



*"We wrote this proposal not only for the children of Huntington Park,
but also for our own children."*

**SRES #5:
Lucille Roybal-Allard
Elementary School
Michael Blount-
Academia de las Americas
Proposal**

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A. SUMMARY ANALYSIS

a. Mission and Vision

Mission and Philosophy

As a public institution and an integral part of the Huntington Park community, Lucille Roybal-Allard Elementary School (LRA) reaches out to students from birth to sixth grade by providing a strong academic foundation and ensuring families receive to health and human support services. The mission of LRA is to provide a quality education and environment enabling all students to become proficient, responsible, and productive citizens in a diverse society. We believe that all members of the school community, staff, parents, students and partners, take responsibility for building community, contributing their diverse talents and energies to solve problems, deliberate about issues, influence policy, and pursue the common good. Competent and responsible stakeholders

- participate in a rigorous learning environment drawn from evidence-based best teaching practices required in the higher-order, thinking curriculum essential for our students to master expectations of the Common Core State Standards. Progress will be measured by proficiency in district and state assessments and by the LAUSD Performance Meter.
- are informed and thoughtful. They have an understanding and awareness of public and community issues; an ability to obtain information when needed; a capacity to think critically; and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives.
- participate in their school community and the community at large.. They approach problems through a lens of “no fault, consensus, and problem solving” to pursue an array of school based, cultural, social, and political issues
- have moral and civic virtues. They are concerned for the rights and welfare of others, are socially responsible (support the decisions made and the implementation), willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to personally take action. They strike a reasonable balance between their own interests and the common good.

LRA believes that the school must meet **EVERY** child’s academic, emotional, physical, and social needs. All stakeholders know what a rare and precious gift it is to work in a school that values and promotes such participation and collaboration in the overall achievement of our students and staff. We plan to accomplish this through a model that is built around the philosophy that “the professionals and parents at each school are usually in a better position to assess and address local needs and challenges”.

Vision

To achieve the school’s Mission, LRA ensures that all students learn and achieve at high levels by creating a collaborative culture that focuses on results. LRA offers a comprehensive, multi-prong approach that involves the following:

- LRA fosters a rigorous learning environment that draws from research-based best teaching practices, resulting in a higher-order, thinking curriculum and in professional development that leads to collaborative and autonomous craftsmanship, that will improve pedagogy and student achievement,
- LRA deepens student learning, required by the CCSS, by integrating a Bi-literate and World Cultures Program with core curriculum. Recognizing the additive value of primary language proficiency, students are offered the opportunity to participate in the Bi-literate Program from pre-kindergarten to sixth grade. Students who participate in this program for a full six years will be bi-literate and academically proficient in both English and Spanish. As another means to access language and culture, the World Cultures Program offers explicit instruction in the characteristics that define a region, its ethnic constituents, and its traditions. Coupled with content learning, these programs promote high academic achievement as measured by district and state assessments,

- LRA establishes an effective Leadership Team that serves as a model for collaboration, problem solving, and consensus decision making. A cornerstone of our vision is Distributed Leadership in which knowledge and responsibility for student success is shared by a large number of teachers and staff. This increases the capacity of the staff to ensure growth and continuity. The team manages daily operational and academic initiatives, acting consistently in the best interests of students. These four over-arching strategies work in cohesion to impact student achievement at high levels.
- LRA develops a strong health and human services staff that oversees on-site and outside expertise in meeting students' emotional, physical, and social needs,

In order to be successful, we have studied the top performing countries in the world and have found these truths to align tightly with our Vision and Instructional Plan:

- Having a high quality teacher is the single most important factor in a child's education
- Students attend early education
- Special education is inclusive
- Longer school day
- Require real world problem solving

At LRA, we will include:

- Parents as Partners
- Developing social and emotional skills
- Data-Driven decision-making

b. School Data Analysis

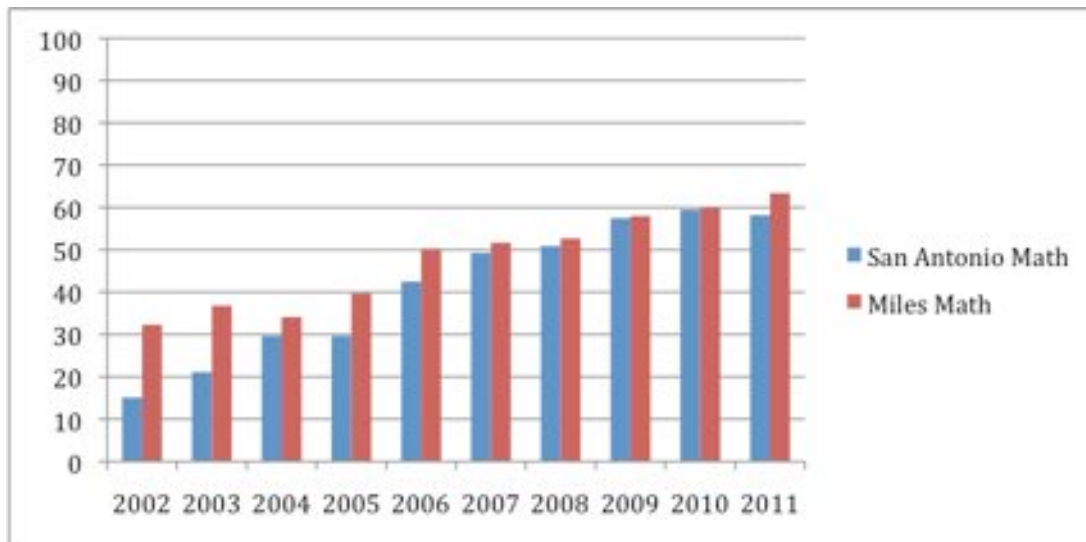
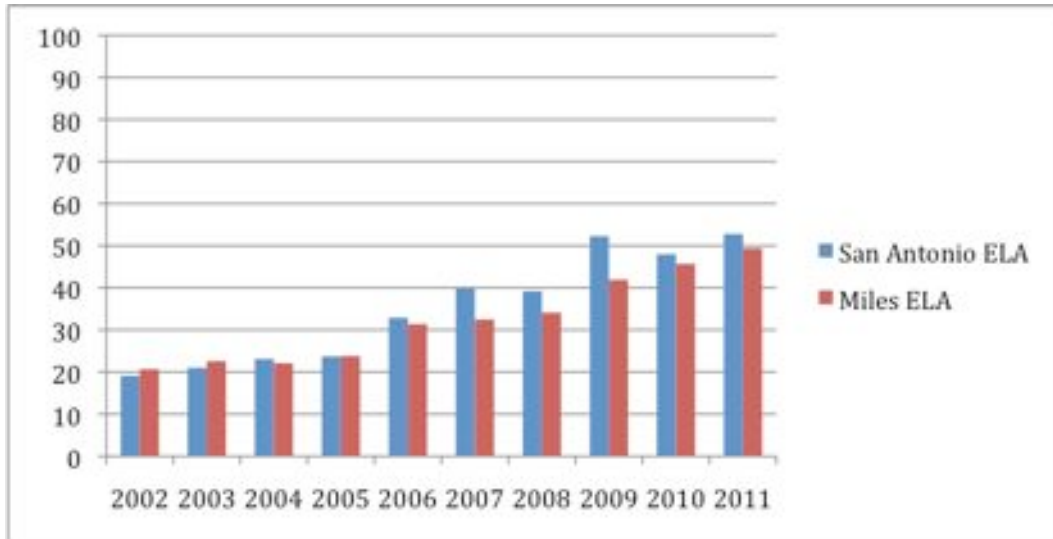
Multiple sources of qualitative and quantitative data are used in this section including California Department of Education (CDE), MyData, School Report Cards, Academic Growth over Time (AGT) reports, Performance Meters, Data Summary Sheets, and student, parent, and teacher School Effectiveness Surveys.

Miles Avenue currently enrolls 1,681 students, 98% are Latino, 48% are English Language Learners (ELL), and 89% are Economically Disadvantaged. Twenty-one percent of students are Reclassified Fluent English Proficient (RFEP), 7% are Students with Disabilities (SWD), and 3% are identified as Gifted. In 2011 63.8 % of Miles students were proficient or advanced in Mathematics and 49.9% proficient or advanced in English Language Arts (ELA) on the California Standards Test (CST). Approximately five hundred of these students will be attending LRA beginning in 2012. San Antonio currently has 693 students, 99% are Latino, 40% are ELL, and 100% are Economically Disadvantaged. Fourteen percent are RFEP, 9% are SWD, and 6% have been identified as Gifted. About 150 San Antonio students will attend the new school next year. An undetermined number of 6th graders who would have attended Gage Middle School next year will also be enrolled. Gage has similar demographics to the feeder elementary schools. Last year there were 700 6th graders, 99% of the students are Latino, 100% Economically Disadvantaged, 22% are ELL and 50% are RFEP. A small number of students from other schools may also attend. The data is displayed and analyzed below for Miles, San Antonio, and Gage separately and then general conclusions and the implications for Lucille Roybal-Allard are addressed. More details about the instructional strategies that will be used to ensure proficiency for all students is in the Instructional Summary section.

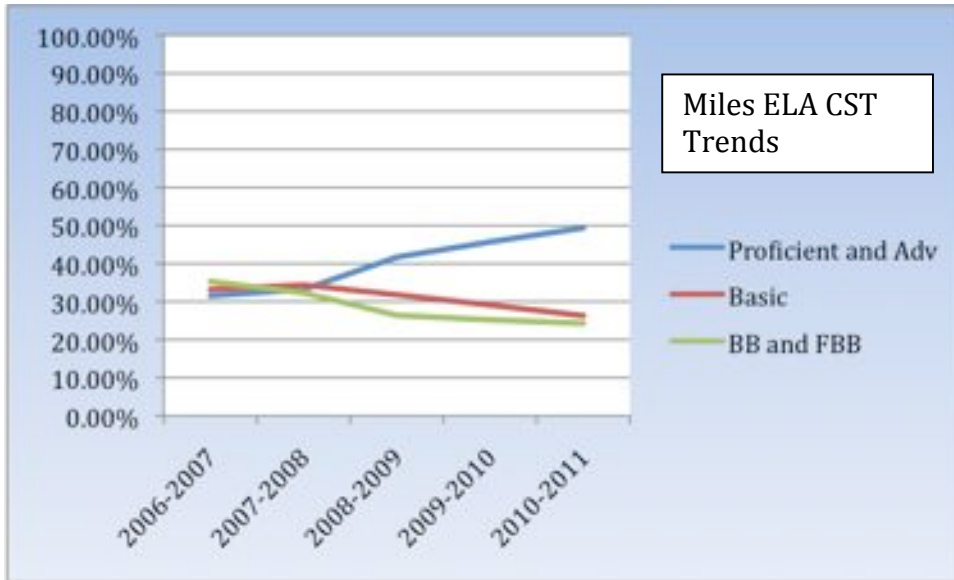
As can be seen below, there has been CST growth for ten years at both elementary schools with San Antonio growing 29.1 points from 2005 to 2011 and Miles 25.6 in ELA. San Antonio improved 28.4 points in math during the same period and Miles 23.7. However, Academic Yearly Progress (AYP) goals have not been reached and Miles is now back in Program Improvement (PI) after exiting it in 2007 and San Antonio is PI 4 indicating a need for more rapid increases in proficiency in both schools. Not only are the whole school results far short of AYP goals; but also the gaps between Initial Fluent English Proficient (IFEP), RFEP, ELL and SWD students are unacceptably large. The consequences of students not graduating from high school prepared to go to college or compete in the job market are so stark that

all staff who wish to come to Lucille Roybal-Allard school must bring with them the belief that it is a moral imperative to dramatically improve achievement outcomes for our students while simultaneously addressing their social and emotional needs. Students who leave elementary school unable to comprehend and analyze narrative and expository text, think, speak, and write critically and be self-directed intrinsically motivated individuals will simply not succeed in secondary schools, college and beyond.

The following charts show CST growth for Miles and San Antonio first for ELA and then for Mathematics.

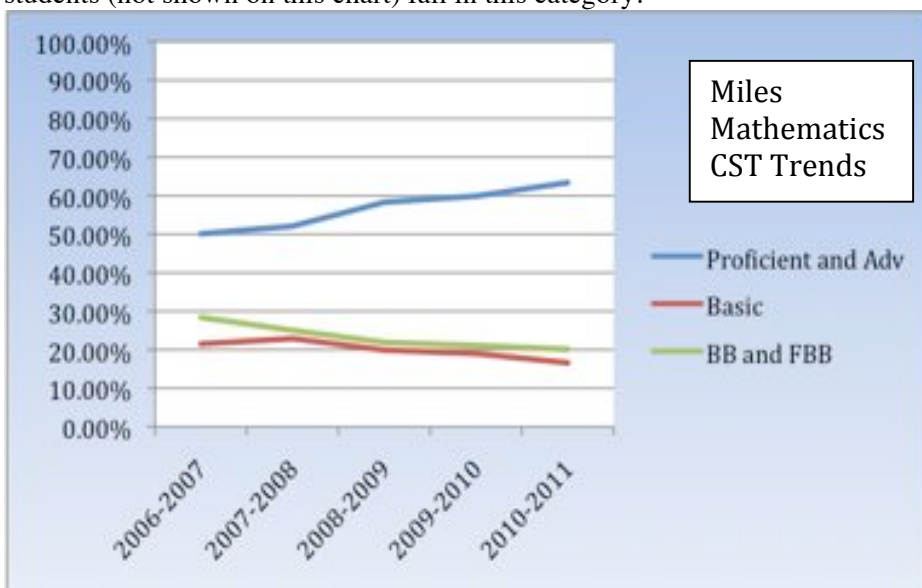


The following charts show the relative number of students who are Advanced and Proficient compared to the number who are Basic and Far Below Basic on the CST first at Miles then San Antonio and finally 6th graders from Gage MS.

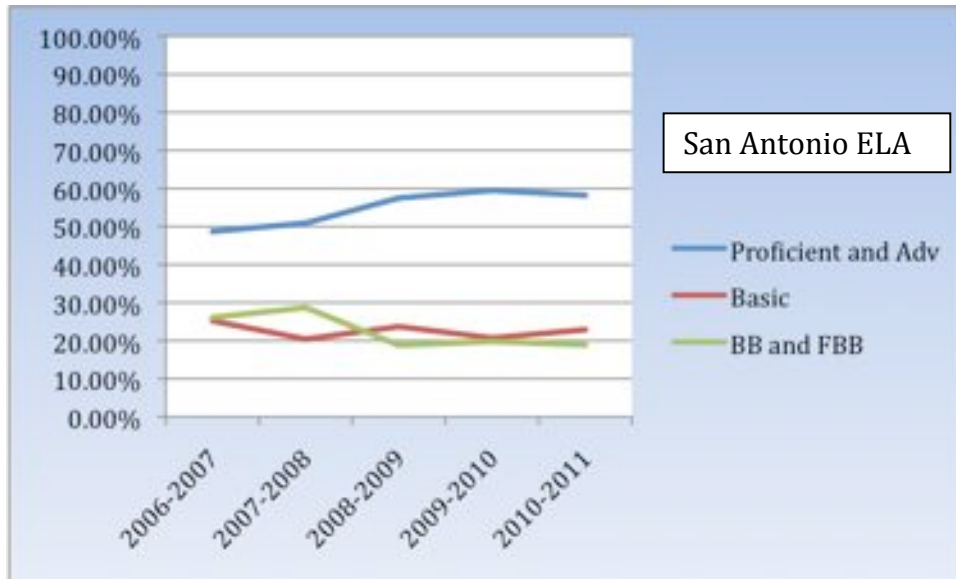


The number of Far Below Basic students has fallen from 15% to 7.8% while the number of Below Basic students fell from 20% to 15.7% which is reflective of the current practice of using intervention teachers to pull out the lowest performing students which are clearly benefiting those students but does not address the needs of the Below Basic and Basic students. We believe in a more comprehensive approach that is based on a “push-in” model where the Resource Specialist Program (RSP) teacher helps a grade level divide all the students during the universal access time so all struggling students’ needs can be supported..

