring FBB/BB	76.3	75.3	70%	Data and goal driven instructional planning-Mule Team Lesson Design and Study  Standards based core curriculum  Differentiate instruction in English (SDAIE)  AVID WICR strategies  Project Based Learning	The school will reduced by 5% the number of students schoolwide scoring FBB/BB in 2012 CST  Periodic assessment s	76%	71%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					RTI2 instruction to match student needs			
	<i>English Learners</i>	87.4%	88.7%	84%			81%	78%
	<i>Special Education</i>	95.0%	96.0%	93%			90%	87%
	<i>African American</i>	80.0%	86.7%	83%			80%	77%
	<i>Latino</i>	78.1%	76.8%	73%			70%	67%
	<i>White</i>	60.0%	66.0%	63%			60%	57%
	<i>Asian</i>	30.3%	32.0%	29%			26%	23%
	<i>Economically Disadv.</i>	78.7%	75.0%	72%			69%	66%
	% of all students scoring Prof or Adv	7.0%	8.0%	11%	Data and goal driven instructional planning-Mule Team Lesson Design and Study  Standards based core curriculum  Differentiate instruction in English (SDAIE)  AVID WICR strategies	The school will increase by 3% the number of students scoring Prof or Adv school wide on 2012 CST ELA for all numerically significant subgroups	14%	17%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Project Based Learning  RTI2 instruction to match student needs			
	<i>English Learners</i>	2.9%	2.8%	6.0%			6.0%	12%
	<i>Special Education</i>	1.5%	0.0%	3.0%			6.0%	9.0%
	<i>African American</i>	5.0%	0.0%	3.0%			6.0%	9.0%
	<i>Latino</i>	5.9%	6.8%	10%			13%	16%
	<i>White</i>	0.0%	0.0%	3.0%			6.0%	9.0%
	<i>Asian</i>	38.0%	40.0%	43%			46%	49%
	<i>Economically Disadv.</i>	7.1%	8.0%	11%			14%	17%
<b>ENGLISH LEARNERS (EL)</b>								
<b>7</b>	Reclassification Rate	10.3	9.2	12%	Implement 4 critical elements of SDAIE/CRRRI  Provide structure and support for EL using multi tiered framework	EL monitoring rosters  RFEP monitoring rosters	15%	18%
<b>8</b>	% EL Students Scoring Proficient on CELDT	39.1	38.1	41%	Targeted ELD instruction based on student's proficiency level  Task-Based language	Curriculum based assessments  Progress	44%	47%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					instruction  Differentiate instruction in English (SDAIE)  AVID WICR strategies	monitoring assessments  ELD assessment portfolios  Collect, review, and analyze data (student work student grades)		
<b>GRADUATION</b> (high schools only)								
9	Four Year Cohort Grad Rate	53.0%	59.4%	65%	Support through three tiered RTI2  Block Scheduling  Individual Graduation Plans (IGP)  School Success Teams (SST)  Strategic Intervention	Increase the four Year Cohort Grad Rate by 5%  Increase percentage of 9 <sup>th</sup> to 10 <sup>th</sup> grade students accumulating 55 credits	71%	77%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
						Decrease rate of dropouts for all subgroups		
10	CAHSEE Pass Rate (10 <sup>th</sup> grade)	58.2%	66.2%	71%	<p>CAHSEE intervention before, during, and after school</p> <p>Embed CAHSEE into 10<sup>th</sup> Grade ELA/Math and FAS classes</p> <p>Use targeted grammar dispatches for ELA classes</p>	<p>The School will increase by 5% the first time pass rate of 10<sup>th</sup> Graders</p> <p>Increased participation in CAHSEE Diagnostics</p> <p>Greater participation in CAHSEE preparation</p>	76%	81%
11	% Students In A-G Courses Receiving Grade of C or Higher	26.0%	33.0%	38%	<p>Individual Graduate Plan (IGP) meetings</p> <p>Student conferences</p>	The school will increase the number of students earning Cs	43%	48%



	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Parent conferences  Increased awareness through FAS  Senior Portfolios	or higher in A-G courses by 5%		
12	% Graduates Meeting A-G Requirements	28.0%	30.0%	35%	IGP meetings  Student conferences  Parent conferences  Increased awareness through FAS  Senior Portfolios	The school will increase the number of graduates meeting  A-G requireme nts by 5%	40%	45%
<b>RETENTION RATE</b> (high schools only)								
	# First Time 9th Graders	609	535					
	% Retained 9 <sup>th</sup> Graders	31%	25%	20%			15%	10%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
<b>CULTURE/CLIMATE &amp; MISSION-SPECIFIC</b>								
<b>13</b>	Attendance Rate for Students	93.1%	92.7%	94%	<p>Monitor individual student attendance plans</p> <p>Utilize MyData during CPT for data-driven analysis and actions regarding student attendance</p> <p>Incentives; Perfect Attendance recognition by SLCs</p>	<p>The school will increase the attendance for all students by 2%</p> <p>Increase attendance incentives/rewards system</p>	95%	96%
<b>14</b>	Attendance Rate for All Staff	93.5%	94.95	96%	<p>Attendance Recognition</p> <p>Collecting and analysis of staff's attendance patterns</p> <p>Counseling and Documentation by Administrators</p> <p>Commitment to Plan</p>	<p>Periodic evaluation of staff attendance data</p> <p>Increase attendance incentives/rewards</p>	97%	98%
<b>15</b>	Number of Suspensions	78	69	60	<p>Adhere to Progressive Discipline Plan</p> <p>Faithful implementation of</p>	<p>Decrease the overall suspension by 13% or more</p>	51	42

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					schoolwide discipline plan	Increase use of Discipline Policy Rubric		
16	School Experience Survey:  % Parents Participating	20.5%	6.2%	30%	Provide information via written (mail, marquee, and school website) and/or oral (Connect Ed telephone messages) methods  School Experience Survey workshops	Increase the number of Parent Participating in School Experience Survey by 25%	40%	50%
17	School Experience Survey:  % Parents Reporting “Often or Always” in category of “Overall School Involvement”	23.0%	25.0%	40%	Parent training for Social/healthy lifestyles, parent and children relationships, ESL and ELL training  Monthly “Coffee with the Principal” meetings  Provide a welcoming environment schoolwide	Increase by 15% the number of parents who respond “often or Always” in category of “Overall School Involvement	65%	80%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Publicize all resources and assistance available for parents.			
18	<i>Culture or Mission-Specific Indicator:</i> IB Diploma Project inclusion	N/A	N/A		Developing IB curricular maps	Increased number of IB units		