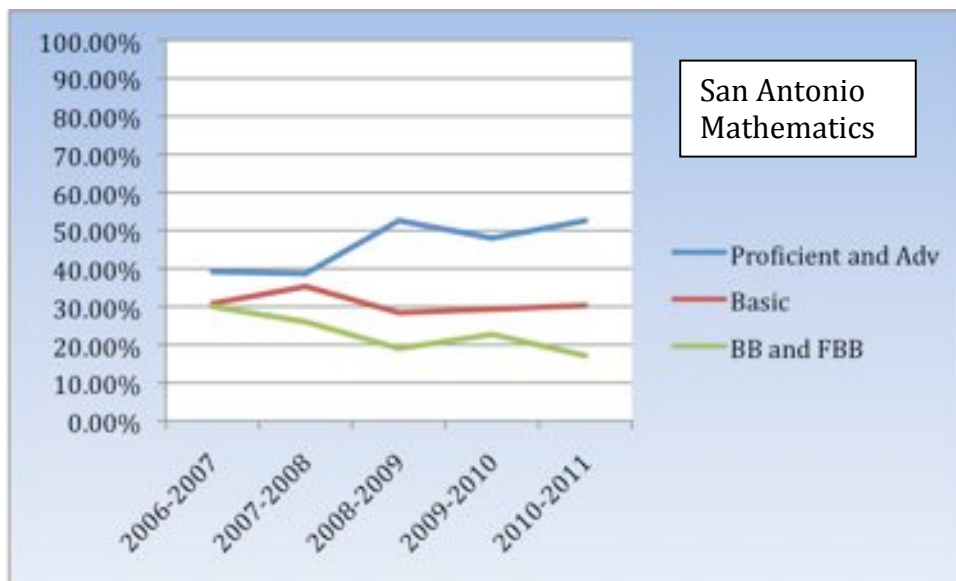
In mathematics (below) the number of Advanced and Proficient students has grown faster than the number of students at Below and Far Below Basic has shrunk. Although there is universal access support in the core mathematics program it has not been supported by professional development to help teachers understand what it looks like in actual practice. This Design Team includes the former local district administrator who designed and facilitated mathematics coach meetings for four years and will design learning experiences for teachers to learn how to focus on providing differentiated instruction. In both mathematics and ELA nearly 20% of students remain in the lowest two bands but only 4% of RFEP students (not shown on this chart) fall in this category.



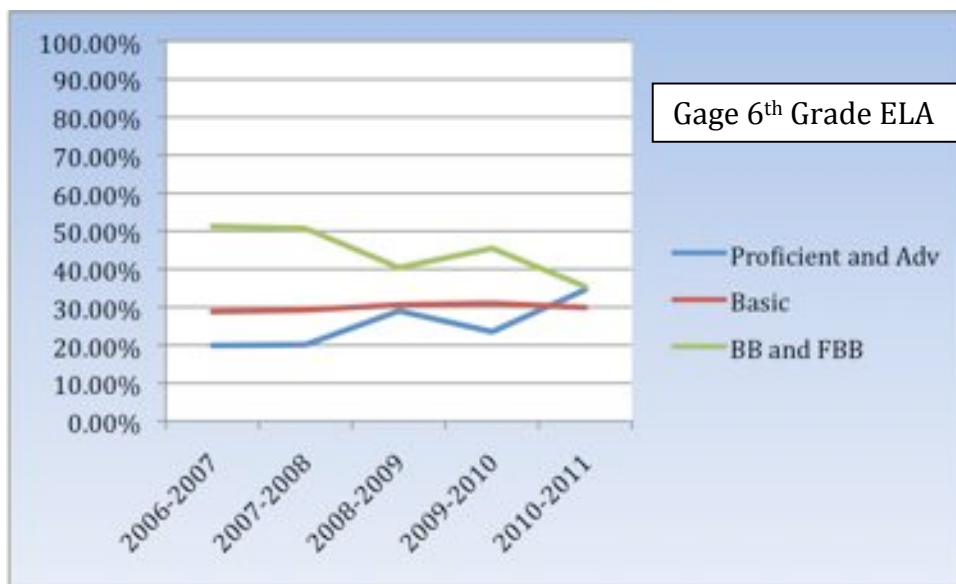
The same charts for San Antonio show slightly higher achievement for Advanced and Proficient student and slightly fewer students in the lower two bands in ELA. The number of Basic students fell significantly from 2007-08 to 2008-09. At the same time, San Antonio experienced an increase in the number of students who performed in the top two bands but subsequently results have become stagnant.



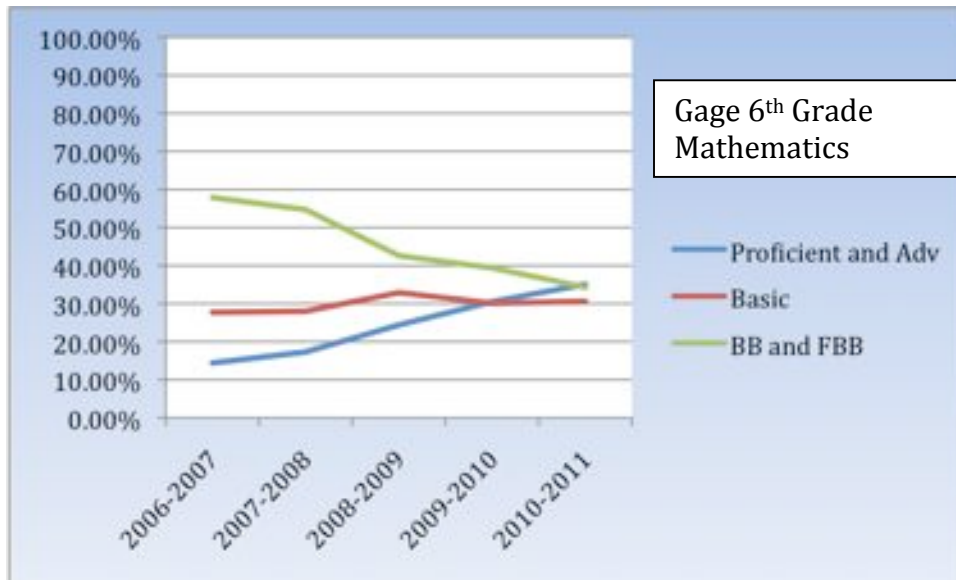
Over the past three years, there has been no growth in the highest bands or reduction of the number in the two lowest bands in mathematics. There has been little change in outcomes. The three-year average AGT reports show growth is Below Predicated AGT at 1.7 and only the confidence interval prevents the school from being Far Below Predicted. This period coincides with the school decision to fund class size reduction teachers instead of coaches. This may have impacted mathematics more than ELA because the now retired Principal was focused on implementing the Write Time for Kids writing program.



The chart below shows the number of last year's 6th graders at Gage and how they scored by bands on the CST. The 35.1% who were Below or Far Below Basic is an increase from 8.9% at San Antonio and 16.2% at Miles for 5th grade. The 34.6% scoring at Advanced or Proficient is a drop from 53% of San Antonio 5th graders and 56.9% at Miles. This data shows that there is a drop in proficiency when students move from 5th to 6th grade in the middle school. The 6th graders at LRA will be using the Treasures reading program for a minimum of two hours per day. Those students who have re-classified but have not scored proficient for two consecutive years on the CST will receive up to an hour of daily instruction in English Language Development (ELD) which is not taught in middle school once students have reclassified, thus doubling instructional minutes in language arts. Both Treasures and ELD programs provide daily universal access in small groups. The two LD6 people responsible for Treasures implementation and one of the facilitators are members of this writing team and will be responsible for ensuring that all teachers understand how to leverage the connection between the ELD and ELA components and take full advantage of the extra universal assess support.



The results for 6th grade mathematics also show a need for substantial improvement. Even though the number of Gage students in the two lowest bands has improved to 34%. It is still double compared to 17.3% of 5th graders at San Antonio and 17.9% of students at Miles. The number of Gage 6th graders in the top two bands was 35.1% compared to 53.2% of San Antonio 5th graders and 66.3% of Miles students. Through vertical articulation, the 6th grade Professional Learning Communities (PLC) at LRA will regularly meet with the 5th grade PLC to ensure they are providing the same rigor of instruction, necessary scaffolding, quality and frequency of Common Formative Assessments (CFA), and primary language support in all subjects. Results for ELA and Mathematics from other Local District 6 elementary schools that have 6th graders are all higher than 6th graders in a middle school setting. This indicates that the students are capable of achieving at a higher level in the proper instructional and social and emotional environment. The AGT report for Middleton ES, the closest school to the new site, that currently has 6th grade, shows they are performing at Far Above Expected Proficiency 5.6 in Mathematics.



As the charts below demonstrate, disaggregated by language subgroups, language proficiency is directly tied to success on the CST. Students who are RFEP (same for IFEP which are not shown) exceed the state minimum proficiency level for every strand on the CST for both Language Arts and Mathematics. On the other hand, ELL at Miles only exceed the state minimum proficiency level for 4th grade Measurement and Geometry and Students with Disabilities do not meet the state minimum proficiency for any strand. Economically Disadvantaged students scores are the same as the overall school scores because they make up such a large portion of the school.

Note: Green shading indicates areas where students exceeded the state minimum number of correct answers to be Proficient.

Miles CST ELA Strand Scores 2011 for Sub Groups

Test	# Items	State - Avg # Minimally Proficient	Miles Avg # Correct ALL	Miles Avg # Correct ELL	Miles Avg # Correct FEP	Miles Avg # Correct SP ED	LAUSD Avg # Correct
ENGLISH LANGUAGE ARTS (GR 2)	65		41	34.6	52.1	27.4	43
WORD ANALYSIS & VOCABULARY (GR 2)	22	16	14.9	12.9	18.6	9.9	15
READING COMPREHENSION (GR 2)	15	10	9.1	7.7	11.5	6.8	10
LITERARY RESPONSE & ANALYSIS (GR 2)	6	5	4.1	3.4	5.1	2.9	4
WRITTEN & ORAL LANG CONV (GR 2)	14	10	8.6	7.2	11.2	5	10
WRITING STRATEGIES (GR 2)	8	5	4.3	3.5	5.7	2.8	5
ENGLISH LANGUAGE ARTS (GR 3)	65		41.2	33.2	49.3	30	42
WORD ANALYSIS & VOCABULARY (GR 3)	20	16	13.8	11.5	16.2	10.9	14
READING COMPREHENSION (GR 3)	15	11	9.2	7.1	11.3	7.1	10
LITERARY RESPONSE & ANALYSIS (GR 3)	8	7	5.6	5.8	6.3	3.8	6
WRITTEN & ORAL LANG CONV (GR 3)	13	9	7.7	6.3	9.4	5.3	8
WRITING STRATEGIES (GR 3)	9	6	4.8	3.5	6.1	3	5
ENGLISH LANGUAGE ARTS (GR 4)	83		50.9	38.9	58.9	26.4	52
WORD ANALYSIS & VOCABULARY (GR 4)	18	13	12.5	9.6	14.5	6.1	13
READING COMPREHENSION (GR 4)	15	8	7.9	5.5	9.5	4.3	9
LITERARY RESPONSE & ANALYSIS (GR 4)	9	5	5.7	4.2	6.6	3.2	6
WRITTEN & ORAL LANG CONV (GR 4)	18	12	11.8	9.3	13.4	6.3	12
WRITING STRATEGIES (GR 4)	15	8	7.9	5.9	9.1	3.7	8
WRITING APPLICATIONS (GR 4)	8	5	5.1	4.4	5.8	2.9	5
ENGLISH LANGUAGE ARTS (GR 5)	75		50	38.1	56.1	30.8	49
WORD ANALYSIS & VOCABULARY (GR 5)	14	10	9.6	7.7	10.5	6.2	9
READING COMPREHENSION (GR 5)	16	11	10.6	7.9	11.9	6	10
LITERARY RESPONSE & ANALYSIS (GR 5)	12	8	8.3	6.4	9.3	5.2	8
WRITTEN & ORAL LANG CONV (GR 5)	17	12	11.7	9	13	7.7	12
WRITING STRATEGIES (GR 5)	16	10	9.9	7.1	11.3	5.7	10

Miles CST Mathematics Strand Scores 2011 for Sub Groups							
Test	# Items	State - Avg # Minimally Proficient	Miles Avg # Correct ALL	Miles Avg # Correct ELL	Miles Avg # Correct FEP	Miles Avg # Correct SP ED	LAUSD Avg # Correct
MATHEMATICS (GRADE 2)	65		47.4	43.4	54.6	34.9	48
PLACE VALUE, ADD & SUBTRACT (GR 2)	15	11	11.1	10.1	12.9	8.4	11
MULT, DIV & FRACTIONS (GR 2)	23	17	16.6	15.1	19.2	12.5	17
ALGEBRA & FUNCTIONS (GR 2)	6	4	4.1	3.8	4.7	3.2	4
MEASUREMENT & GEOMETRY (GR 2)	14	11	10.8	9.9	12.2	7.9	11
STATS, DATA ANALY & PROBABILITY (GR 2)	7	5	4.8	4.5	5.6	2.9	5
MATHEMATICS (GRADE 3)	65		50.3	43.7	57.4	38.3	51
PLACE VALUE, FRACT & DEC (GR 3)	16	12	12.4	10.8	14.2	10	13
ADD, SUBTRACT, MULT & DIV (GR 3)	16	11	12.1	10.3	13.9	8.7	12
ALGEBRA & FUNCTIONS (GR 3)	12	9	9.3	8.2	10.7	7	10
MEASUREMENT & GEOMETRY (GR 3)	16	12	12.4	10.8	14	9.5	13
STATS, DATA ANALY & PROBABILITY (GR 3)	5	4	4.1	3.6	4.6	3.2	4
MATHEMATICS (GRADE 4)	65		49.1	40.7	55	30.2	50
DEC, FRACTIONS & NEG NUMS (GR 4)	17	13	12.6	10.3	14.1	8.1	13
OPERATIONS & FACTORING (GR 4)	14	10	11.3	9.6	12.5	7.1	11
ALGEBRA & FUNCTIONS (GR 4)	18	14	14.1	11.4	15.9	7.5	14
MEASUREMENT & GEOMETRY (GR 4)	12	7	8.3	7.1	9.2	5.6	9
STATS, DATA ANALY & PROBABILITY (GR 4)	4	3	2.9	2.3	3.3	1.8	3
MATHEMATICS (GRADE 5)	65		46	36.1	52.2	34.7	44
ESTIMATION, PERCENTS & FACTORING (GR 5)	12	7	7.8	6.1	8.9	6.2	8
OPERATIONS W/FRACTIONS & DECIMALS (GR 5)	17	11	12	9.1	13.9	8.5	12
ALGEBRA & FUNCTIONS (GR 5)	17	12	12.8	10.2	14.2	9.9	12
MEASUREMENT & GEOMETRY (GR 5)	15	9	10.2	8	11.7	7.7	10
STATS, DATA ANALY & PROBABILITY (GR 5)	4	3	3.2	2.7	3.5	2.4	3

Referring to the first chart above there is a 20 item difference between Miles 4th grade ELA scores for RFEP and ELL which is 25% larger than in 3rd grade and 10% larger than 5th grade which implies that something is missing from ELL instruction in 4th grade. Further evidence can be found in the three-year AGT, which for 4th grade is Below Predicted at 2.2 in ELA and 2.4 in Mathematics compared to 3rd grade which is Above Predicted at 4.5 in ELA and 4.1 Mathematics. The AGT results for 5th grade is 4.1 in ELA and 4.4 in Mathematics. During the Orientation, held prior to the start of the school year for teachers, the respective practices of teachers coming to the new school will be analyzed to make sure that the 4th grade teachers implement what has been successful in the other grades. In all grades ELL students at Miles answer about half the items correctly and this falls to 25% in 6th grade at Gage. The data shown above indicates that reclassifying students is essential to the success of the new school because once students reclassify the data shows they meet and exceed the proficiency levels set by the state. In the second year of operation for this school, a new assessment system based on the Common Core State Standards (CCSS) will be introduced. Among the key changes in the new standards is the emphasis on information reading and writing, argumentative speaking and writing, and the text complexity of what students are expected to read. These new standards will be assessed by more constructed response and short answer items, which will present even greater challenges for ELL in ELA and Mathematics. To prepare for the new assessments, frequent monitoring of all ELL students in a manner consistent with the cognitive demand of the new standards and assessment items must be a central feature of the schools' assessment plan and professional development on creating, analyzing and on responding to CFA will be necessary to make sure all students who attend LRA for five years reclassify before they leave.

San Antonio CST Subject: ENGLISH LANGUAGE ARTS

Test	# Items	State St.- Avg # Minimally Proficient	San Antonio Avg # Correct ALL	San Antonio # Correct ELL	San Antonio # Correct RFEP	San Antonio # Correct SPED	LAUSD Avg # Correct
ENGLISH LANGUAGE ARTS (GR 2)	65		45.7	41	52.9	40.7	43
WORD ANALYSIS & VOCABULARY (GR 2)	22	16	15.9	14.3	18.5	13	15
READING COMPREHENSION (GR 2)	15	10	10.3	9	11.8	9.3	10
LITERARY RESPONSE & ANALYSIS (GR 2)	6	5	4.5	4	5.1	3.7	4
WRITTEN & ORAL LANG CONV (GR 2)	14	10	10.1	9.4	11.8	10.3	10
WRITING STRATEGIES (GR 2)	8	5	4.9	4.3	5.7	4.3	5
ENGLISH LANGUAGE ARTS (GR 3)	65		41.6	31.1	48.3	33.3	42
WORD ANALYSIS & VOCABULARY (GR 3)	20	16	13.7	9.9	16.3	10.6	14
READING COMPREHENSION (GR 3)	15	11	9.3	6.7	11.5	8.2	10
LITERARY RESPONSE & ANALYSIS (GR 3)	8	7	5.6	4.6	6.1	4.4	6
WRITTEN & ORAL LANG CONV (GR 3)	13	9	8.2	6.3	8.8	6.1	8
WRITING STRATEGIES (GR 3)	9	6	4.9	3.5	5.7	4	5
ENGLISH LANGUAGE ARTS (GR 4)	83		53.7	41.2	58.7	36	52
WORD ANALYSIS & VOCABULARY (GR 4)	18	13	13	9.3	14.5	6.5	13
READING COMPREHENSION (GR 4)	15	8	9.1	6.8	9.9	6.5	9
LITERARY RESPONSE & ANALYSIS (GR 4)	9	5	5.3	3.6	5.8	4.5	6
WRITTEN & ORAL LANG CONV (GR 4)	18	12	12.1	9.6	12.9	9	12
WRITING STRATEGIES (GR 4)	15	8	8.5	6.4	9.6	5.5	8
WRITING APPLICATIONS (GR 4)	8	5	5.7	5.4	6	4	5
ENGLISH LANGUAGE ARTS (GR 5)	75		50.8	37.3	53.4	29.3	49
WORD ANALYSIS & VOCABULARY (GR 5)	14	10	9.8	7.5	10.3	5.3	9
READING COMPREHENSION (GR 5)	16	11	10.8	7.2	11.6	5.3	10
LITERARY RESPONSE & ANALYSIS (GR 5)	12	8	8	5.4	8.7	5.8	8
WRITTEN & ORAL LANG CONV (GR 5)	17	12	12	9.3	12.6	5.5	12
WRITING STRATEGIES (GR 5)	16	10	10.2	8	10.1	7.5	10

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San Antonio school-wide results for all students are above the minimum proficiency level for about half of the strands but none of these occur in 3rd grade. There are large gaps between RFEP and ELL and SWD at San Antonio in ELA. While the overall AGT report for ELA indicates average growth 2.8 over the past three years, the 3rd grade is well Below Predicted growth at 2.0. ELL are able to answer 11.9 fewer questions and SWD 10.1 fewer questions than RFEPs in 2nd grade and the gap is larger by 5th grade where ELL answer 16.1 fewer questions correctly SWD 24.1 fewer correctly than RFEP.

San Antonio CST Subject:Mathematics							
Test	# Items	State - Avg # Minimally Proficient	San Antonio Avg # Correct ALL	San Antonio # Correct ELL	San Antonio # Correct RFEP	San Antonio # Correct SPED	LAUSD Avg # Correct
MATHEMATICS (GRADE 2)	65		47.3	43.9	52.6	42.8	48
PLACE VALUE, ADD & SUBTRACT (GR 2)	15	11	10.9	10	12.5	9.8	11
MULT, DIV & FRACTIONS (GR 2)	23	17	16.3	15.1	17.9	15.5	17
ALGEBRA & FUNCTIONS (GR 2)	6	4	4.4	4.2	4.8	4.3	4
MEASUREMENT & GEOMETRY (GR 2)	14	11	10.6	10	11.7	9.8	11
STATS, DATA ANALY & PROBABILITY (GR 2)	7	5	5.1	4.7	5.7	3.5	5
MATHEMATICS (GRADE 3)	65		49.1	37.4	56.5	44.4	51
PLACE VALUE, FRACT & DEC (GR 3)	16	12	11.8	8.5	13.8	11	13
ADD, SUBTRACT, MULT & DIV (GR 3)	16	11	11.2	8.3	13.4	10.2	12
ALGEBRA & FUNCTIONS (GR 3)	12	9	9.5	7.1	10.7	8	10
MEASUREMENT & GEOMETRY (GR 3)	16	12	12.5	10.2	14.1	11.4	13
STATS, DATA ANALY & PROBABILITY (GR 3)	5	4	4.2	3.3	4.6	3.8	4
MATHEMATICS (GRADE 4)	65		48.9	39	53.6	32	50
DEC, FRACTIONS & NEG NUMS (GR 4)	17	13	13	10.9	13.8	10.7	13
OPERATIONS & FACTORING (GR 4)	14	10	10.7	8.4	11.7	8.7	11
ALGEBRA & FUNCTIONS (GR 4)	18	14	13.8	10.9	15.3	8.3	14
MEASUREMENT & GEOMETRY (GR 4)	12	7	8.3	6.2	9.4	2.3	9
STATS, DATA ANALY & PROBABILITY (GR 4)	4	3	3.1	2.7	3.4	2	3
MATHEMATICS (GRADE 5)	65		43.6	34.7	48.6	35.8	44
ESTIMATION, PERCENTS & FACTORING (GR 5)	12	7	7.5	5.6	8.3	6.3	8
OPERATIONS W/FRACTIONS & DECIMALS (GR 5)	17	11	11.1	9.2	12.9	10.8	12
ALGEBRA & FUNCTIONS (GR 5)	17	12	12.1	9.8	12.9	8.3	12
MEASUREMENT & GEOMETRY (GR 5)	15	9	9.6	7.3	11.1	8	10
STATS, DATA ANALY & PROBABILITY (GR 5)	4	3	3.3	2.8	3.5	2.5	3

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The scores in Mathematics for all students exceed the state minimum in almost all areas but significant gaps exist between RFEP, ELL and SWD students. The largest gaps in the number of correct items occur in 3rd grade 19.1 for ELL and 12.1 for SWD. In 4th grade the numbers are 14.1 for ELL and

21.6 for SWD. The AGT three-year average report school-wide indicates Below Predicated proficiency at 1.7 with 3rd grade at 2.0 and 4th grade at 2.2.

The last charts show data from Gage MS 6th grade because that is where the 6th graders who will be coming to our school have attended previously. In 6th grade ELL and SWD are only getting about 1/3 of the test items correct in Language Arts and Mathematics clearly indicating they are not receiving enough support. Beginning in Year 1, CFA's will include tasks that will elicit information to the teacher about exactly which aspects of the standards are presenting difficulty for ELD students and guide their feedback to students on exactly what they need to do in order to improve and guide the teachers on how they need to modify their instruction.

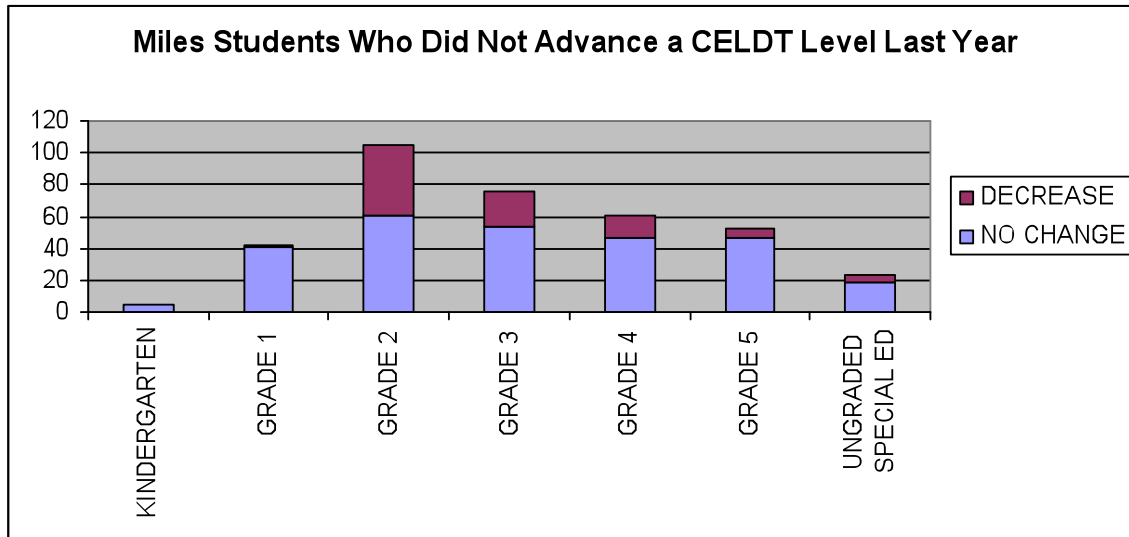
6th Grade results are from Gage as the new school will take some of these students	# Items	State - Avg # Minimally Proficient	Gage Avg # Correct All Students	Gage Avg # Correct ELL	School Avg # Correct RFEP	Gage Avg # Correct SPED	LAUSD Avg # Correct
ENGLISH LANGUAGE ARTS (GR 6)	75		38.6	24.9	40.8	23.6	44
WORD ANALYSIS & VOCABULARY (GR 6)	13	10	7.2	4.3	7.7	4.3	8
READING COMPREHENSION (GR 6)	17	10	8	5.6	8.1	5.4	9
LITERARY RESPONSE & ANALYSIS (GR 6)	12	8	6.4	4.1	6.8	3.9	7
WRITTEN & ORAL LANG CONV (GR 6)	16	11	8.9	5.7	9.6	5.1	10
WRITING STRATEGIES (GR 6)	17	10	8.1	5.2	8.5	5	9

6th Grade results are from Gage as the new school will take some of these students	# Items	State - Avg # Minimally Proficient	Gage Avg # Correct ALL	Gage Avg # Correct ELL	Gage Avg # Correct RFEP	School Avg # Correct SP ED	LAUSD Avg # Correct
MATHEMATICS (GRADE 6)	65		33.8	23.1	36.4	24.3	39
RATIOS, PROP, PERCENT & NEG FRACT (GR 6)	15	10	7.7	5.1	8.4	5.4	9
OPERATIONS & PROB SOLV W/ FRACT (GR 6)	10	7	5.3	3.8	5.7	4.4	6
ALGEBRA & FUNCTIONS (GR 6)	19	14	10.6	7.3	11.5	7.2	12
MEASUREMENT & GEOMETRY (GR 6)	10	6	4.6	3.5	4.8	3.8	5
STATS, DATA ANALY & PROBABILITY (GR 6)	11	7	5.6		6	3.6	6

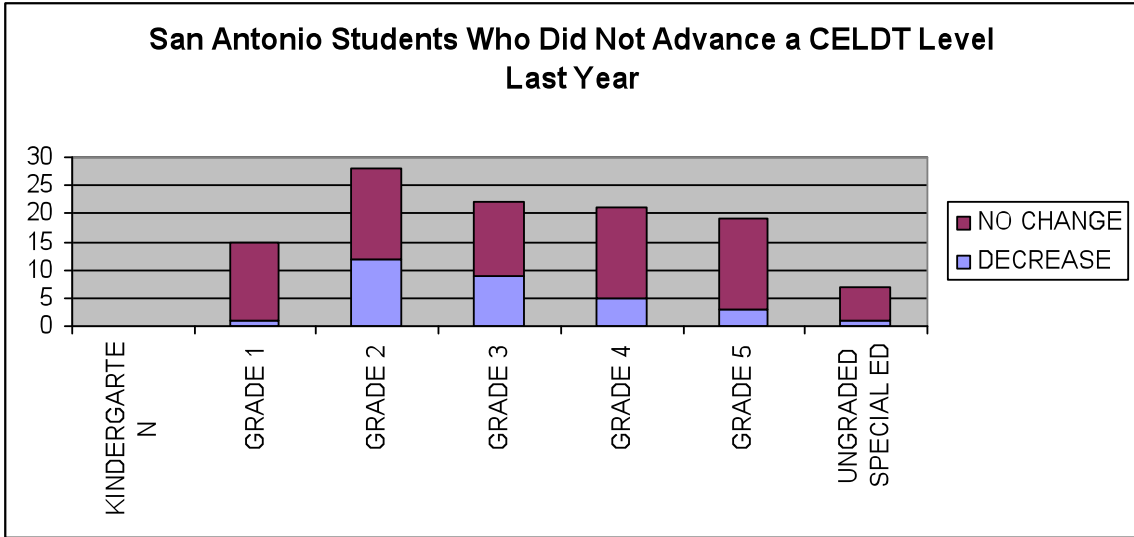
The results for Gage in both subjects show RFEP no longer meeting the state minimum proficiency levels as in the elementary schools in any area. The gaps between RFEP and ELL and SWD students remain large with a 15.9 item correct gap for ELL and 17.3 for SWD in ELA and in Mathematics 13.3 items for ELL and 12.1. There is now a larger gap in Mathematics between ELL and RFEP than there is for SWD. When students have been reclassified, they stop receiving extra ELD support even though for most of them Spanish is still their primary language. At LRA, we will continue ELD for RFEP until they score Proficient in both ELA and Mathematics on CST for two consecutive years. This will be accomplished by modeling the higher registers of English needed for academic literacy, including a

language objective for every lesson, and ensuring that students are required to speak in academic language for large portions of class time.