Wilson High School

**Design Team Name**

Ursula C. Rosin, Principal

**Applicant Team Representative Signature**

**Date**

**Local District Superintendent Signature**

## Professional Development Schedule

Forum and Day	Type of PLC	Topics Covered
Before-school on Monday (3 times a month)	Course/Department PLC	<ul style="list-style-type: none"> <li>- Response to Intervention – Tier 1</li> <li>- IB lesson planning and common assessments</li> <li>- Data analysis &amp; Intervention</li> <li>(following Mule Team Lesson Design &amp; Study)</li> <li>- Grading policies</li> </ul>
Before-school on Monday (once a month)	Whole staff	<ul style="list-style-type: none"> <li>- PLC Collaboration and Adaptive Schools Facilitation</li> <li>- Culturally Relevant and Responsive Education (CRRE)</li> <li>- Positive Behavior Support, Discipline, Safety</li> <li>- IB Vertical Articulation</li> <li>- Project-based learning and performance assessments</li> </ul>
Common Planning Time (during conference) on Tuesday (every week)	SLC	<ul style="list-style-type: none"> <li>- Interdisciplinary lesson unit planning</li> <li>- Personalization activities and FAS curriculum</li> <li>- Response to Intervention – Tier 2</li> <li>- Misc. SLC activity and event Planning/Fundraising</li> </ul>
Common Planning Time (during conference) on Thursday (every week – no CPT before grades being due)	SLC	<ul style="list-style-type: none"> <li>- Wilson Walks</li> <li>- AVID</li> <li>- SDAIE and other EL strategies</li> <li>- Differentiation for Special Ed Population</li> <li>- Lesson Tuning Protocol</li> </ul>
1 week during summer 2012	Whole staff with break out to PLCs by course/dept and interdisciplinary SLCs	<ul style="list-style-type: none"> <li>- Adaptive Schools Strategies</li> <li>- School Culture/Climate</li> <li>- Professional Culture/Elect to Work</li> <li>- Dept Level Work</li> <li>- SLC Level Work</li> </ul>

Woodrow Wilson High School																																
School Year 2012-2013																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
July																																
August						SI	SI	SI	SI	SI			PD	First		CPT					PD	CPT		CPT				PD	CPT		CPT	H
September			H	CPT		CPT				PD	CPT		CPT				PD	CPT		CPT				PD	CPT		CPT					
October	PD	CPT		CPT				PD	CPT		CPT				PD	CPT		CPT					PD	CPT		CPT				PD	CPT	
November	CPT				PD	CPT		CPT				H	CPT		CPT				PD	CPT		H	H			PD	CPT		CPT			
December			PD	CPT		CPT				PD	CPT		CPT				H	H	H	H	H			H	H	H	H	H			H	
January	H	H	H	H			PD	CPT		CPT				PD	CPT		CPT				H	CPT		CPT				PD	CPT		CPT	
February				PD	CPT		CPT				PD	CPT		CPT				H	CPT		CPT				PD	CPT		CPT				
March				PD	CPT		CPT				PD	CPT		CPT				PD	CPT		CPT				H	H	H	H	H			
April	PD	CPT		CPT				PD	CPT		CPT				PD	CPT		CPT					PD	CPT		CPT				PD	CPT	
May		CPT				PD	CPT		CPT				PD	CPT		CPT					PD	CPT		CPT				H	CPT		CPT	
June			PD	Last																												

First Day of School: August 14th  
Last Day of School: June 4th  
Number of Instructional Days: 183  
Number of Holidays: 28  
Number of PD Days: 34  
SI - Summer Institute  
PD - Professional Development  
First - First day of instruction  
CPT - Common Planning Time  
H - Holiday  
Last - Last day of instruction

# Wilson High School Bell Schedule 2012-2013

Appendix J

<b>Regular Schedule Gold/Blue Days</b>			
<b>Breakfast</b>	7:25	7:53	28
<b>Period 1/5</b>	8:00	9:30	90
<b>Passing</b>	9:30	9:37	7
<b>Period 2/6</b>	9:37	11:07	90
<b>Lunch</b>	11:07	11:41	34
<b>Passing</b>	11:41	11:48	7
<b>Period 3/7</b>	11:48	1:18	90
<b>Passing</b>	1:18	1:25	7
<b>Period 4/8</b>	1:25	2:55	90

<b>Professional Development &amp; FAS Mondays Gold/Blue Days</b>			
<b>Professional Development</b>	8:00	9:30	90
<b>Period 1/5</b>	9:45	10:35	50
<b>Passing</b>	10:35	10:42	7
<b>Period 2/6</b>	10:42	11:32	50
<b>Passing</b>	11:32	11:39	7
<b>FAS</b>	11:39	12:27	48
<b>Lunch</b>	12:27	1:01	34
<b>Passing</b>	1:01	1:08	7
<b>Period 3/7</b>	1:08	1:58	50
<b>Passing</b>	1:58	2:05	7
<b>Period 4/8</b>	2:05	2:55	50

<b>Minimum Day Schedule Gold/Blue Days</b>			
<b>Breakfast</b>	7:25	7:53	28
<b>Period 1/5</b>	8:00	8:58	58
<b>Passing</b>	8:58	9:05	7
<b>Period 2/6</b>	9:05	10:03	58
<b>Brunch</b>	10:03	10:25	22
<b>Passing</b>	10:25	10:32	7
<b>Period 3/7</b>	10:32	11:30	58
<b>Passing</b>	11:30	11:37	7
<b>Period 4/8</b>	11:37	12:35	58



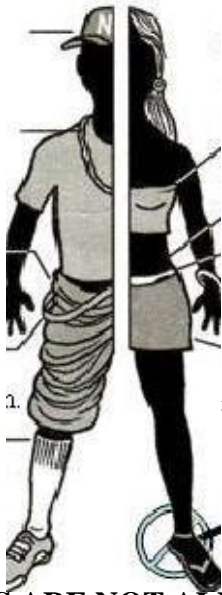
# **Woodrow Wilson High School**

## *School Policies/Dress Code*

Woodrow Wilson High School provides students with a school environment that is conducive to learning. In striving for academic and personal excellence, students are expected to dress and groom themselves appropriately and to behave in accordance with school policies.

**DRESS CODE: ABSOLUTELY PROHIBITED DRESS** \*Applies to all sexes/genders

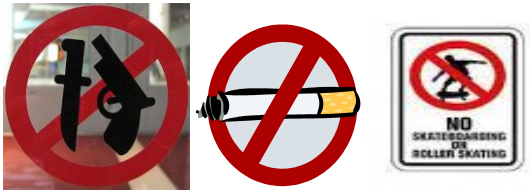
- Clothing that can be interpreted as “gang” affiliated
- Hats and bandanas
- Sports jerseys
- Clothes with inappropriate message or illustrations (i.e. drugs, alcohol, tobacco; sexual or vulgar; violence)
- Initialized belt buckles and hanging chains
- Oversized pants with pant legs that drag on the ground
- Shorts are not to be worn below the knee in conjunction with socks of any color which are mid-calf of leg or higher



- Sunglasses
- Clothes displaying excessive cleavage or revealing a bare midriff
- Any see-through or mesh type tops are to be worn with an appropriate undergarment
- At no time is any undergarment to be exposed
- remely short skirts and shorts above the mid-thigh
- Open-toed shoes (i.e. sandals, flip flops) and house slippers are not safe and not recommended

**THE FOLLOWING ITEMS ARE NOT ALLOWED AT ANY TIME**

- Weapons (or any item that can be used as a weapon)
- Drugs, alcohol, tobacco
- Lighters, fireworks, matches (or any item that is combustible)
- Permanent markers/ink/carving tools (or other items used for vandalism)



**THE FOLLOW ITEMS ARE NOT ALLOWED DURING SCHOOL HOURS**

- Electronics (per district policy, students are not permitted to use their cell phones or other electronic devices during school hours)
- Skateboards and scooters (wheels cannot hit the ground on school property)
- Items that spray (such as perfume, deodorant, hair spray, pepper spray)



Compliance with a standardized dress code and school policies is expected every day. Students who come to school in violation of district and/or campus policies and dress code will have the option of correcting the violation or facing other consequences. If items are confiscated from students, parents/guardians will need to schedule a time to pick them up. **Woodrow Wilson High School is not responsible for lost or stolen items.** Students and parents/guardians must keep items at home that are not permitted on campus.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Woodrow Wilson High School Progressive Discipline Policy**

Woodrow Wilson High School encourages the use of progressive discipline in regards to student behavior. Progressive discipline provides a framework for fair, consistent, and effective behavioral interventions which ensure students' rights to due process and a safe learning environment.