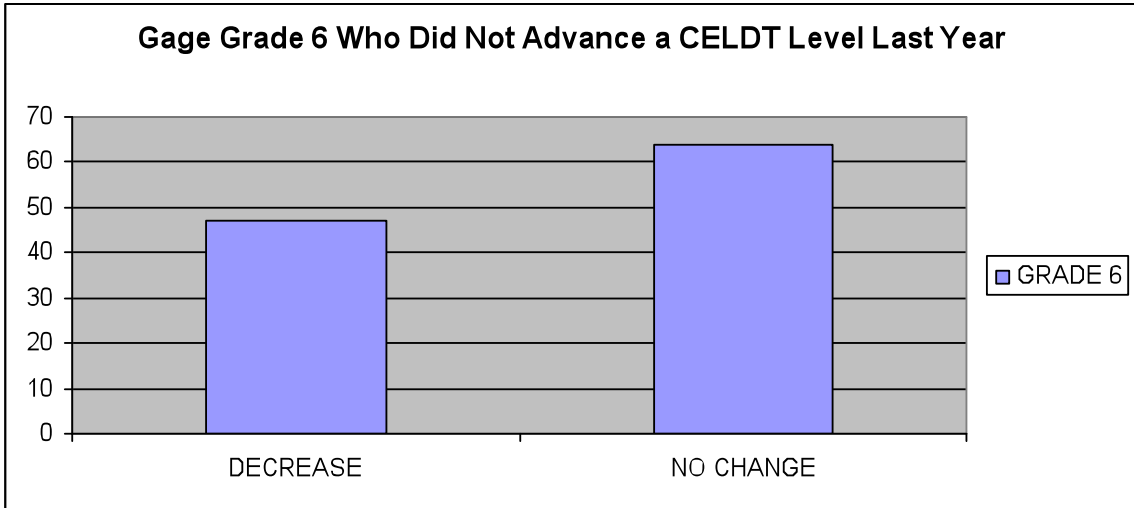
The data analyzed so far shows a strong correlation between language levels and proficiency. The charts below show the number of students at each school who did not advance one California English Language Development Test (CELDT) level, as is expected.



A total of 364 students or 56% of the total showed no change or decreased a level. Speaking and Listening is the weakest area for these students. Using MyData, we will identify students who did not progress in their CELDT scores and a list will be provided to the new teacher so that they can discuss CELDT criteria and give suggestions to parents during their intake conference. We will improve these numbers at LRA by having the entire school reorganized by language level during ELD time including SWD students. During this mixing time, the students will be organized so the students in the lowest ELD levels are in smaller classes. By having fewer levels in each class the teacher can narrow the focus of their planning. This also ensures that students at higher ELD levels and RFEP, IFEP and English Only (EO) students continue developing their language proficiency. Teachers will receive professional development on how to use the ELD time effectively and ensure the lessons are constructed to require all students to listen and speak. During PLC meetings, teachers will look at the lessons provided in the ELD portion of Treasures and compare them to the cognitive demands of the standards. This will illuminate areas where additional instructional supports are needed. The word study in both the ELD and ELA parts of Treasures (written by Dr. Donald Bear, the creator of Words their Way) is an especially useful approach for ELLs because it requires students to use Marzano's most effective instructional strategy, Identifying Similarities and Differences. Students will sort words according to sound, spelling, and meaning. Students learn how English words are constructed which allows them to generalize what they learned to other words with the same characteristics. For ELL students, who are also Economically Disadvantaged, this allows them to close the large vocabulary gap that typically exists for these students.



The same information for San Antonio 49.5% of students did not advance a CELDT level. See above for how we will respond to this data.



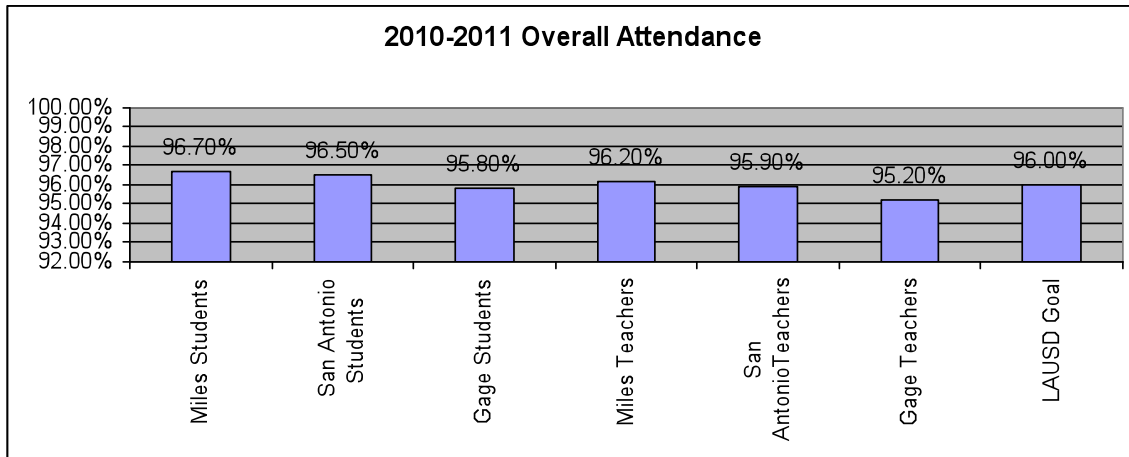
The data from Gage shows that 82% of the ELL students did not advance a CELDT level indicating the instruction provided using the current English as a Second Language (ESL) program, Highpoint, is not meeting the needs of the students. The ELD program used in the elementary school introduces the same themes, language arts strategies, and vocabulary words as the core program and may be used to frontload or provide additional support afterwards so ELL students will receive more intensive instruction in a longer daily block of instruction.

The orientation will include an opportunity for articulation between grade levels about their strategies for scaffolding for English Language Learners with the goal of identifying specific areas to be implemented and monitored. The overall strength of the AGT scores indicates that there is sufficient experience among the Miles teachers to support improvement in 4th grade.

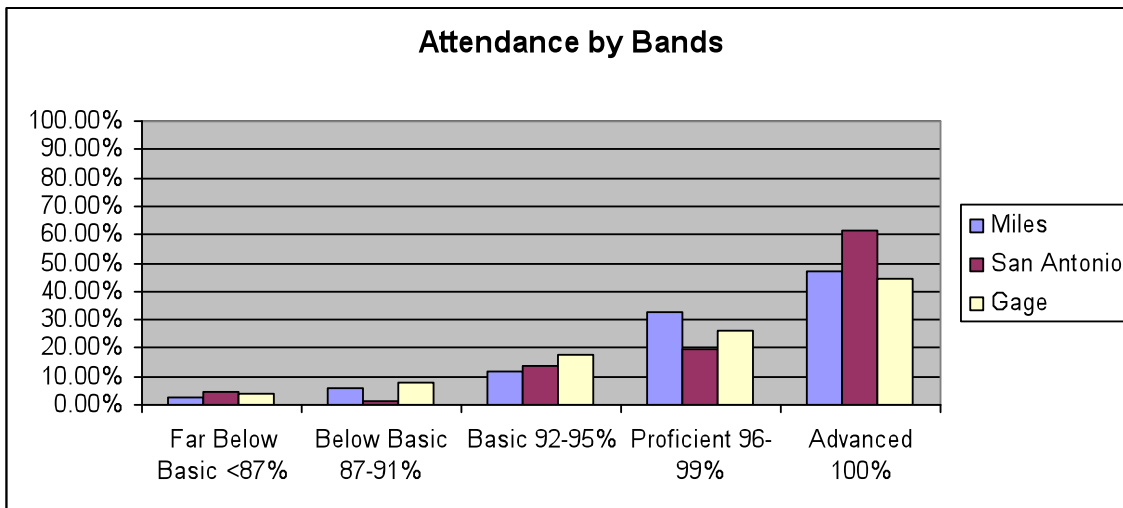
The results of the School Experience Survey at Miles for students and parents show responses very similar to LAUSD as a whole. The teacher survey results for several questions however are significantly below LAUSD as a whole and the four elementary schools closest to Miles (Middleton, Hope, Corona, and San Antonio). At Miles, 10% fewer teachers than LAUSD as a whole, agree or strongly agree that they treat each other with respect (question 1.K). Three questions related to whether teachers feel they have input into decisions at the school are troubling. When asked about having opportunities to influence what happens at Miles only 53% agreed or strongly agreed compared to 73%

for LAUSD. Only 50% of teachers said they understand how resources are allocated at the school (question 2.B) compared to 76% for LAUSD and only 44% felt they had an opportunity provide input on the budget (question 2. F) compared to 75% for LAUSD. The overall response to resource allocation found only 55% of Miles teachers agreed or strongly agreed that compared to 70% of LAUSD. Given Dr. Deasy’s commitment to budget transparency, these results must also be addressed at the Opening Orientation. In PLC schools and in James Comer schools, which will provide the framework for how LRA will be run, consensus is an essential component. As defined by DuFour, *consensus* is when all voices have been heard and the will of the majority is clear. Survey results for San Antonio are very similar to LAUSD as a whole.

Attendance



Students at all three feeder schools and teachers at two already exceed the attendance goals of the Performance Meter we will set a goal of 97.5% for teachers and students.



Disaggregating attendance by the performance bands indicates relatively few students in the two lowest bands but a larger group in the Basic band. This is the group we will target especially in the first days and weeks of the new school year. At the Orientation, teachers receive a list of their new students with their attendance band. Parents of students in the three lowest groups will be reminded of the importance of attending school every day. They will be given a checklist to follow at home to help them get ready for school. Teachers of these students will call home the first day they are absent in the new

school year to inquire about the reason for the absence and to say how much the student was missed by the teacher and classmates. Parents of students in the two highest bands will be congratulated on their child's good attendance. Classes with perfect attendance each month will be rewarded incentives to be determined by the entire staff but could include things such as pizza parties, being first in line for lunch, or being able to choose their play area. Class rewards rather than individual ones will create positive peer pressure and contribute to developing a classroom community with behaviors that support learning. There will be 100% submittal of attendance by 100% of the teachers.

c. Applicant Team Analysis

We believe our Design Team is best qualified to manage LRA. As educators who care about the whole child, we have worked in every capacity such as coordinators, administrators and most of all teachers. The teachers in this group have been highly successful with their students as indicated by our collective data. We have worked as a team in the community for 15 years and have become extremely successful academically and in our own careers. This group has been effective because we have approached all challenges through the lens of no fault, consensus and problem solving. We have a deep understanding of the importance of collaboration to build professional relationships around academic achievement and social and emotional development of our students. As a team, we have increased our capacity as educators and developed shared values through book clubs and attending conferences. The last phrase is the most important.

In order to be successful, we have studied the top performing countries in the world and have found these truths to align tightly with our Vision and Instructional Plan:

- Having a high quality teacher is the single most important factor in a child's education
- Students attend early education
- Special education is inclusive
- Longer school day
- Require real world problem solving

We also added these elements, which we feel are necessary for the success of our student population:

- Parents as Partners
- Social-emotional skills
- Data-driven decision-making

Design Team Qualifications and Experience

As the instructional leader of our team, Gilbert Gutierrez has been a successful educator for 41 years and as Principal for 21 years. He intends to apply for the position of Principal at LRA. His diverse experience has allowed him to impact the lives of thousands of students. His last assignment, Miles Avenue Elementary School, is a year-round, preK-5 school. It was the largest elementary school in the nation with over 2,800 students. He implemented systemic reforms and increased student achievement. In 2001, when he started at Miles, the school's API was 602 and the AYP-Advanced and Proficient scores in 2002 were: Language Arts – 20.7% and Math – 32.3%. Because of the efforts of the school's community, the 2006 scores were: API – 699, AYP-Advanced and Proficient-Language Arts – 31.4% and Math – 50.2%. All of the sub-groups were very close to these scores: Latino – Language Arts – 31.1% and Math – 50%; Socio-economically Disadvantaged 30.8% and 49.8%; and English Learners 27.3% and 48.3%. Because of this, the school exited Program Improvement. Another indicator of our efforts is that 18.4% of the total English Learners reclassified. This is an increase from 2003 to 2006 of 5.8%.

These highlighted areas address his career successes as a principal of schools with similar demographics to LRA:

- Staff focus on Elmore's instructional core - the relationships built by teachers and students around the curriculum by emphasizing teaching and learning initiatives, such as math problem solving, reading comprehension and writing to display growth of cognitive skills. Writers Workshop, Readers Workshop, Read Aloud, Math Journals, Modeled Writing, and Interactive Writing are critical

approaches in teaching. Starting with State Content Standards in each subject area, the importance of talk, formative assessments and independent student practice on what has been learned cannot be overemphasized.

- Professional Development used to improve teacher practice as a means of increasing student achievement. Miles Elementary School was designated as a Program Improvement year 2 school. Because of this, the school applied for and received a Comprehensive School Reform (CSR) grant in the amount of \$1,563,000. Some of the initiatives that were implemented as a result of this grant are:

- Lesson studies on comprehension strategy instruction during the first read of the anthology

- Local Design Intervention – teachers only taught eight students and implemented and reflected upon the same curriculum and pedagogy that was being emphasized during PD

- Analyzing Student Writing – used the model designed by The Achievement Council created by Katie Haycock to analyze student progress towards proficiency in the Writing Standards by meeting with teacher teams for a full day each month

- Parent Involvement: In 2006, at Miles School, with the collaboration of One LA – IAF, the teachers started to have parent meetings. These meetings are a forum to understand and develop shared values, using stories as a vehicle. The results have been improved communication and increased trust leading to stronger relationships.

All of these initiatives were conducted in professional learning communities attended by the teachers, coaches and administrators. The common practice used was reflection on student work and the teaching practice that is necessary to make a difference for the student to be successful. The school then met their AYP goals and was designated as Safe Harbor.

Before his accomplishments at Miles Elementary, he was the principal at Emerson/ Bandini:

- Emphasis on Parents – Emerson/Bandini was part of the Comer School Development Program, which had Parent Involvement as a main component. The school was recognized several years by SDCS for its programs. Disney Foundation awarded the school a grant for \$300,000 for involving parents in their children’s writing.

- Vertical articulation between Elementary and Junior High Teachers – As part of the San Diego High Cluster, Emerson/Bandini teachers would meet with Memorial Jr. High teachers to discuss the expectations of the teaching and learning of standards. This was the start of an understanding by teachers of the rigor needed in the curriculum for success in reaching grade level content standards.

- Principles used to establish a culture of change – James Comer’s School Development Program emphasizes three guiding principles: Collaboration, Consensus, and No-Fault Problem Solving. These principles help staff understand locus of control vs. dependency model, which cedes responsibility: no one is coming to fix our problems. The program also emphasizes the Action Research Model (Problem Solving), leading to organizational learning and improvement. This practice leads to engaging individual teacher’s creative and reflective capacities to strengthen their practice based on student work. He received the Patrick Francis Daly Award, Yale University Child Study Center for implementing James Comer’s Program.

In keeping with our Vision of addressing the needs of the whole child, we will need a Coordinator of Student and Family Services (CSFS). When funds become available, the best person to fill this capacity will be Martha Gonzales, who currently works at Local District 6 (LD6) as an Response to Intervention and Instruction (RTI²) expert. She was a teacher in LAUSD for six years after coming from the Adelanto School District in Victorville. In this capacity, she served as a Science Lead Teacher being part of the K-12 alliance where she participated in professional development, training and vertical articulation within the District. This experience in the classroom was invaluable before becoming a Dropout Prevention Specialist, which she did for nine years. The last two years she was the Safe and Healthy Schools Facilitator at LD6 under Title IV and Health Education Programs. In these capacities, she has worked with LD6 schools to not only address the instructional needs of our students but also to focus on the attendance and attitude components of RTI². Providing resources for the students and their families has been a priority for Ms. Gonzales. Having written multiple grants such as the Pupil

Maintenance and Motivation Grant, she has brought much needed funding to schools. She has also brought in-kind services to the schools being part of such groups as Healthy Start and the Homeless Collaboratives. Ms. Gonzales holds a Teaching Credential, Dropout Prevention Specialist Certificate and an Administrative Credential.

Michael Blount has worked in LD6 since its conception in 2000 as Mathematics Adviser and Specialist, Instructional Specialist/Assistant Principal at Miles, LD6 Literacy Coordinator and is currently the RTI² Coordinator. In every position the students he was responsible for, especially ELL, made substantial gains on the CST. In Mathematics the number of Advanced and Proficient students increased 88% during his tenure. At Miles his primary responsibility was to revise professional development, intervention programs, and establish workshop models for reading and writing with the goal of exiting Program Improvement status, which Miles accomplished in 2007 by improving overall proficiency 27% and 40% for ELL. There was a 31% increase in proficiency when he was Elementary Literacy Coordinator. His other duties at LD6 include data analysis since 2001, trainer for MyData, CoreK-12, Academic Growth over Time (AGT) presentations to administrators and teachers. He was responsible for all aspects of Treasures implementation including designing and organizing the training for teachers and continues to plan and facilitate the LD6 Treasures facilitators cohort meetings.

Michael Blount has successfully written grants funded by the National Science Foundation, Office of the President for the University of California, Council of Chief State School Officers and California Science Project, USC for Lesson Study and Problem- Based Learning. He has been a presenter and conducted workshops from grade levels to state and national conventions. He was a Special Education teacher in LAUSD for ten years and was recognized as Teacher of the Year by various organizations. He also received LAUSD Board District 7 Star Award.

The teachers on this team have a deep and wide background. They all hold similar educational philosophies. Most of them have recently undergone the process of applying for National Board Certification.

Hang Nguyen currently works at Miles as a Title 1 Coordinator. Shortly after graduating from the University of California, Los Angeles, Hang spent two years in Japan as an assistant language teacher in the JET Program. She received her Masters Degree at California State University, Dominguez Hills. She has been at Miles for over 14 years, teaching 2nd through 5th grade, and currently serves as the Title I Coordinator. She is the recipient of a number of grants: NEA Innovation, Arts Prototype, Target, Richard Riordan Foundation, and Access Books. These opportunities allow her to enrich the lives of students within and beyond the classroom. Due to her understanding of the world, we envision having Hang serve as the Lead teacher for the World Cultures program.

Ruth Navarro currently works as a Bilingual Coordinator. She has worked at Miles Elementary School for 15 years and has been coordinator for almost 9 years. She assisted in the development of a pilot Bi-literate Program at Miles, which the District has inquired about in rewriting the District-wide Master Plan. More recently, she wrote the plan to begin implementation of LAUSD's Bi-literate Program and was a Treasures Facilitator for LD6. She received her Bachelors Degree from CSU Long Beach and will receive her Masters in Administration this winter from National University. Based on her breadth of experience, we envision having Ruth serve as the Lead teacher for the Bi-literate Program.

Maria Alcaraz, a former student of Miles Avenue Elementary and graduate of Huntington Park High School, received her Bachelors Degree from Occidental College in English and Comparative Literary Studies. Maria received her Masters Degree from California State University, Los Angeles in Urban Curriculum and Instruction. She has worked at Miles Ave Elementary for 10 years, which include 7 years at Miles Math/Science/Technology Magnet Center. Maria has taught several grade levels that range from kindergarten through fourth, though the bulk of her expertise in first grade. At Miles Avenue, Maria has successfully led Parent Academies in different topics and parent classes in subjects like reading comprehension. In the past few years she has helped initiate the implementation of RTI² in her grade level, positively impacting students as there has been an increase of proficient first graders in the past couple years. Maria is currently one of the UTLA representatives at Miles Avenue.

Cecilia Equihua has been a teacher at Miles for 10 years, her alma mater as a child. Her roots are deeply embedded in the Huntington Park community. She was raised in the community that she now serves. She worked as a student aide at Miles Avenue, then became a teacher's assistant and eventually a teacher at Miles. She has taught in various grade levels and served as a writing coach for three years. She gave professional development for entire staff and focused her coaching efforts on teaching interactive writing and implementing Writer's Workshop. During her last year as a coach, she led the staff in developing curricular calendars, reading comprehension strategy charts and rubrics in both reading and writing. She has provided parents with various learning opportunities such as Parent Academies, CELDT preparation, and Writing with Your Child. She received her Bachelors Degree in Liberal Studies with an emphasis on Bi-literate Education from California State University, Long Beach and has a Masters Degree in Educational Leadership from California State University, Northridge. She has improved her teaching craft by attending the Writing Institute given by Lucy Calkins's Teachers College Reading and Writing Project three years. She is currently working at Miles Magnet Center and continues to work with parents to ensure all children are successful.

Teresa Rivas is a graduate from California State University, Long Beach. She majored in Liberal Studies, minored in Spanish, and holds a Bilingual California Clear Multiple Subject K-8 Credential. Miles is her childhood school where she began her education career as a teacher's assistant and eventually as a teacher. Teresa has 8 years of teaching experience in K-5 primary urban classrooms in LAUSD. She has taught in both Structured English Immersion and Bilingual settings in fourth grade, kindergarten, and is currently teaching first grade. She served as a Math Coach, leading professional development and mentoring teachers.

Claudia Martinez came to Huntington Park, California at the age of 12. Her first 12 years, she lived and went to school in Guadalajara, Jalisco, Mexico. She enrolled and graduated from schools in the Huntington Park community. She received her Bachelors Degree in Liberal Studies and a minor in Spanish from California State Dominguez Hills. She holds a Masters Degree in Cross-Cultural Education and a Clear Multiple Subject Teaching Credential. Claudia has 10 years of teaching experience at Miles. She has taught in both Structured English Immersion and Bilingual settings in fourth grade, second grade and first grade. In the past few years, she has helped initiate the implementation of RTI² in her grade level.

Maria, Teresa, Claudia, Hang and Cecilia are recipients of the UCLA Teacher Initiated Inquiry Project (TIIP) grant, which has funded two separate professional development experiences at the at Columbia University's Lucy Calkins Writing Institute, where they have learned practices to improve their teaching of writing to young students. In November 2011, in conjunction with the UCLA Writing Project, they presented at the *With Different Eyes Conference* to teachers of writing at various grade levels.

Angelica Rivera is currently a Special Day Teacher in a self contained Special Education class. She has been an LAUSD teacher for 15 years. She has worked at Miles as a Special Education Teacher for the past 10 years, serving four of those years as Resource Specialist Teacher. She has piloted a full inclusion Special Education Program and has also helped develop the Resource Inclusion Program at Miles. She received her Bachelors Degree from UCLA and is seeking her Masters in Special Education from California State University Dominguez Hills. Based on her field of experience, we envision having Angelica serve as Lead teacher for the Special Education program.

Cynthia Gomez was born and raised in Los Angeles, California. She is the first in her family to learn English and have gone to college. She received her Bachelors Degree in Sociology with a minor in Psychology from California State University, Dominguez Hills. She holds her Clear Multiple Subject Teaching Credential from California State University, Los Angeles and an Education Specialist Credential in Mild to Moderate from the District Intern Program. Cynthia has worked at Miles for the past 11 years. She started as a teacher's assistant, became a substitute teacher and then began her teaching career in a Special Education Self-Contained Classroom. She has now taught Kinder through 5th grade Combination Classes and is currently a K-5 Resource Specialist Teacher. In addition to running the

Resource Specialist Program, she is assisting 4th grade teachers with the implementation of RTI² by mixing SWD and general education students. She and participates in SSTs, and COST meetings.

Maria Rodriguez currently works as an Academic Support Teacher for kinder and first grade. She has worked as a teacher at Miles for six of her seven years, where she has taught pre-kinder to fourth grade in bilingual classrooms. She received her Bachelors Degree in Urban Learning from California State University, Los Angeles and will begin the Masters Program in Administration at California State University, Los Angeles in spring of 2012. Per her experience as a School Readiness and Language Development Program (SRLDP) teacher, she will be our liaison with our Early Education provider, HSA, ensuring that their curriculum will be aligned with that of LRA.

Lisa Robles has worked at LAUSD for 21 years, 16 of which have been at Miles Magnet Center and has taught grades 2-4. She worked as a Magnet coordinator for 6 of those years, where she also served as the Science Olympiad Coach. Lisa has been trained with the UCLA Math Project and UCLA Science Project as well as being a participant of Target Science. She has received various recognitions such as the Video in the Classroom award. She also applied for and received many grants for math, science and technology projects. She attended the advanced session of Lucy Calkins Writing Institute. She has a Bachelors Degree from UCLA and a Masters from California State University, Fullerton in Curriculum and Instruction with an emphasis in Technology.

Lisa, Maria Alcaraz, Teresa, Claudia, Cecilia, Maria Rodriguez and Hang have recently undergone the process for National Board Certification (NBC) and most of them were informed of their success in mid-November. Their focus of study for NBC was Literacy: Reading Language Arts in the Elementary School setting.

We understand the importance of distributed leadership therefore the Design Team members will serve as grade level chairs the first year of operation. Their knowledge of the thinking represented in this plan and how to implement the “between the bells” intervention model described must be directed available to the members of each grade level. (LIS Waiver #11)

It is our hope to expand our Support Staff in future years to include a Title 1 Coordinator, a Bilingual/Bi-literate Coordinator, Psychiatric Social Worker (PSW), and a Pupil Service Attendance Counselor (PSA), depending on funding available.

d. Informational Summary (See APPENDIX I and J)

B. INSTRUCTIONAL PLAN

Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program

The Instructional Framework of LRA will consist of building strong, evidence-based instructional programs and supportive school communities. We recognize that our students come in with strengths and needs, and it is our goal to meet their needs and develop their strengths through a rigorous instructional program that leads to not only meeting, but exceeding the CCSS. Based on What Works in Schools by Robert Marzano, the Guaranteed and Viable Curriculum ensures that all students have equal access to opportunities for success given high quality instruction, variable time and support.

Teaching students to become metacognitive (be able to have knowledge of themselves as information processors and being able to ask themselves how new knowledge relates or challenges what they already know) requires them to ask questions that propel new learning. Described in the revised Bloom's Taxonomy, Meta-cognition is the highest type of knowledge and in turn, *to create* is the highest level of cognitive demand (see Appendix L, M and N). When students are meta-cognitive about how to create, such as writing an effective argumentative essay, then they are truly educated. When students become meta-cognitive about their thinking, it requires them to be able to self-assess their current understanding. This is why self-reported grading is number one in improving student achievement on John Hattie's list of 138 different treatments in education based on a mega-analysis of over 800 studies (Visible Learning: A Synthesis of Over 800 Meta-Analysis Relation to Student Achievement, Hattie, 2009). (LIS waiver #2)

To guarantee that research based practices are systemic, teachers at LRA believe in the following core instructional principles from the National Resource Council:

Principle #1 Engaging Prior Understandings

Students enter school with knowledge about how the world, and the people within it, works. For example, students learn from experience that the closer they get to a hot stove or fire the hotter it gets. This prior experience causes them to be incorrect when asked questions like, "Why do we have seasons on earth?" Most high school and college graduates say it is because the earth is closer to the sun even if they have "passed" classes where they were taught it is due to the tilt of the earth's axis, which spreads out the energy of the sun in winter. All new knowledge is constructed from what students bring with them and it is the responsibility of educators to accurately assess the understandings, false beliefs, and misconceptions of students in order to provide the most effective learning environment for student achievement. Such assessments must include qualitative information that is obtained by frequently probing what the students think about a topic before beginning instruction. In the ELD component of the Treasures reading program there is an interactive questioning routine that is meant to help the teacher acquire this knowledge about their students.

Principle #2 The Essential Role of Factual Knowledge and Conceptual Frameworks in Understanding

The revision to Bloom's Taxonomy published by members of his original team A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Anderson and Krathwohl, et al, 2000) retain the range of cognitive demands that we are all familiar with, but added different kinds of knowledge that were not delineated in the original; factual, conceptual, procedural, and meta-cognitive. Studies of experts and novices demonstrate that experts do not just know more facts than novices but that they have connected them into a conceptual framework that novices have not attained. Development of a conceptual framework helps learners organize facts into clusters of information that can be applied to new learning. Brain imaging studies by Stanislas Dehaene found that

the brain more effectively learns new words when they can be organized by categories such as word families or as the various words used to describe dwellings. When students encounter a new word from a familiar word family they learn it faster, and retain it better, than an equally difficult word. (Reading in the Brain: The Science and Evolution of a Human Invention, 2009). It is not just learning factual information that leads to expertise, it is being able to organize it into conceptual frameworks that not only leads to retention, but facilitates transfer to new situations. Robert Marzano, in Classroom Instruction that Works (2001), identifies Similarities and Differences as the strategy having the highest effect size, 1.61, on student achievement. He explains how comparing, categorizing, classifying, creating metaphors and analogies helps students leverage prior knowledge to enhance new learning and provides examples of the types of classroom tasks teachers can use.

Principle # 3 The Importance of Self-Monitoring

A key development of the cognitive revolution was recognizing the importance of meta-cognition as a means of monitoring how we know what we know. This deepened our understanding of how students learn based on conceptions of the learning process and the development of component performance. Experts in any field are acutely aware of how they acquire expertise in their field. How this helps teachers support their students in the acquisition of knowledge in the providence of formal education is most succinctly articulated in How People Learn: Brain, Mind, Experience, and School, (National Research Council 2000). It is a summary of the impact of the cognitive revolution in psychology that has changed our understanding of the processes of knowing that views humans as goal-directed and active information seekers. Three fundamental and well-established principles are explained in the follow-up volume How Students Learn (National Research Council, 2005).

These principles will be actualized in the following pedagogies at LRA:

- Teachers use the gradual release of responsibility, which is a research based instructional model to shift the responsibility from the teacher to the student.
- Teachers will explicitly teach reading strategies, based on Stephanie Harvey's research in Comprehension and Collaboration, aimed at deepening reading comprehension
- QAR, Question-Answer-Relationship, which helps students with the formation of questions, which in turn helps them answer them.
- In order to make the reading and writing connection for students, teachers will use the Columbia University Teacher's College Reading and Writing Projects (TCRWP) workshop model as a framework for balanced literacy that provides targeted differentiated instruction for universal access.
- The use of SDAIE/SIOP to help English Learners access the curriculum.
- In mathematics instruction, teachers will employ concept lessons and math problem solving strategies to make students aware of their metacognitive thought processes
- Lastly, we use Marzano's 9 Essential Instructional Strategies to ensure the use of research based practices.