If a student:

- forgets class supplies (i.e. paper, pencils, books, etc.)
- fails to complete assignments
- is inattentive
- leaves assigned work area without permission
- eats/drinks in class
- demonstrates poor work habits or study skills
- talks without permission
- is disrespectful
- creates minor disturbances in class
- violates dress code
- uses electronic equipment in class
- excessive absences
- excessive tardies
- truancies
- violates other class rules,

the teacher should follow these steps:

- 1) **Teacher addresses and documents behavior with the student on a discipline log/in Automated Referral Management (ARM).** Behavior should be addressed in terms of the MULES Pac 5. If the problem is not resolved, the teacher should proceed to step 2.
- 2) **Teacher addresses and documents behavior with a parent/guardian on a discipline log/in Automated Referral Management (ARM).** Contact with parent/guardian can be via phone and/or meeting(s). The MULES Pac 5 should be reviewed with the parent/guardian. If the problem is not resolved, the teacher should proceed to step 3.
- 3) **Teacher refers the student to the counselor** to craft a contract or system to address behavior based on the MULES Pac 5. If the problem is not resolved, the teacher should proceed to step 4.
- 4) **Teacher refers the student to the SLC administrator** who will address the problem behavior(s). The SLC administrator can set up meetings, use Common Planning Time to discuss the student, liaise with other school personnel, and/or take other actions as he/she deems necessary and appropriate. A new contract may be drawn between the teacher(s), parent/guardian, and student. Other consequences may include detention, suspension, campus beautification, or in severe cases, an opportunity transfer.

Teachers, counselors, and administrators should be mindful when using progressive discipline that disciplinary problems can sometimes mask other issues such as academic difficulties, disabilities, and/or psychosocial/emotional problems. Finding appropriate interventions to address these problems, such as tutoring or referrals to programs such as Impact, Healthy Start, or counseling services, may successfully resolve disciplinary issues.

When a student is involved in one or more of the following:

- fighting
- assault
- possession or use of explosives, knives, guns, or other weapons
- vandalism, including graffiti
- arson
- bomb threat/false alarms
- willful disobedience
- threatening another
- bullying/harassment
- suspicion of possession or being under the influence of a controlled substance (drugs, tobacco, or alcohol)
- suspicion of theft,

teachers should immediately refer the student to the dean who will then use progressive discipline as appropriate. The dean will liaise with the SLC administrator and other school personnel to address the problem and intervene appropriately.

### **Sample Discipline Log**

*Student's Name:*

*Date of Incident/Behavioral Problem:*

*Incident/Behavior:*

*Remedial Steps:*

*Outcome:*

### **MULES Pac 5**

**M**odel honesty, integrity, and responsibility

**U**nderstand and respect each other and our differences

**L**isten, speak, and act with empathy and compassion

**E**ngage in safe activities and healthy relationships

**S**trive for academic and personal excellence

## Waiver Identification Form

**School Site:** Wilson High School

**Proposed School/Design Team Name:** Wilson High School Design Team

**Proposed Governance Model (mark all the apply):**

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

**Waiver Request:**

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

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

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

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

**Approval Signature:**

Principal/Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

UTLA Chapter Chair/Rep: \_\_\_\_\_ Date: \_\_\_\_\_

# REDUCTION IN FORCE EXEMPTION WAIVER REQUEST FORM

School: Woodrow Wilson High SchoolDate: 11/18/11

## A. Waiver:

- Given Wilson High School's status as an International Baccalaureate (IB) school and the need to maintain highly trained and qualified faculty who are committed to the plan and teach to the IB mission, Wilson certificated staff will not receive Reduction in Force (RIF) notices

## B. Certification for Approval:

The undersigned certify that formal approval of the waiver was obtained in accordance with LAUSD SBM/LEARN Guidelines including:

- Two-thirds agreement of certificated bargaining unit employees by formal vote.
- Formal approval of a majority of other staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
- Formal approval of a majority of parent/community member. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
- Formal approval of the principal.

\_\_\_\_\_  
Principal's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
UTLA Chairperson's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Classified Representative's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature\_\_\_\_\_  
Date

(Select by the parent/community members of the Local School Leadership Council)

C. Return Completed Form To: \_\_\_\_\_ Local District: \_\_\_\_\_

## D. Local District – Affected Bargaining Unit Disposition

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
District Representative\_\_\_\_\_  
Date\_\_\_\_\_  
Waiver

## E. United Teacher Los Angeles

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
UTLA Representative\_\_\_\_\_  
Date

SUMMER INSTITUTE 2012  
WAIVER REQUEST FORM

School: \_\_\_\_\_ Date: \_\_\_\_\_

A. Waiver:

- Given the importance of the first year implementing the Public School Choice 3.0 plan, all certificated faculty will be required to attend a paid, one-week Summer Institute from August 6<sup>th</sup> – August 10<sup>th</sup>, 2012.

B. Certification for Approval:

The undersigned certify that formal approval of the waiver was obtained in accordance with LAUSD SBM/LEARN Guidelines including:

1. Two-thirds agreement of certificated bargaining unit employees by formal vote.
2. Formal approval of a majority of other staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
3. Formal approval of a majority of parent/community member. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
4. Formal approval of the principal.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UTLA Chairperson's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classified Representative's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature

\_\_\_\_\_  
Date

(Select by the parent/community members of the Local School Leadership Council)

C. Return Completed Form To: \_\_\_\_\_ Local District: \_\_\_\_\_

D. Local District – Affected Bargaining Unit Disposition

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
District Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Waiver

E. United Teacher Los Angeles

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
UTLA Representative

\_\_\_\_\_  
Date

FULL HIRING AUTONOMY  
WAIVER REQUEST FORM

School: \_\_\_\_\_ Date: \_\_\_\_\_

A. Waiver:

- In order to increase local autonomy and innovation, Wilson High School will be given full hiring autonomy that includes the ability to hire all of, but not limited to, the following:
  - Los Angeles Unified School District (LAUSD) employees who received a Reduction in Force notice
  - Non-LAUSD employees
- Wilson will not be forced to hire “must place” teachers

B. Certification for Approval:

The undersigned certify that formal approval of the waiver was obtained in accordance with LAUSD SBM/LEARN Guidelines including:

1. Two-thirds agreement of certificated bargaining unit employees by formal vote.
2. Formal approval of a majority of other staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
3. Formal approval of a majority of parent/community member. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
4. Formal approval of the principal.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UTLA Chairperson's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classified Representative's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature

\_\_\_\_\_  
Date

(Select by the parent/community members of the Local School Leadership Council)

C. Return Completed Form To: \_\_\_\_\_ Local District: \_\_\_\_\_

D. Local District – Affected Bargaining Unit Disposition

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
District Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Waiver