In order to empower both teachers and students these pedagogies will be followed at LRA.

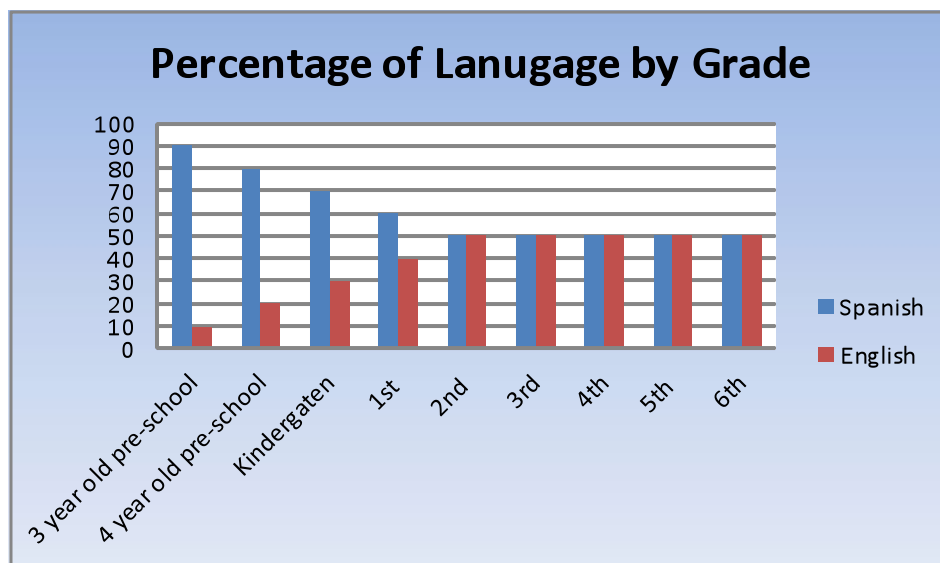
Lucille Roybal-Allard Elementary School: Bi-literate Program

We believe in the importance of developing and supporting the students' primary language as an asset to support learning. Students must become meta-cognitive about what it means to become proficient in English. As stated in Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth edited by Diane August "There is ample evidence as well that first-language literacy is related in other important ways to literacy development in English, including word and pseudo-word reading, reading comprehension, reading strategies, spelling, and writing. *Language-minority students who are literate in their first language are likely to be advantaged in the acquisition of English literacy* (emphasis added). It is important to take into consideration the transferability of some literacy skills, then, when planning and providing second-

language literacy instruction to students who are literate in their first language. Moreover, the research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-only instruction demonstrate that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English. This is the case at both the elementary and secondary levels.”

Based on this research conducted by Diane August, LRA offers a Bi-literate Program whereby all our students have the opportunity to participate upon parent request. This two-way curriculum is content based and focuses on the development of strong academic achievement in both languages. Students in our Bi-literate Program will attain high levels of literacy in both English and Spanish since learning a new language develops critical thinking skills. Developing proficiency in two languages is positively associated with greater cognitive flexibility and awareness of language, which contributes to academic achievement (Cummins, 1999).

In an ideal dual-language program, a “50/50” model is adopted in which 50% of the students are English only speakers and 50% are Spanish speakers. At LRA, our student population will consist of approximately 80% ELL. We will offer a Bi-literate Program to all of our students, regardless of their home language therefore the Bi-literate classrooms *may* have EO students and IFEP students. This cross-group interaction helps students realize the full benefits of the two-way approach, since the presence of native-speakers of both language groups makes the environment of two-way programs more conducive to second language learning.



We are dedicated to providing our children with equal access to a rigorous education, which will allow students to attain mastery of core standards. We believe that our students are able to attain a rigorous Bi-literate education in English and Spanish. LRA adopts the Developmental Bilingual Education Model as defined by the California Department of Education publication, *Guiding Principles for Dual Language Education* (Howard, Sugarman, and Cristian et al The Center for Applied Linguistics, 2007) a program that serves language minority students who come to school proficient in a language other than English and have no or limited proficiency in English. The program is designed to develop and maintain full proficiency in the students’ home language while promoting full proficiency in all aspects of English. English-speaking students from the majority language group are capable of achieving high levels of functional proficiency in a second language without detrimental effects to their primary language development or their academic achievement. LRA is committed to the development of an additive bilingual environment for *all* of our students. It also promotes higher-level thinking and proficiency in both English and Spanish. LRA’s Bi-literate Program will give English and Spanish speaking students an

excellent opportunity to attain high levels of academic achievement while acquiring bilingual proficiency and positive bicultural attitudes. Our community partner, Human Service Association (HSA), provide a full day Early Head Start for children ages 2-3 years old focusing on Primary Language Acquisition.

Lucille Roybal-Allard Elementary School: World Cultures Program - Bringing the World To Our Students

The majority of students who culminate from Miles Avenue Elementary, eventually attend Gage Middle School, and then after three years make their way to Huntington Park High. From age 5 to 18, these students learn and interact in a school community characterized as 99% Hispanic. The Search Institute identifies Developmental Assets for Adolescents as building blocks that help young children grow up to be healthy, caring, and responsible. Cultural Competence Asset #34 states that young people have knowledge of and comfort with people of different cultural/ racial/ ethnic backgrounds.

In light of this information, LRA World Cultures Program provides for the lack of diversity by broadening the students' learning experiences and their understanding of the world beyond the perimeter of the school. Universities throughout the country have comparable programs in World Languages and Cultures, which emphasize preparing students with skills and strategies to communicate effectively and to participate in the global marketplace. As part of this program, LRA will receive Arts Education from District partnerships and the Latin American Museum of Arts. To ensure students have access to these learning opportunities, LRA will dedicate a classroom for Arts instruction.

Within each grade level, different classes select a region of that continent to study. For example, one first grade class focuses on Canada while another studies Central America. Integrating the World Cultures Program into the daily curriculum becomes the vehicle to engage students in the study of Language Arts and Social Studies. Using this as a supplement to the existing Common Core State Social Studies Standards, teachers backwards plan activities and strategy lessons in reading and writing that will support student access to the content and allow them to make comparisons over time of cultural practices and regional characteristics. The content becomes secondary to the primary goal of equipping students with problem solving and critical thinking skills.

Effective first teaching focuses on showing students how to research, comprehend, evaluate, and synthesize their understanding in a manner that is clear to others. The teaching and learning emphasize the study of non-fiction text and expository writing, which are heavily emphasized in the CCSS. Question Answer Relationship (QAR) is a school instructional strategy, and the World Cultures Program allows teachers to deepen students' text to world connections. Because the Program is K-6, teachers build upon existing skills, allowing students to make connections and comparisons to prior learning. (Marzano, 9 Essential Instructional Strategies)

PLC's will use the CCSS to create criteria for classrooms to display their learning at the end of the year through various multimedia methods, projects and or plays by having a Global Market Day. Classes view each other's work and evaluate how common concepts, strategies, and skills weave through the school's instructional culture. The community and parents are also invited to attend this culminating event, which marks the synthesis of their learning. Students develop a general interest and understanding of other world cultures and see how it compares to their own, establishing a foundation for skills that are articulated at the secondary and post-secondary levels. Equipped with a set of Developmental Assets, students can become leaders in a highly- skilled, global environment.

LRA offers the following Programs:

- Starting from Pre-School, students are encouraged to participate in a Bi-literate Program where they acquire academic Spanish, gain access to content areas in both English and Spanish, and develop an understanding of culture through a strong grasp of its language. These students will also obtain instruction in the World Cultures Program.
- Students not participating in the Bi-literate Program also receive an enriched curriculum by participating in a World Cultures Program, as another means to access language and culture. Teachers provide explicit instruction in the characteristics that define a region through the study of its geography

and topography; storytelling; traditions and customs; foods indigenous to the area based on its agriculture and weather; history; and its contributions to the world. LRA divides the study of World Cultures into different regions of the world, which each grade level adopts as areas of study:

Kindergarten-	Antarctica and the Oceans
First Grade-	North America
Second Grade-	South America
Third Grade-	Africa
Fourth Grade-	Europe
Fifth Grade-	Asia
Sixth Grade-	Australia

Instructional Pedagogies

Our instruction will focus around instructional strategies that are proven to be research based best practices.

Gradual Release

Instruction will be provided through the Gradual Release of Responsibility model (Gradual Release of Responsibility, Pearson and Gallagher, 1993) in which instruction flows through four phases, which are Model, Shared, Guided and Independent. In the model stage, the teacher models the concept/strategy and how to perform a task while thinking aloud and sharing his/her rationale so students understand the thinking process required to perform the task successfully. In the shared portion, teachers and students share the responsibility in applying the strategy/concept in the lesson. In the guided phase, the students work in pairs or small groups with teacher support to apply the strategy or concept. Finally, in the independent stage, the students apply the concept/strategy independently as the teacher monitors students for understanding and can readily pull out students who need more support. The independent stage can be accomplished using workshop models, which allow for differentiation of instruction.

For example, in a first grade addition lesson, the teacher explicitly models how to solve an equation. The teacher will read the story problem and look for and highlight clues that will help him/her determine which operation is needed to solve the problem. As the teacher highlights the clue words, he/she will explain what these clues mean and how they lead to solving the problem. Then the teacher will step by step solve the problem, detailing how and why each step is necessary in successfully finding a solution to the problem. In this step the students' role is to listen attentively and observe, as they are aware that they are expected to soon give input in the problem solving. During the shared portion of the lesson, the students can pull out their write-and-wipe boards and work on a similar problem with the teacher. The teacher will walk the students through the procedure while the students work out the problem. The teacher will once again use the think aloud strategy as they solve the problem together. This portion of the lesson can also be done in small groups. If difficulties arise, the teacher can model the steps and lesson once again, using a different method, to ensure understanding of the concept. In the next step, which is the guided portion, the teacher will guide the students through solving the problem with the help of a partner. The teacher will ask questions and monitor as students solve the problem, correcting misunderstandings. During the final phase, the students are given a different story problem to solve on their own. Based on students' ability and needs, the teacher may differentiate the problem so that students can work on their instructional level, but still on the same concept or standard. (For example, while most of the students can get a problem where the sum doesn't equal more than 10, the advanced students will receive a problem where the answer can be a double-digit number or even a multi-step problem.)

Reading Comprehension

Comprehension is not a unitary phenomenon but a "family" of skills and activities that may differ according to factors including genre, background knowledge, and motivation. Several researchers describe comprehension as involving the interpretation of information in a text, the use of prior

knowledge in doing so, and then constructing a coherent representation of what the text is about in the reader's mind. Comprehension is about making meaning of text. A critical component of all types of comprehension is the identification of meaningful relations between different parts of the text. Causal and referential relations are important because they lend coherence to many different types of texts and across reading purposes. Reading research asserts that a crucial step in successful understanding is the identification of meaningful relationships among the parts. Students need to understand the elements of various types of expository and narrative structures. There are two types of processes by which readers identify such relationships; there is an automatic one that the reader is usually not aware of, and a slower more deliberate, and strategic process that requires conscious attention by the reader. The deliberate strategic processes become more important as children read more nuanced texts in the upper grades. In order to comprehend complete texts, inferential processes must account for more complex relations between events that may not appear in proximity within the text. Each classroom will have a large multi-cultural, multi-lingual leveled library, if applicable. Students use this for the workshop as both models of author's craft and for choosing reading texts at their level during reading workshop.

Read Aloud/Think Aloud is when a proficient reader, through the use of a shared text, models how to think through the text using an explicit and well-explained strategy which each student will then apply to their independent reading level, determined through TCRWP diagnostic reading assessment. Classrooms libraries will have culturally relevant texts such as My Very Own Room by Amada Irma Perez, Momentos Magicos by Olga Loya, Those Shoes by MariBeth Bolts, Esperanza Rising by Pam Munoz Ryan and Junkyard Wonders by Patricia Polacco.

The comprehension strategies (Harvey and Daniels, Comprehension and Collaboration, 2009) include:

- Monitoring comprehension

Monitoring comprehension is teaching students strategies to monitor their reading. It includes becoming aware of their understanding of their reading. It allows students to talk before, during and after their reading to clarify understanding.

- Activating and connecting to background knowledge

This strategy acknowledges the importance of a student's background knowledge as the foundation of their thinking. It teaches them to connect meaning between text and media. It also allows students to merge new thinking with prior knowledge.

- Asking questions

Asking questions propels readers on in their reading and thinking. It is at the heart of inquiry based learning. LRA focuses on QAR to further student's comprehension.

- Inferring and visualizing meaning

Inferring and visualizing allows students to take their background knowledge and merge it with new thinking. This strategy allows students to make predictions about the story. It allows students to draw conclusions from text evidence.

- Determining importance

When using this strategy in non-fiction, it helps readers learn and remember information. When reading fiction, this strategy helps to discover new themes or gain new perspectives.

- Synthesizing and summarizing

One of the highest level thinking skills, synthesizing helps a reader get the "bigger picture." It can cement our current thinking or propel our thinking in a completely new direction.

QAR- Higher End of Blooms Taxonomy

Created by Taffy Raphael, Question/Answer/Relationships is a teaching methodology, which does the following: It is used to create a language for ALL by talking about strategies and their use in context. It is a developmental progression that is visible to students and teachers across grade levels. It creates a logical way to organize comprehension strategies and a valuable approach to test preparation. It provides a common language within and across grade levels and across subject areas.

- Types of questions in QAR: In the book questions include Right There and Think and Search. In my head questions include Author and Me and On My Own.
- QAR fits under the strategies of: Identifying Important Information, Summarizing, Making Inferences (Predicting and Visualizing), Questioning, Monitoring Reading and Evaluation. Example of the role of QAR before, during and after reading Esperanza Rising by Pam Munoz Ryan:
 - From the title and book cover, what might this story be about? (Author and Me)
- What is the mood of this story and why is it important? (Author and Me) Do you identify with the problems Esperanza is experiencing? (On My Own)
- Name some problems Esperanza is experiencing and how are they resolved? (Think and Search)
- Identify the topic sentence in the paragraph? (Right There)
- What does this topic make you think about in your own life? (On My Own)
- Find evidence in the text to support an argument for justifying Esperanza's behavior? (Think and Search)

Making the Reading-Writing Connection

Since differentiation is a root of effective teaching, teachers at LRA will develop units of study in both reading and writing to ensure that students are exposed to a 50/50 curriculum between informational and expository based on the CCSS. Teachers also create mini-lessons to address strategies and skills embedded within each during the workshops. Lucy Calkins and her team at the Teachers College developed a model to support each and every child's development of reading and writing. The workshop model follows a predictable structure: mini-lesson, independent work time/ conferring, and share time. Students "receive direct instruction in the form of a mini-lesson and a mid-workshop teaching point. The teacher explicitly names a skill that proficient [readers]/writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval for guided practice. During independent work time students [read texts that are within their zone of proximal development or] write, apply the skills and strategies they have learned to their own [reading or] writing [work]. As students [read]/write, the teacher provides feedback that is designed to move students along trajectories of development. The feedback is given through one-to-one conferences and/or small group instruction, and includes instructional compliments and teaching. The teacher helps a [reader/] writer imagine what the next challenge is, and equips that [reader/] writer with the skills and strategies necessary to begin tackling that new frontier. (TCRWP <http://tc.readingandwritingproject.com/professional-development/k-8-writing.html>)

This model allows differentiated instruction for each and every student. Each classroom will be equipped with a leveled library that will allow students to choose books to read at their independent level. Using the TCRWP reading assessment, each student will be assessed during Intake Conferences and other times during the year. This ensures that students are developing at their own pace and within their ability while working towards the ultimate goal of proficiency at their grade level.