E. United Teacher Los Angeles

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
UTLA Representative

\_\_\_\_\_  
Date

DISPLACEMENT OF CERTIFICATED STAFF  
WAIVER REQUEST FORM

School: \_\_\_\_\_ Date: \_\_\_\_\_

A. Waiver:

- Given Wilson High School's status as an International Baccalaureate (IB) school and the need to maintain highly trained and qualified faculty who are committed to the plan and teach to the IB mission, Wilson will determine displacements based on the least impact to student achievement and not by seniority
- The principal will determine who will be displaced using the Wilson Teaching Profile and the Commitment to Plan as criteria

B. Certification for Approval:

The undersigned certify that formal approval of the waiver was obtained in accordance with LAUSD SBM/LEARN Guidelines including:

1. Two-thirds agreement of certificated bargaining unit employees by formal vote.
2. Formal approval of a majority of other staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
3. Formal approval of a majority of parent/community member. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
4. Formal approval of the principal.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UTLA Chairperson's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classified Representative's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature

\_\_\_\_\_  
Date

(Select by the parent/community members of the Local School Leadership Council)

C. Return Completed Form To: \_\_\_\_\_ Local District: \_\_\_\_\_

D. Local District – Affected Bargaining Unit Disposition

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
District Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Waiver

E. United Teacher Los Angeles

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

A

\_\_\_\_\_  
UTLA Representative

\_\_\_\_\_  
Date

DESIGN TEAM EMPLOYMENT  
WAIVER REQUEST FORM

School: \_\_\_\_\_ Date: \_\_\_\_\_

A. Waiver:

- Given the Wilson Design Team's commitment to drafting and implementing the Public School Choice 3.0 proposal, all members of the Design Team (list attached) will have employment with Wilson High School for at least the first two (2) years (2012 – 2013 & 2013 – 2014 school years) of implementation

B. Certification for Approval:

The undersigned certify that formal approval of the waiver was obtained in accordance with LAUSD SBM/LEARN Guidelines including:

1. Two-thirds agreement of certificated bargaining unit employees by formal vote.
2. Formal approval of a majority of other staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
3. Formal approval of a majority of parent/community member. An official meeting was held and a formal vote was conducted. The vote resulted in at least 50% + 1 vote margin.
4. Formal approval of the principal.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UTLA Chairperson's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classified Representative's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature

\_\_\_\_\_  
Date

(Select by the parent/community members of the Local School Leadership Council)

C. Return Completed Form To: \_\_\_\_\_ Local District: \_\_\_\_\_

D. Local District – Affected Bargaining Unit Disposition

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
District Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Waiver

E. United Teacher Los Angeles

( ) Approved ( ) State Waiver Requested ( ) Condition for Approval ( ) Denied  
Condition(s) for Approval or Reason(s) for Denial:

\_\_\_\_\_  
UTLA Representative

\_\_\_\_\_  
Date



## Criteria Chart for Writing Effective Persuasive Essays

Write arguments to support claims using valid reasoning and relevant and sufficient evidence.

- Introduce precise claims and organize the claims so that there is a clearly established relationship among the claim(s), counterclaim(s), reasons, and evidence.
- Develop claim(s) and counterclaims fairly; i.e., provide evidence for each and point out the strengths and weaknesses in order to address the anticipated knowledge and concerns of the audience.
- Use words, phrases, and clauses to link the major sections of the text in order to create cohesion; (i.e., use effective transitions).
- Establish and maintain a formal style and tone appropriate to the discipline and purpose.
- Provide a concluding statement or section that follows from and supports the argument presented.
- The argument is well-organized, clear and coherent and the ideas build on each other in a sophisticated manner.\*
- Use accurate punctuation, spelling, and standard conventions of the English language. Errors are very infrequent and do not hinder understanding.\*
- Use a wide and effective range of appropriate vocabulary, idioms, and sentence structure.\*

\* IB MYP Language A Criteria

## Criteria Chart for Writing Effective Expository Essays

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone appropriate to the discipline and purpose.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Demonstrate a perceptive understanding of the text, topic, and the author's choices, consistently using accurate detail, development, and support.\*

\* IB MYP Language A Criteria

## Criteria Chart for Writing Narrative Essays

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation.
- Establish one or multiple point(s) of view, and introduce a narrator and/or characters.
- Create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole (flashback, flashforward, foreshadowing, etc.).
- Build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, compelling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Reflect a lot of imagination and sensitivity by using literary and/or non-literary features (metaphor, symbolism, irony, satire, hyperbole, allegory, allusion) effectively that serve the context and intention.\*

\* IB MYP Language A Criteria

# Wilson Mule Team Lesson Design and Study ~ the overview

## I. Identify and prioritize common student learning needs

*What do students need to know and/or be able to do (be specific)?*

*Considerations:*

- *What are student challenges (identified thru analysis of student work and other data)?*
- *What are critical skill/knowledge areas addressed on the CST and CAHSEE?*
  - *Have I/We accessed the CST/CaHSEE blueprint(s)?*
- *What concepts are worth greater depth and thereby merit additional focus?*
- *Which student need is critical and most appropriate?*
- *What is/are the IB Approaches to Learning to be addressed by this lesson?*

## II. Develop specific objectives to meet each student need

*For each need listed above develop specific learning objectives*

*Considerations:*

- *What is most appropriate for NOW?*
- *What are indicators of success? (how will I, the teacher, know that 'they,' the students, "got it")*
- *What student work will be collected and analyzed?*
- *By when should the objective be met?*
- *What ongoing data can be collected and analyzed?*
- *How does/do the objective(s) reflect the unit question (the Big Idea)?*

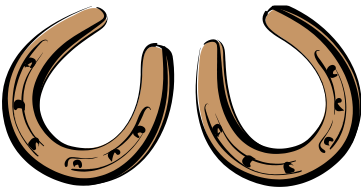
## III. Plan instruction to meet objectives

*(this may involve multiple cycles / lessons depending on the objective selected)*

*Considerations:*

- *What is the IB:*
  - *Area of Interaction?*
  - *Unit Question?*
- *What are employable resources?*
  - *Do these resources reflect/promote a "global perspective?"*
- *What do we need to know before planning?*
- *What strategies will be employed? Why? (T Chart)*
- *How will we check for understanding DURING the lesson delivery?*

- Do we need a “dry run” or rehearsal to trouble shoot the lesson before delivering the lesson with students? *(If so: what is our plan of action? Who will model the lesson and when?)*
- Did we utilize the IB-MYP Lesson Design template? The LD-5 integrated Lesson Design Template?



#### IV. **Deliver and Debrief Instruction** (as planned by learning team)

*All teachers on team follow same lesson steps using same materials/resources*

*Considerations:*

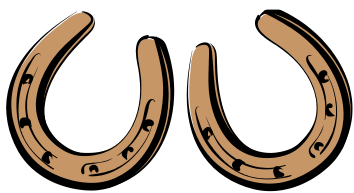
- *What worked – how do you know?*
- *What didn't work – how do you know?*

#### V. **Assess student work**

*All teachers reconvene to assess student work and debrief findings regarding student learning:*

- *Was the objective met?*
  - ✓ *If YES move to another objective/student need*
- *If NO:*
  - ✓ *Was instruction adequate?*
    - a. *What might need to be adjusted in a “re-teach?”*
  - ✓ *Do we need to redesign/re-teach the lesson?*
    - a. *How?*
  - ✓ *Was objective/student need too broad/narrow?*
    - a. *Do we need to redefine the objective?*
    - b. *Do we need to select a different objective?*
  - ✓ *Was the student need appropriate?*
    - a. *How do we re-define/revise*
    - b. *Should we consider a different student need and related objectives?*

*If revisions are indicated– the MT- LDS team “cycles” BACK to the appropriate “step” and moves forward from there thru the succeeding steps until learning objectives are met (this may take multiple “cycles” and lesson adjustments and repeats.*



# Wilson Mule Team Lesson Design and Study

~ the lesson planning



## I. Identify and prioritize common student learning needs (brainstorm)



*What do students need to know and/or be able to do (be specific)?*

*Considerations:*

- *What are student challenges (identified thru analysis of student work and other data)?*
  - *What are critical skill/knowledge areas addresses on the CST and CAHSEE?*
    - *Have I/We accessed the CST/CaHSEE blueprint(s)?*
- *What concepts are worth greater depth and thereby merit additional focus?*
- *Which student need is critical and most appropriate?*
- *What is/are the IB Approaches to Learning to be addressed by this lesson?*

From the brainstorm above select ONE common student need that the team would like to address

- *Is it a skill or concept? (procedural or declarative knowledge?)*
- *Is it challenging to teach or difficult for students to learn? Why/why?*
- *Is this an instructional “thread” – something to be studied over time with multiple units of instruction?*

Continue to define the need:



## II. Develop specific objectives to meet the student need

*For the need selected above develop specific learning objectives*

*Considerations:*

- *What is most appropriate for NOW?*
- *What are indicators of success?*
  - *What student work will be collected and analyzed?*
  - *What ongoing data can be collected and analyzed?*
- *By when should the objective be met?*
- *How many students are expected to meet the objective?*
- *How does the objective(s) reflect the Unit Question (Big Idea)?*

***Develop a SMART GOAL around this objective:***

By \_\_\_\_\_ % of students will demonstrate/be able to/ \_\_\_\_\_

Indicators: \_\_\_\_\_

Measures: \_\_\_\_\_

Targets: \_\_\_\_\_

Write the objective:

What student work will be collected and analyzed? AND / **OR** what **ongoing data** can be collected to tell how students are performing?





### III. Plan instruction to meet objectives

(this may involve multiple cycles / lessons depending on the objective selected)

*Considerations:*

- *What is the IB:*
  - *Area of Interaction?* \_\_\_\_\_
  - *Unit Question?* \_\_\_\_\_
- ***What are employable resources?***
  - 
  - 
  -
- ***What do we need to know before planning?***
  - 
  - 
  -
- *What strategies will be employed? Why? (T Chart)*
- *How will we check for understanding DURING the lesson delivery?*
  - 
  -
- *Do we need a “dry run” or rehearsal to trouble shoot the lesson before delivering the lesson with students?*
- *Did we utilize the IB-MYP Lesson Design template? The LD-5 Integrated Lesson Design Template?*
- *How will this lesson support the overall development of the ATL skills?*

#### ***Things to consider:***

- *Culturally Relevant and Responsive Pedagogy*
- *Universal Access Strategies*
  - *SDAIE*
  - *“Chunking”*
  - *Academic vocabulary development*
- *AVID Strategies*
- *IB Learner Profile*
- *Approaches To Learning (ATL)*
- *Differentiation*
- *Project Based Learning*
- *Understanding by Design*
- *WICR*
- *Multiple Intelligences*
- *Extensions of Learning*

**What strategies will be employed?**

**Why?**

*(How will this support the achievement of?  
the ATL &/or Learning objective(s)?)*

#### ***Representative Sample of Instructional Strategies:***

- *Graphic Organizers*
- *WICR*
- *AVID Strategies*
- *Cornell Notes*
- *Thinking Maps*
- *Cooperative Learning strategies*
- *Instructional groupings (flexible)*
- *Oral presentation*
- *Philosophical chairs*
- *Socratic Seminar*
- *Think / pair / share*
- *Reciprocal teaching*



## MT-LDS / IB Lesson Plan Template



("Learning Experiences and Teaching Strategies" in the MYP Unit Planner)

Unit Title: \_\_\_\_\_ Area of Interaction: \_\_\_\_\_

Unit Question: \_\_\_\_\_

MYP Culminating Unit Task: \_\_\_\_\_

Lesson #: \_\_\_\_\_ ATL: \_\_\_\_\_

**Objective(s)/Standard(s):**

**Language Objectives** (for EL/LT-EL Students):

**Formative Assessment(s)** (How am I checking for understanding through the teaching / learning process?):

**Summative Lesson Performance Task** (how I will know that students demonstrate knowledge and proficiency with skill sets developed):

**Language Objectives  
/ Possible Language  
Forms (for EL/LT-  
EL)**

- Language needed to engage and demonstrate understanding of concept/objectives
- Guided by active verbs in the standards (e.g. analyze, describe ...)
- **Language Forms:**
  - Declarative
  - Interrogative

Learning Activity(ies)/Strategy(ies)	Rationale	<b><u>Learning Activity(ies) / Strategy(ies)</u></b> <ul style="list-style-type: none"> <li>• <b>Activate / Assess Prior Knowledge / Building Background</b> <ul style="list-style-type: none"> <li>○ Personal Experience (Cultural relevance)</li> <li>○ Connections to prior learning</li> <li>○ Content Knowledge (or misconceptions!)</li> </ul> </li> <li>• <b>Introduce new concepts / develop new skills</b> <ul style="list-style-type: none"> <li>○ Vocabulary Development</li> <li>○ Direct Instruction (see attached "Explicit Direct Behaviors")</li> <li>○ Concrete Modeling</li> </ul> </li> <li>• <b>Guided Practice</b></li> <li>• <b>Independent Practice</b></li> <li>• <b>Lesson Reflection / Wrap-up / Review of learning</b></li> </ul>
<b>Universal Access Strategies</b> (for divergent learners: EL, RTI <sup>2</sup> ):  <b>Differentiation Strategies</b> (for GATE, IEP, EL, LT-EL, RTI <sup>2</sup> ):		
<b>Materials:</b>  <b>Homework</b> (only if it pertains to this MYP Unit and / or <u>reinforces</u> the intended learning outcomes):  <b>Extensions</b> (for GATE):		<ul style="list-style-type: none"> <li>• <b>Extension (GATE) of learning</b></li> <li>• <b>Homework (reinforcement of learning)</b></li> </ul>



#### IV. **Deliver and Debrief Instruction** (as planned by learning team)

All teachers on team follow same lesson steps using same materials/resources

All teachers on team re-convene to debrief and reflect on instruction and student learning evidenced

Considerations:

- What worked – how do you know?
- What didn't work – how do you know?

Guiding questions	Reflections on the lesson
How well was I able to follow the lesson as planned?	

What worked – how do you know?	
What about the lesson needs to be modified to make the lesson more effective?	



V. **Assess student work**

What were we looking for in the student work?