By giving students descriptive feedback, the student and teacher discusses exactly what the student needs to do and improve upon to move to the next level and become proficient or master the unit. Providing students with feedback is determined to have the highest effect sizes in relation to the impact on student learning as described by John Hattie in Visible Learning A Synthesis of Over 800 Meta-Analyses Relating to Achievement.

The last portion of the workshop involves sharing, where students receive feedback and celebration. Students have the advantage of learning what other students know well. Feedback can be given from student to student or teacher to student. The comment and questions serve as a teaching point not only to the student sharing but also to the rest of the class.

During reading, students will not only be reading at their level but also responding to their books regardless of the level. Because we believe writing is the synthesis of all learning and needs to be incorporated, implemented and accessed across the curriculum, teachers ensure that the students can, not

only, orally show their comprehension, but also show it writing. Doug Reeves published that one of the criteria apparent with 90/90/90 (90% free or reduced lunch/ 90% ethnic minority/ 90% proficient) schools was an emphasis on expository writing. The students will be writing expository texts during writing and reading workshops. Furthermore, writing in both genres is a central feature of the CCSS.

Specifically Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP Model)

In order to ensure that ELLs have the greatest access to curriculum, teachers use SDAIE strategies. At LRA, we will use components of the SIOP model developed by Jana Echevarría and MaryEllen Vogt to support our ELLs. Teachers use SDAIE strategies to ensure that second language learners have the greatest access to curriculum using Realia, word walls, Total Physical Response, hands on activities, cognates and utilizing the SIOP.

Teachers use SDAIE strategies that effectively enable them to deliver instruction to ELLs. The strategies provide equal access to the core curriculum, develop academic language, and promote positive social interaction among students of diverse cultural backgrounds. For ELLs to succeed academically, they need access to the core curriculum with instruction that is differentiated based on language needs. We believe that SDAIE strategies are the means by which students can effectively make content comprehensible, thereby providing equal access to the core curriculum. SDAIE strategies create a student-centered classroom where students are encouraged to engage in accountable talk in a non-threatening environment.

SIOP Model's Eight Components:

- Lesson Preparation

Use “content and language objectives that are clearly, defined, displayed, and orally reviewed with students”. The “objectives should be linked to content standards and academic vocabulary and language that students need for success.”

- Build Background

Teachers connect new concepts with students’ personal experiences and past learning. Teachers build background to learn what students already know and identify misinformation.

- Comprehensible Input

If students are given information that is presented in a manner that they cannot understand, they will not be engaged in the content to be learned. Strategies such as SDAIE and SIOP are crucial to student engagement and learning.

- Strategies

Teachers must scaffold to the students’ zone of proximal development. Once students are at a higher level of understanding and accomplishment, the support strategies can be removed.

- Interaction

“Students learn through interaction with one another and with their teachers.” Oral language development helps students enhance their understanding of language functions and vocabulary. Attaining a new language begins with oral, followed by reading, and then writing.

- Practice and Application

Research has found that all learners benefit from hands-on, visual and kinesthetic tasks. It is important that every lesson include practice and application of language process.

- Lesson Delivery

Teachers need to constantly and informally assess the students’ comprehension of the concepts being taught. Teachers should create lessons that engage all students in meaningful activities.

- Review and Assessment

At the end of lessons, teachers revisit vocabulary and concepts with students. Formative and summative assessments can be utilized so that the teacher is aware of when the students are proficient in the new concept and when remediation is necessary.

Based on CFAs and other Diagnostic Assessments, teachers determine which tools and strategies to pull from and decide what is appropriate for the concepts they are teaching. LRA monitors ELLs via ELD Portfolios developed by LAUSD. In this way, ELLs are held accountable for their own learning and with the teacher can determine specific goals for a particular grading period. Teachers hold mini-conferences with every ELL. Students know exactly where they are in terms of ELD as well as other criteria needed to reclassify.

Marzano's Nine Strategies (2001):

In Robert Marzano's Classroom Instruction That Works and Classroom Instruction that Works with English Language Learners, (Hill, 2006), he talks about the importance of using graphic organizers to help students explain their thinking and learning. Members of the Design Team are certified Thinking Map trainers. In reading, Thinking Maps can be used to evaluate student comprehension and strategy use. For example, when using the Gradual Release of Responsibility to teach inferring as a reading strategy, the teacher can fill out a one-sided Multi Flow Map to show students what their thinking looks like. The Thinking Map provides a visual for the students so that they may see how text, picture clues, and background knowledge leads to an inference. In writing, students can use a Tree Map to organize their information into paragraphs. During science instruction, student can organize the stages of the plant life cycle using a Circular Flow Map. When introducing a new math concept, students can use the Circle Map to activate their prior knowledge and ultimately add their new learning to the Map. Students also use Thinking Maps to synthesize their learning and ensure deeper understanding.

- **Identifying Similarities and Differences**

According to Gentner & Markham, 1994, the mental operation of finding Similarities and Differences are basic to human thought. In the LRA classroom, these can be defined four ways: comparing, classifying, creating metaphors and creating analogies. When comparing, a teacher identifies the items the students are to compare. This focuses the types of conclusions the students can reach. When comparing, various graphic organizers are used, such as a Venn Diagram or a Double Bubble. Classification tasks can be teacher or student directed. In this task, students organize elements based on similarities. Metaphors are connected on an abstract level. Analogies are also connections on an abstract level. A Bridge Map is an ideal graphic organizer to show the relationships. All students are engaged in Identifying Similarities and Differences.

- **Summarizing and Note Taking**

The importance of this strategy cannot be overemphasized. It allows students to distill information into a clear, synthesized form. An LRA teacher might give students a "rule-based" strategy where students are directed to 1. Delete trivial or redundant material; 2. Substitute overarching terms for specific terms; and 3. Select or invent a topic sentence. This helps students condense information into a concise form. Summary lexical frames are extremely useful to allow students to highlight critical elements for specific types of information. Note taking is extremely important and is at the heart of summarizing. They can be used as a study guide for tests. Teacher-prepared notes are very useful for students. To encourage students in their own note taking, it is preferable to offer several different formats and students can choose to use the format that works best for them, whether it be an outline, a web or a combination thereof.

- **Reinforcing Effort and Providing Recognition**

This is not necessarily about instructional strategies but about attitudes and beliefs. When students believe that there is a positive relationship between effort and achievement, they feel empowered to impact their own achievement. (Mindset: The New Psychology of Success, Carol Dweck, 2007.) Teachers need to discuss how effort greatly influences achievement, not luck or intelligence. Teachers and students recognize and reward effort by keeping track of student progress on a visible data chart. Providing recognition is not necessarily haphazard praise or rewards. Effective praise is specific, directly relates to

effort, recognizes students' own successes, and provides information to the students about their task-related behavior.

Homework and Practice

Each teacher's homework policy will be clearly articulated with students and parents. Assignments are purposeful and have a clear outcome. Feedback on the homework is consistent and specific.

Nonlinguistic Representations

A nonlinguistic representation is an image. This could be as simple as closing their eyes and having students imagine the scene in their head as the teacher reads. It could be requiring students to draw an image to go along with their vocabulary to help hone the image in their minds. If studying the solar system, this includes creating a physical model to show their understanding. Thinking Maps are wonderful tools for helping students make order out of chaos. At LRA, we know how vital it is for ELLs to be able to create nonlinguistic representations of new knowledge.

Cooperative Learning

Cooperative grouping is an important instructional strategy at LRA. It will be heterogeneous, small and systematic. Groupings change according to need and subject matter.

Setting Objectives and Providing Feedback

We at LRA understand the importance of setting objectives and providing feedback for our students. Goal setting is a skill successful people have attained. In the classroom that means students know their reading level and have set reading goals using Diagnostic Reading Assessments (DRA²) and/or TCRWP. Feedback should be timely, corrective and specific. Rubrics are invaluable in this area.

Generating and Testing Hypothesis

One of the most powerful and analytic cognitive operations is the generating and testing of hypothesis. Even though most people consider this solely to be in the realm of science, this strategy can be applied to many subject areas.

Cues, Questions and Advance Organizers

This strategy is also called activating background knowledge. This process is crucial to learning of all types. The background knowledge a student has influences what they actually learn in any subject area. The connection between previous knowledge and new learning is critical to having the learning "stick".

Mathematics

According to the 2007 National Math Report titled *Algebra in the Early Years*, students must have a solid foundation in number sense including rational numbers and geometry to succeed in algebra in upper elementary and middle grades. Current data shows students are highly proficient in mathematics in elementary school, however, by the time our students reach Huntington Park High School, 8% will score proficient in mathematics assessments. Our students must have the ability to show their mathematical thinking by responding to constructed response questions in words, numbers, pictures and symbols. The report states that algebra is, "more than moving symbols around. Students need to understand the concepts of algebra, the structures and principles that govern the manipulation of the symbols, and how the symbols themselves can be used for recording ideas and gaining insights into situations." (*Algebra in the Early Years* p. 36)

Aligned with the thinking and research outlined in the CCSS-Standards for Mathematical Practice, mathematics instruction at LRA will build on concept lessons and incorporate math problem solving strategies to make students aware of their metacognitive thought processes. In addition, LRA believes in the following principles:

- Mathematics is fundamental for students to participate as active members in a 21st century global society.
- Mathematics not only includes learning computational skills and memorizing facts to the level of automaticity, but by organizing those facts into a conceptual framework students will gain insight into why mathematical procedures and algorithms work.
- Mathematics instruction is based on students actively engaged in reasoning and critically thinking about how skills and strategies can be applied to real-world problems/ situations.
- Because algebraic thinking is an essential standard woven throughout the kindergarten through 12th grade CCSS, teachers build and articulate on algebra skills and strategies, laying the foundation for proficiency and math success at the secondary levels.
- Students apply their understanding and make connections to science concepts by making calculations to support their theories.
- In addition, students participate in investigations that require them to formulate conclusions/ arguments in which they involve others in academic discourse, leading to a deeper understanding of math concepts.
- Teachers use the CCSS to determine what needs to be taught and within what grade level sequence; to establish what students must understand as concepts build across grade levels; and to evaluate what students should be able to do to express their grasp of mathematical concepts and processes.

According to the research described in John Hattie's 1999 "Influences on Student Learning," he cites instructional quality as third highest in the impact it has in advancing a learner's achievement by one year. LRA teachers understand that research based practices in math instruction involve having a balanced program. Teachers embed the learning of computational facts to automaticity with other Essential Standards, which are delivered through focused concept lessons. Teachers use the gradual release of responsibility model to engage students in problem solving skills and strategies that include being able to create a diagram/picture; to construct a table and/or graphs; to construct a model; to construct an organized list, to discover a pattern, to solve simple problems, to use mathematical reasoning to construct arguments, to involve others in academic discourse, and to write written equations.

Instruction moves along a continuum from concrete to abstract. Teachers allow for choice and collaboration through individual and small group work activities. Students are given opportunities to explore, use manipulatives to show thought processes and solve math problems, discuss through accountable talk, and present mathematical ideas. Students engage in metacognition- thinking about their thinking- so they can see that math is not only about product, but the mental processes we go through to reach the conclusions that we do.

Students make connections to expository writing by recording their observations, thinking, and reflections in a journal, which allow them to demonstrate various concepts, to develop multiple perspectives and/or methods, and to express mastery of their learning. Students work in cooperative groups to incorporate process technology, such as Word, Excel, and Powerpoint and the Internet to illustrate information collected through mathematical investigations. Teachers instruct students on how to create spreadsheets, computer generated graphics, graphs, charts and Powerpoints. Students demonstrate their mastery of mathematical concepts through multimedia presentations, as well as both orally and in writing, which they will share with their peers and parents. These presentations will provide opportunities for performance-based assessment. Student understanding and effective teaching is evaluated through periodic administering and monitoring of formative and summative assessment results. Data is gathered and used to reflect upon the teaching and learning, resulting in more specific and targeted instruction to meet diverse student needs.

Science

Our school seeks to create students who are scientifically literate. They will have a hands-on, mind-on experiences. Learning will be inquiry-based, which in essence stems from student-generated

questions about a topic (Harvey and Daniels, Comprehension and Collaboration, 2009). Student work is collaborative while teachers work as models and facilitators. As stated in the National Science Standards, “Inquiry into authentic questions generated from student experiences is the central strategy for teaching science.” There are eight standards as identified in the National Science Education Standards: unifying concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspectives and history and nature of science.

Unifying Concepts and Processes

In order to understand scientific concepts, students first need to have an understanding of the unifying and processes. Unifying concepts and processes, which run from K through 12, include:

- Systems, order, and organization.
- Evidence, models, and explanation.
- Change, constancy, and measurement.
- Evolution and equilibrium.
- Form and function.

Science as Inquiry

In grades K-8, students learn the processes of scientific inquiry and learn the abilities to do it. This helps students develop:

- Understanding of scientific concepts.
- An appreciation of "how we know" what we know in science.
- Understanding of the nature of science.
- Skills necessary to become independent inquirers about the natural world.
- The dispositions to use the skills, abilities, and attitudes associated with science.

Physical Science

In grades K-4, students will learn about the properties of objects and materials, the position and motion of objects and light, heat, electricity and magnetism. In grades 5-8, students will learn about how properties change, motions and forces and the transfer of energy.

Life Science

In grades K-4, students will learn the characteristics of organisms, their life cycles and environments. In grades 5-8, students will learn the structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystem and diversity and adaptations of organisms.

Earth and Space Science

In grades K-4, students will learn the properties of earth materials, objects in the sky and changes in earth and sky. In grades 5-8, students will learn the structure of the earth system, Earth’s history and it’s place in the solar system.

Science and Technology Standards

In grades K-4, students will learn to distinguish between natural objects and objects made by humans, the abilities of technological design and have an understanding of science and technology. In grades 5-8, students will learn about the abilities of technological design and have an understanding of science and technology.

Science in Personal and Social Perspectives

In grades K-4, students will learn about personal health, characteristics and changes in populations, types of resources, changes in environments and science and technology in local challenges. In grades 5-8 students will learn personal health, populations, resources and environments, natural hazards, risks and benefits, and science and technology in society.

History and Nature of Science Standards

In grades K-4, students will learn about science as a uniquely human endeavor. In grades 5-8, students will learn about science as a human endeavor, the nature of science and the history of science.

As stated by the Center for Science, Mathematics and Engineering Education (CSMEE) “As science advances, the content standards might change, but the conceptual organization will continue to provide students with knowledge, understanding, and abilities that will improve their scientific literacy.”

The connection between mathematics and science cannot be overstated. In order to understand basic scientific concepts, students need to understand concepts such as patterns and order. When students move on to higher grades, the application of formulas and mathematical problem solving will be invaluable to their scientific literacy.

LRA will equip two classrooms as upper grade and lower grade science labs. These classrooms will help our students meet the academic expository demands outlined in the Common Core Standards and be used during our RTI block and.