- *ATL Skills support?*
- *Knowledge sets developed / understood*
- *Skill sets developed / demonstrated @ proficiency*

**Eval of student work**

**Eval of instruction**

<u>What strengths were evident in the student work?</u>	<u>How did the delivered instruction facilitate this?</u>

<u>What continuing needs are evidenced in the student work?</u>	<u>What needs to happen in later lessons to address These continuing needs?</u>

Was the objective met? **YES / NO**

If **YES** move on to another need/objective and begin anew

If **NO**, what are the next steps?

- *Modify the lesson and re-teach? (cycle back to III)*
- *Redefine the objective (cycle back to II)*
- *Redefine the student need (cycle back to I)*

## ***El Sereno Middle School and Wilson High School Assessment Policy***

### **Philosophy**

Traditionally, the focus on assessments has been to use them for summative evaluations. However, current research suggests that in order for assessments to have a greater impact on learning, they must first be used as formative assessments, i.e., essentially a *process* that is used by both teachers and students during instruction that provides critical feedback to inform the instructional practice and thus adjust the actual learning. Thus, formative assessment is actually a planned process, both formal and informal, that elicits evidence regarding the degree to which students have mastered a particular skill or body of knowledge, and if not, a plan for reteaching and/or intervention to ensure student mastery. The primary purpose, then, of assessment and evaluation is to improve student learning.

As a result, assessment and evaluation at El Sereno Middle School and Wilson High School are constructed collaboratively by teachers in order to ensure that all students are supported in reaching the highest possible levels of achievement via a viable and guaranteed curriculum and ensuing common formative and summative assessments. To accomplish this, teachers are supported with tools and strategies that provide a more consistent and equitable means of assessment and reporting.

There are five forms of assessment which are common practice at both El Sereno Middle School and Wilson High School:

**Diagnostic Assessment** - This form of assessment helps both teachers and students identify learning needs and plan what approaches to learning require closer focus to help the students achieve.

**Formative Assessment** - This is assessment for learning. It occurs during the learning process. It provides descriptive feedback for teachers and students to monitor their efforts, make adjustments that lead to enhanced learning, and work toward successful achievement.

**Student reflection and Self-assessment** –Providing students the opportunity to reflect and self-assess helps them become self-directed learners who are able to set, work toward, and monitor their own goals. These are meant to be diagnostic or formative.

**Peer Assessment** – Being assessed by peers helps students gain insight into how others perceive their performance. It provides valuable feedback that students can use to monitor their efforts. Learning to assess others and provide positive constructive criticism while still being sensitive to the feelings of others is an important skill. These are meant to be diagnostic or formative.

**Summative Assessment** - This is assessment of learning. There are also three to four common summative assessments per each subject specific class. These assessments provide equity across all subject-level classes through clear and common expectations, wherein students demonstrate and document their achievements, and share them with parents and guardians to ensure continued learning.

### **Los Angeles Unified School District Report Cards**

There are six progress reports (three per semester) and two final reports (one per semester) per year.

The following are LAUSD marking practices:

### **MARKING PRACTICES**

- A. The Board of Education has the authority to adopt rules and regulations governing a marking system. The principal has the responsibility for implementing Board policy.
- B. Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.
- C. Standards-based instruction and the concept of mastery of standards leads to a marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.
- D. Marks reflect a student's individual achievement toward mastering the standards. At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks (Attachment A) in the appropriate language.
- E. The classroom teacher shall determine the mark given to each student in the class based upon the Criteria for Marks (Attachment A), and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, that mark shall be final. (California Education Code Section 49066)

- F. The determination as to whether mistake, fraud, bad faith, or incompetence exists in relation to a course mark is to be made by the school principal or designated administrator.
- G. Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
- H. For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Roll Book. (California Education Code Section 48205)
- \*I. Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining "reasonable time" might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark.
- J. Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.
- K. Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.
- L. A disproportionate number of Fails or D's for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions. Interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.
- M. A systematic process will be established that will be used by all schools in the District to identify students experiencing difficulty mastering the standards. Parents and students will be informed of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods.
- N. Teachers are encouraged to send parents positive notes such as the District form, "Complimentary Report to Parents," regarding exceptional student performance and student improvement in addition to the regularly scheduled required mark reports.
- O. Students in Gifted/Talented Programs generally far exceed mastery of content standards or exhibit advanced mastery of content standards by performing two or more years above grade level. The academic mark must fairly reflect mastery of content standards. Students not demonstrating exemplary or advanced level of mastery of content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.
- P. English Learners are expected to demonstrate mastery of the California content standards. The academic mark must fairly reflect mastery of content standards. Students falling below proficient progress toward the targeted content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.

## EXPLANATION OF MARKING TERMS

Three separate marks – subject, cooperation, and work habits – are issued for all secondary school courses. See Attachment A for a complete interpretation of Academic Marks, Work Habits Marks and Cooperation Marks.

## CRITERIA FOR MARKS

- A. Teachers are to be thoroughly familiar with the standards addressed in courses and with Criteria for Marks.
- B. Students and parents are to receive the course description, the content standards, and the Criteria for Marks in the appropriate language.
- C. The final mark is an overall rating of the student's work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.
- D. The marks of "Pass/Fail" and "Credit/No Credit" are not to be used for courses offered at LAUSD secondary schools.
- E. A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example: C/D or E/S).

\*Missed Work: Upon return from an excused absence, the student must be allowed to complete all missed assignments and tests.

## CRITERIA FOR MARKS

Academic Mark	A	B	C	D	FAIL
<b>Quality of Work</b>	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
<b>Interpretation and Application</b>	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
<b>Thinking and Reasoning Skills</b>	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
<b>Quantity of Work</b>	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

WORK HABITS	E	S	U
<b>Effort</b>	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
<b>Responsibility</b>	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
<b>Attendance</b>	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
<b>Evaluation</b>	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

COOPERATION	E	S	U
<b>Courtesy</b>	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
<b>Conduct</b>	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
<b>Improvement</b>	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
<b>Class Relations</b>	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.



For further details on marking practices, please see Bulletin 1353.1

[http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\\_LAUSD/FLDR\\_ORGANIZATIONS/FLDR\\_INSTRUCTIONAL\\_SVCS/BUL%201353.1%20PDF.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/BUL%201353.1%20PDF.PDF)

## **The IB MYP Assessment Process**

Middle School and 9<sup>th</sup> and 10<sup>th</sup> Grade High School:

All work of MYP students is internally assessed by teachers using a standards-based, criterion-related approach. Students are assessed according to subject level standards and use of the corresponding IB assessment criteria.

Fall and Spring Semesters

Teachers will report on the students' achievement of the level descriptors for each subject assessment criteria. When the evaluations of the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level for each criterion. The final levels for each criterion must then be added together to give a final criterion levels total for each subject for each student.

It is the responsibility of each and every teacher to record all significant contact with parents, including phone calls, interviews and meetings that are conducted outside of the interviews scheduled on the calendar. This documentation is crucial for everyone at El Sereno Middle School and Wilson High School. A Parent Contact Record should be kept for each student.

## **Parent Teacher Conferences**

Parent Teacher conferences are scheduled twice a year, once in the fall and once in the spring. A "Back to School Night" is conducted in early fall to introduce families to the Small Learning Communities, the teachers, and the course expectations. An Open House is held in the spring to showcase the work and progress that students have made in their classes.

Students are required to keep reflection portfolios to share during parent teacher conferences. Each sample of work has some form of reflection attached. The students must include two samples of work from each subject. One highlights achievement or growth. The other highlights an area the student feels needs improvement. Teachers can add supplementary entries, as desired. All subject-level PLCs determine what the content of the portfolios will be.

## **IB MYP Marking Practices**

In the IB Middle Years Program, students are assessed using the MYP criteria rubrics per content area. A final grade for each subject will be established at the end of each semester. Final grades are based on boundaries set by the IBO. All MYP subjects receive a final grade in the range from 1 to 7. They are then aligned with a scale so that a final percentage grade can be given. Please see the chart below:

## ***MYP General Grade Descriptors***

MYP General Grade Descriptors			
Grade	Descriptor	Percentage as per El Sereno and Wilson scale	LAUSD Grade Equivalent
1	<b>Minimal</b> achievement in terms of objectives.	Below 50 percent	Fail
2	<b>Very limited</b> achievement in terms of objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .	50 - 59	Fail
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is only able to apply them fully in normal situations <b>with support</b> .	60 - 69	D
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.	70 - 79	C
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.	80 - 89	B
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.	90 - 95	A
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces work of <b>high quality</b> .	96 - 100	A

## Wilson Walks

**Teacher:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### 1. Engaging and supporting all students in learning

○ Connecting students' prior knowledge, life experiences, and interests with learning goals
○ Using a variety of instructional strategies and resources to respond to students' diverse needs
○ Facilitating learning experiences that promote autonomy, interaction, and choice
○ Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful
○ Promoting self-directed, reflective learning for all students

### 2. Creating and maintaining effective environments for student learning

○ Creating a physical environment that engages all students
○ Establishing a climate that promotes fairness and respect
○ Promoting social development and group responsibility
○ Establishing and maintaining standards for student behavior
○ Planning and implementing classroom procedures and routines that support student learning
○ Using instructional time effectively

### 3. Understanding and organizing subject matter for student learning

○ Demonstrating knowledge of subject matter content and student development
○ Organizing curriculum to support student understanding of subject matter
○ Interrelating ideas and information within and across subject matter areas
○ Developing student understanding through instructional strategies that are appropriate to the subject matter
○ Using materials, resources, and technologies to make subject matter accessible to students

#### Relevant School/District Initiatives:

Thinking Maps*	Engagement
Cornell Notes*	Relevance
Philosophical Chairs	Word Splash
Reciprocal Teaching	Round Robin
Socratic Seminar*	
Quickwrite	
Think/Pair/Share	

\* School wide Initiatives

#### Relevant School/District Initiatives:

Student work posted with rubrics  
Cooperative Learning Strategies:  
(Save the Last Word for Me, Jigsaw, Dice Toss, Six Hats, Interactive Reading Guide, RT, Soc.Sem., Lit.Circles, Stir the Room, Paired Reviews, Phil. Chairs)  
Mighty Mule Pac 5  
IB Learner Profile  
AVID

#### Relevant School/District Initiatives:

Subject Apprenticeship: Modeling, Coaching, Demonstrating  
Big Ideas/Essential Questions/Inquiry  
Cross-Curricular, thematic connections  
Rigor  
Relevance  
Anticipation/Reaction Guides, Chapter Tours, Chunking  
IB MYP Unit Planner & Areas of Interaction

**Evidence:**

**Evidence:**

**Evidence:**

#### 4. Planning instruction and designing learning experiences for all students

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

##### Relevant School/District Initiatives:

Alignment  
Differentiation  
Curriculum Mapping/Backward Planning  
Culturally Relevant & Responsive Teaching  
Scaffolding lessons – Use of SDAIE: Connections,  
Content, Comprehensibility & Interactions

##### Evidence:

#### 5. Assessing student learning

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students, families, and other audiences about student progress

##### Relevant School/District Initiatives:

Alignment  
Standards/Rubrics  
Curriculum Mapping/Backward Planning  
Common Assessments  
Wilson Peer Review Protocol  
Mule Team Lesson Design & Study/  
ATLAS & Tuning Protocol  
Collaborative Data Analysis  
Strategies: Reflective journal, Exit Ticket, Rally Coach,  
Quiz Quiz Trade, Fist of Five, T: IB Unit Reflection  
Mule Team Lesson Design & Study – Step 5

##### Evidence:

Visiting Members:

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##### NOTES:

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##### FEEDBACK AND QUESTION FOR REFLECTION:

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**Wilson High School Supplemental Administrator Application Questions**

In addition to your resume/curriculum vitae, please briefly answer all of the following questions:

1. What is your description of an effective IB school?
2. What is the role of leadership in an effective IB school?
3. In what ways do you enact or vision a school-wide focus on learning with an international focus?
4. How should an IB school organize efforts to monitor teaching and learning?
5. How should a school allocate resources for student achievement under an ESBMM governance structure?
6. Given the demographics of the Wilson community, what would a safe and effective learning environment look like?

**Wilson Teacher Profile**

**As part of the school's professional community, all teachers will also strive to meet the Wilson Teacher Profile (WTP):**

- Demonstrate mastery of their discipline content and be NCLB compliant;
- Demonstrate competency in the IB Program, AVID program/strategies, and school-wide instructional strategies;
- Strive to become experts at engaging and differentiating instruction to meet the needs of all students;
- Strive to become an expert in culturally relevant pedagogy;
- Strive to become experts at using critical inquiry and project-based linked learning as their primary instructional strategies;
- Be committed collaborators who will hold themselves accountable for rigorous content and interdisciplinary planning;
- Be an active and contributing member to various professional learning communities (PLCs) during professional development;
- Be flexible, innovative, educators committed to the success of the students in our community;
- Integrate the use of reading and writing across the curriculum and use discipline specific and interdisciplinary reading and writing as a form of summative assessment;
- Take responsibility for supporting FAS students and families from enrollment to graduation

## **Woodrow Wilson Senior High School**

### **Commitment to Plan 2012-2013**

Wilson High is a public school within the Los Angeles Unified School District. Through the vehicle of reform, Wilson has been granted increased autonomy and flexibility to be a laboratory of educational innovation. This includes the right to set the expectations for students, faculty and administrators and to make other alterations in the traditional teaching and learning conditions. The UTLA contract serves as the work agreement; however the expectation is that a Wilson employee is fully committed to implementing and adhering to the goals detailed in the plan. All teachers working at Wilson high school must sign this commitment on an annual basis.

Wilson teachers will continue to accrue seniority as they would if working elsewhere in the Los Angeles Unified School District. Anyone hired as a teacher will receive the wages and benefits established in the LAUSD Teacher's Contract. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit.