Technology

At LRA, we understand that in order to compete in a global society, students need to be able to use the tools of that time. In order to meet CCSS goals, students need the ability to gather, comprehend, analyze, and report on information and ideas. Students need to work in authentic, integrated ways to problem solve and create projects that demonstrate their thinking. They need to be able to access print and non-print resources with current digital media in order to be able to conduct such projects. In mathematics, they need to be able to use digital tools to construct arguments and critique the work of others. Students need to be able to construct models and create spreadsheets to integrate their research. Technology allows students to work collaboratively and think critically. Students will have hands-on experiences with computer, video and photography in order to complete these goals and produce global citizens. There will be two classrooms dedicated as primary and upper grade technology centers to help our students meet the demands of 21st century learners.

b. Core Academic Curriculum

LRA adopts LAUSD’s core academic materials, which include, Treasures and Tesoros for the Bi-literate Program for English Language Arts, Envision for mathematics, Scotts-Foresman for Social Studies, and Foss for science. Based on district data, these programs are best suited for our student population of English Language Learners and students with special needs. However, as stated in previous sections, we will use the Treasures Program language arts pedagogy, not the program, to develop students’ comprehension strategies, critical thinking skills, second language acquisition, and metacognition to best meet our students’ needs. The CCSS guides LRA’s instruction.

LRA will use LIS#5 to supplement classroom instruction, not supplant existing District core resources, by incorporating Lucy Calkins’ Units of Study for Writer’s Workshop. We incorporate resources, such as The Art of Teaching Writing, One to One, and The Common Core Reading and Writing Series. A collection of leveled books for classroom libraries will be used during Reader’s Workshop. Teachers determine students’ reading level using the Teachers College Reading and Writing Project website reading assessments in English and the Evaluacion del Desarrollo de la Lectura (EDL) for Spanish. This ensures proper placement and assist in moving students to the next reading level. Teachers confer with students and focus on reading strategies as one way to ensure students are mastering reading comprehension strategies.

Curriculum Development:

Within our school culture, it is believed that teachers are knowledgeable and capable of creating a rigorous curriculum that challenges each student to reach their maximum potential. Teachers are given the opportunity to create, revise, and implement a curriculum that is based on the expertise of the group and

successful research based curriculum. Through the teacher Orientation and the PLC cycle, teachers create a scope and sequence of skills and concepts to be taught across grade levels and subject areas. To begin with, we will thoroughly review the CCSS and choose essential standards to focus upon throughout the school year.

For example, based on the CCSS, teachers meet as a grade level to design units of study in reading and writing. Using the TCRWP Units of Study as a guide, teachers decide how and when each “essential common core standard” will be taught. With the ultimate goal of creating authentic readers and writers, teachers implement these units of study through genre and reading strategy work. Our teachers determine what strategies and skills are essential to mastering the focus standard and then develop mini-lessons to target these specific skills. As teachers review CFAs, lessons are designed to scaffold skills for students who are not “getting it.” Vertical articulation is used as a resource for staff to understand what pedagogies would best help students who are below grade level and are far beyond their grade level standards.

Knowing that choice increases intrinsic motivation, students are given the opportunity to select the topic within a writing genre. For example, rather than traditionally having the class write animal reports, students have the opportunity to choose their own topic and write an informational piece. The student may choose an animal, a historical figure or maybe a state. The goal is to teach the skills necessary to be able to write on any topic. Teaching descriptive details is a skill needed to write an informational piece regardless of topic. This type of teaching allows students to perform well when given any writing task or assessment. Teachers create anchor papers and student- friendly rubrics, based on the standards to ensure that the skills are embedded throughout the unit.

In reading, teachers can develop units of study that match the genre they are teaching in writing to help children make the reading/writing connection. Having the children completely immersed in the genre allows teachers and students to fluidly weave through thinking as a reader and writer. They also determine what read-aloud texts aid in teaching the reading strategies and decide what texts can be used to mentor students in their writing. Teachers create resources that the students can refer to as they respond to literature questions and assignments that help the teacher to determine their mastery of the strategy. During Reader’s Workshop, students have an opportunity to select a book at their independent reading level. Rubrics are also created to aid in determining the needs of each and every child. Mini-lessons can also be developed to teach skills that are universal to any reading level. Using The Continuum of Literacy Learning (Fountas & Pinnel, 2010) teachers decide which skills and behaviors are essential to the reading level in their grade. Because each teacher has different levels within their classroom, it is fundamental that teachers have vertical articulation of the goals of each grade level. Teachers reach consensus of reading levels to ensure that parents, students and community are clear about the expectations year after year. As a grade level, teachers determine goals for each reporting period to ensure that students have the same expectations regardless of the teacher they have.

Once units of study have been created for readers and writers workshop, teachers determine the needs of their own students and decide what lessons will be taught and the most effective way to implement those lessons. What is vital is that each teacher guide students towards mastery of the determined standards. The units of study are to be used as a resource to guide the curricula.

The backwards planning process has been used for years to help teachers determine how and when to teach specific skills and strategies. At LRA, we will use a similar process to ensure that students are prepared for periodic exams and the CST. First, teachers list all the standards need to be taught. Then, they analyze released exam questions to ensure students are exposed to appropriate vocabulary and concepts. Afterwards, teachers locate what resources are available in the state-adopted textbook. Teachers then create a plan on how to strategically differentiate instruction to teach the necessary skills and strategies.

In mathematics, teachers use the same process to ensure that students are being challenged and taught problem-solving strategies. Teachers develop concept lessons and assessments to determine what students already know and what misconceptions need to be addressed. Teachers target the standards that

are the most essential. Teachers have the opportunity to teach those topics in depth rather than quickly “cover” all the topics. Teacher also develop concept lessons prior to teaching a topic to ensure that time is not wasted on teaching material that the students are already proficient on. Concept lessons are open-ended word problems that allow the students to showcase what they already know about a topic. It is not given to the students as an assessment but more of as a formative task.

Throughout the year, teachers discuss, develop, and revise their plans based on the results of formative assessments given every 6-8 weeks. When teachers meet in their PLC, they dialogue about successes and pitfalls to establish RTI groups and/ or develop lessons.

Developing a curriculum is a very time-consuming but essential task. Our goal will be to have all the units developed by the end of our second year at the site and periodically revisit the curriculum. Teachers use the TCRWP units of study as a resource while all the units of study are being devised. The state adopted reading program is also a resource. *Curriculum Development: N/A as we’re following the scope and sequence of the core curriculum and supplementing with other best instructional practices (See Instructional Program)*

At LRA, our Global Market day will serve as an opportunity for students to deepen their understanding of the CCSS through the creation of classroom displays that highlight their work in literacy and social studies throughout the year. Community partners and parents will be invited to attend this special event where students showcase projects to connect learning to greater issues outside their classroom and school environment. LRA strives to connect their learning to the real world by creating service based learning opportunities where students can apply their understanding to concrete experiences. For example, upper grade students who learned about missions and the oppression of the Native Americans, may take their understanding of how people were disenfranchised and create a service based learning project such as servicing disadvantaged youth by helping struggling readers at the local library.

c. WASC Accreditation: N/A

d. Addressing the Needs of All Students

Based on our data analysis, student needs are the greatest in ELD and ELA. The following models show how LRA is targeting the needs of these students.

Response to Intervention and Instruction (RTI²)

In order to address the academic needs of all students, teachers work in PLCs to put into practice a Response to Intervention and Instruction Model developed from the PLC framework designed by Austin Buffum, Mike Mathos, and Chris Weber. Articulated first in Pyramid Response to Intervention (2009) and amplified in Simplifying Response to Intervention (2012), they use four principles to guide RTI work at schools. The first is collective responsibility for the individual success of every student in the school. The second is convergent assessment, which is a continuous process of analyzing data to determine the learning needs of each child and the effectiveness of the instruction they have received. Next is concentrated instruction, which is a systematic process of identifying the essential knowledge each student needs to master and determining specific learning goals for how each student will get there. Finally there is certain access that guarantees each student receives the time and support they need.

In this model each grade level works collectively to provide differentiated instruction to their students. Differentiated instruction during Response to Intervention and Instruction (RTI²) will be based on the student data collected from LAUSD’s designated Universal Screenings, diagnostic assessments such as DRA (Pearson, 2011) and common formative assessments created and implemented by each grade level’s PLC. Once the students are assessed with the Universal Screening and/or diagnostic assessments, the PLC analyzes the data and targets the Essential Standard that demonstrates the most need. Once the needs are identified, the PLC members create several formative assessments to aid in the appropriate grouping of the students. Although assessments may vary in levels of knowledge, the standards being assessed remain the same. Placement is based on assessment results and the needs of the

student. Per PLC, students are grouped by their common areas of need and receive targeted instruction in a small group setting from a highly qualified teacher. Each teacher within the PLC are assigned a group of students based on their teaching strengths, proficiency within the targeted area and experience with the grade level curriculum. Depending on the group, the PLC implements Pyramid Response to Intervention and Instruction 45 minutes per day, in a 6-9 week cycle of instruction, which includes remediation, standards based instruction and enrichment.

Throughout the instructional cycle, the PLC meets weekly to discuss the progress of students and to make any changes in placement or instruction. Intensive, as well as benchmark and gifted/ high performing students, will receive instruction based on their needs which may include enrichment and/or intervention. Groups are flexible and can change in number any time depending on student progress throughout the instructional cycle. At the midpoint of the RTI² cycle, students are reassessed and then regrouped if needed. PLC members are flexible and conscious of sudden changes in their group and instruction. The cycles may alternate between core subjects, ELA and/or math standards. The instructional cycle concludes with a final assessment of all the students, using the CFAs. The most recent data is analyzed, and members discuss possible factors impeding growth in low performing students. The PLC finally re-evaluate the growth of the students, the targeted power standard and whether instruction was successful. The team then decides to continue RTI, focusing on the same essential standard or choose a different essential standard. After reflection, the RTI cycle begins again.

Intake conferences

LRA will expedite the process of assessing students before the first day of instruction. During these conferences, teachers will have the opportunity to administer a battery of diagnostic assessment to determine students' levels in reading, writing and mathematics.

Differentiation Within the Classroom

Academic needs of the students are also further addressed within the classroom setting. The workshop model serves as a vehicle for each teacher to differentiate instruction in areas not targeted by RTI² within that time frame. Interventions are provided "between the bells" in order to ensure access to all students, whether for academic or behavioral assistance.

English Language Learners

Since we anticipate most of the students to be classified as ELLs or soon to redesignate to RFEPs, we address the needs of this specific population by providing research based best practices, such as SDAIE and SIOP, as outlined in our Instructional Plan. To support ELLs, teachers begin the lessons by activating prior knowledge and use of Thinking Maps prior to and throughout the lesson. Thinking Maps not only offer visual support for ELLs and EOs, but the lexical phrases correlated to each of the Maps help the student frame their thinking, speaking and ultimately their writing. Along with the use of Thinking Maps, a focus at LRA will be the use of writing as a synthesis of learning, with a particular emphasis on expository. Because synthesis is on higher end of the Bloom's Taxonomy, teachers use writing to assess student learning.

Special Education/ RSP

Students are identified as needing Special Education services through a process that results in an Individualized Education Plan (IEP) meeting. It is held to specify the nature and duration of specific services a student should receive to reach proficiency. After the services are determined, appropriate student placement is addressed. The hypotheses that pullout models work for Special Education students is not supported by the data that shows that virtually no students ever exit Special Education or reach proficiency on the CST. Our model for RSP is full inclusion so students interact with positive role models for behavior and academic effort. The RSP teacher supports each grade level during small group instruction. The RSP teacher(s) also work with students who are at academic risk as indicated by CFA data. About 10% of students are identified as needing Special Education, but currently about 20% of students at Miles and San Antonio are in the lowest two levels, indicating that they also need additional support.

The SWD population is of concern because of their far below achievement on the CST, and the fact that few students have exited the Special Education program at Miles or San Antonio in the past few

years. We will address this by reestablishing a very successful full inclusion model for Special Day Classes and RSP students that was implemented by two members of the Design Team. Our experience is that when SWDs receive core instruction in general education class, not only did their achievement grow but that the general education students changed their perception of them in a positive way. Our goal is for the SWDs to be considered members of their appropriate grade level and their achievement be the joint responsibility of the grade level PLC. All SWDs receive core instruction in general education classrooms supported by the Special Education teachers and teacher's assistants to the fullest extent possible. Since almost all of the students with IEPs are also ELLs, they receive "front loading" using the ELD component of Treasures that emphasizes vocabulary development and building background knowledge, before receiving the core instruction at grade level in general education classrooms. The frontloading may be in the student's primary language to support transfer to English.

Identified Gifted and Talented

In order to meet the needs of these students, they will be placed accordingly within RTI. If these students are performing proficiently, during collaborative studies, they will experience enrichment in the arts and technology classes. The individualized assistance program offers help for those students needing additional support in academics or help in the social-emotional skill sets.

Many underperforming Gifted students need help with social-emotional assets. LRA focuses on helping these students achieve their fullest potential. LRA understands the importance of building intrinsic motivation to ensure success.

Character Development

To address the social-emotional needs of every student, teachers effectively teach and implement lessons focusing on character development, empathy and awareness of themselves and others. These lessons are based around qualities, skills and attitudes needed for success in school and beyond where students ultimately learn to be effective problem solvers and proactive members of their society.

Along with lessons in the classroom, teachers address the social-emotional needs of their students that might be beyond their control. For example, at LRA we have a mental health team in place to counsel students who might have emotional issues impeding them from learning as well as help implement strategies in the classroom that can address and alleviate the student issues.

Parent classes to support academics

At LRA, not only are the needs of the students met but parents in our community also have an opportunity to seek support from our staff. The Psychiatric Social Worker (PSW) conducts weekly meetings with parents around discipline and routines in the home that help support our educational plan. Also through our Human Service Association (HSA) partners, LRA houses and provides parent classes ranging from literacy in the home to nutrition for academic success. LRA also has Operation School Bell, to provide clothes, shoes and backpacks to our students whose parents might not have the financial means to purchase such items. Another resource available to our parents will be community Food Banks. This organization provides food staples to families with little to no economic resources.

School schedule

The school schedule has been specifically designed differentiated instruction for all students. (See appendix G for more detail)

e. Vertical Articulation

Vertical articulation, as well as grade level articulation, is a critical piece of the Instructional Plan and professional culture at LRA. Through the PLCs and grade level meetings, staff has the opportunity to collaborate in grade alike groups. Many opportunities are created for vertical articulation as in Thursday Book Clubs, designated PLC time and RTI². Time is allotted during collaborative studies for aligning practices and assuring the needs of our students are met.

Currently there are articulation practices at Miles Avenue Elementary with neighboring schools. Miles which is the primary feeder school for LRA sits between an Early Education Center (EEC) and a Middle School with the High School being just blocks away on the same street. This proximity has allowed for continuous communication and collaboration from pre-k thru 12th grade.

LRA strongly believes in early education and ensures that what was begun at Miles continues and is even expanded with the EEC. Social-emotional skills, language, and kinder readiness will be areas of focus. We also reach out to the MALDEF Head Start Program, which provides services to many of the neighborhood children; ensuring that those children and their parents are familiar with the requirements and expectations of kindergarten. Strengthening our relationship with our HSA partner only enhances the services described in the Early Care and Education section. Understanding that our students begin school at a disadvantage as detailed in Savage Inequalities: Children in America's Schools, (Jonathan Kozol, 1992), our ultimate goal is that all children begin Kindergarten with the skills necessary to be successful