**As part of the school's professional community, all teachers will also strive to meet the Wilson Teacher Profile (WTP):**

- Demonstrate mastery of their discipline content and be NCLB compliant;
- Demonstrate competency in the IB Program, AVID program/strategies, and school-wide instructional strategies;
- Strive to become experts at engaging and differentiating instruction to meet the needs of all students;
- Strive to become an expert in culturally relevant pedagogy;
- Strive to become experts at using critical inquiry and project-based linked learning as their primary instructional strategies;
- Be committed collaborators who will hold themselves accountable for rigorous content and interdisciplinary planning;
- Be an active and contributing member to various professional learning communities (PLCs) during professional development;
- Be flexible, innovative, educators committed to the success of the students in our community;
- Integrate the use of reading and writing across the curriculum and use discipline specific and interdisciplinary reading and writing as a form of summative assessment;
- Take responsibility for supporting FAS students and families from enrollment to graduation

**Teachers who embody the WTP take the following actions:**

- Work on a variety of teams to support the mission of the school; each teacher will actively participate in content-area and interdisciplinary PLC's
- Teach all department developed IB units
- Produce and share at least one content or interdisciplinary lesson during the course of each semester and submit these lessons to the overseeing administrator.
- Arrive on time with all necessary materials to work and remain engaged throughout all meetings and professional development.
- Engage in bell to bell instruction that demonstrates differentiated and culturally responsive teaching
- Plan, schedule and participate in ALL community-building activities (e.g. Freshman orientation, SLC events, conferences, etc.)
- Plan and participate in Wilson Walks as part of the collaborative professional culture
- Seek and welcome constructive criticism from peers, administrators, students, community members, and families
- Contribute to dialogue around school issues in a collegial, productive, and timely manner
- Seek ways to facilitate rather than hinder distributed leadership
- Seek ways to invigorate individual teaching capacity.
- Attend the professional development summer institute in August of 2012

BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ ALL THE PROVISIONS OF THIS COMMITMENT AND THAT I AGREE TO ALL ITS TERMS. I ACKNOWLEDGE THAT FAILURE TO MEET THESE EXPECTATIONS MAY RESULT IN A RECOMMENDATION TO SEEK EMPLOYMENT AT ANOTHER LAUSD CAMPUS.

Dated \_\_\_\_\_

Signature \_\_\_\_\_

Name (Print): \_\_\_\_\_



**Instructional Delivery Method:**

- ☐ I Do it (Direct Instruction/Modeling)
- ☐ We Do It (Modeling/Guided practice)
- ☐ Y'all do it (Small group practice)
- ☐ YOU do it (independent practice)

Notes:

**Instructional Strategies:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> SDAIE                                | <input type="checkbox"/> Disciplinary Learning Behaviors   | <input type="checkbox"/> Addressing different learning modalities   |
| <input type="checkbox"/> Differentiation                      | <input type="checkbox"/> Authentic Literacy Development  | <input type="checkbox"/> Cross Discipline Connections made apparent |
| <input type="checkbox"/> Scaffolding/bridging                 | <input type="checkbox"/> Engaging students in Problem Solving and Critical Thinking              | <input type="checkbox"/> Graphic Organizers / Thinking Maps         |
| <input type="checkbox"/> Frequent comprehension checks        | <input type="checkbox"/> Addressing Language Needs of Students                                   | <input type="checkbox"/> Cornell Notes                              |
| <input type="checkbox"/> Levels of Questioning (Costa)        | <input type="checkbox"/> Incorporating International Mindedness and Global Awareness into Lesson | <input type="checkbox"/> Socratic Seminar                           |
| <input type="checkbox"/> Modeling Disciplinary Apprenticeship |  |   |

Notes:

**MYP and Standards Based lesson Design:**

- |   |  |
|---|--|
| <input type="checkbox"/> Agenda and Objective(s) Posted | <input type="checkbox"/> Lesson Connected to MYP unit and Areas of Interaction |
| <input type="checkbox"/> IB Unit Question Posted        | <input type="checkbox"/> Connection to Unit Culminating Task Evident           |

Notes:

**Classroom Environment:**

- |  |  |
|--|--|
| <input type="checkbox"/> Inviting/Stimulating            | <input type="checkbox"/> Mules Pac 5 posted  |
| <input type="checkbox"/> IB Learner Profile evident      | <input type="checkbox"/> Reflects International Mindedness and Global Awareness/Celebrates Human Diversity |
| <input type="checkbox"/> IB Areas of Interaction evident |  |
| <input type="checkbox"/> College Awareness evident       | <input type="checkbox"/> Student Work Displayed with Rubric and Feedback                                   |

Notes:

**Student Tasks / Work Product / Engagement**

- |   |  |
|---|--|
| <input type="checkbox"/> Engaged in task            | <input type="checkbox"/> Cooperative Learning                                |
| <input type="checkbox"/> Appropriate Level of Rigor | <input type="checkbox"/> Project(s) (group? / Individual?)                   |
| <input type="checkbox"/> Independent Practice       | <input type="checkbox"/> Authentic Lit : reading/discussing/writing to learn |
| <input type="checkbox"/> Presentation / Performance | <input type="checkbox"/> Self Evaluation / Inquiry / Reflection on learning  |
| <input type="checkbox"/> Taking Assessment :        |  |
| <input type="checkbox"/> Formative                  |  |
| <input type="checkbox"/> Summative                  |  |

Notes:

**IB Learner Profile Connection:**

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Inquirers     | <input type="checkbox"/> Thinkers      | <input type="checkbox"/> Principled  |
| <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Communicators | <input type="checkbox"/> Open Minded |
| <input type="checkbox"/> Balanced      | <input type="checkbox"/> Caring        | <input type="checkbox"/> Reflective  |
| <input type="checkbox"/> Risk Takers   |  |                                      |

Notes:

**Area Of Interaction Connection:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Community and Service | <input type="checkbox"/> Environment                 | <input type="checkbox"/> Approaches to Learning |
|  |  | <input type="checkbox"/> Organization           |
|  |  | <input type="checkbox"/> Collaboration          |
|  |  | <input type="checkbox"/> Communication          |
| <input type="checkbox"/> Human Ingenuity       | <input type="checkbox"/> Health and Social Education | <input type="checkbox"/> Information Literacy   |
|  |  | <input type="checkbox"/> Reflection             |
|  |  | <input type="checkbox"/> Thinking               |
|  |  | <input type="checkbox"/> Transfer               |

Notes:

**Materials Observed In Use By Students:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> State Adopted Textbook / Core Materials | <input type="checkbox"/> Classroom Materials that Reflect Diversity and Connection to Global / International Mindedness (Artifacts / Realia) | <input type="checkbox"/> Technology              |
|  |  | <input type="checkbox"/> Supplementary Resources |

Notes:



## Student Centered Teacher Evaluation

Teacher's Name:		Class Title:	
Period:	Grade Level:	School Year:	Date:

The purpose of this form is to give teachers vital feedback with which to improve their teaching practice as well as empower students to have more input on classroom learning. Portions of this form may be used for the formal evaluation of teachers.

Please fill out the following form. All answers will remain **COMPLETELY ANONYMOUS**.

Please circle the most appropriate answer:

1. The teacher is well organized and prepared on a daily basis

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

2. The teachers gives clear, understandable instructions for each assignment

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

3. The teacher makes each lesson interesting and connect to your own life

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

4. The teacher is an expert on their subject and can answer most student questions

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

5. The teacher uses a variety of activities and methods

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

6. If you are struggling, the teacher finds another way to teach or explain the material

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

7. If you are struggling, the teacher will work with you individually

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

8. Graded work, including tests and essays, are graded and returned promptly

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

9. The teacher has created a classroom environment where all students are able to be productive and complete assignments

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

10. The teacher has created a classroom environment where all students feel safe and supported

No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	2	3	4	5

In 4-6 sentences, please describe the strengths of the teacher:

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In 4-6 sentences, please describe what needs the most improvement in regards to the teacher/class:

Additional Comments: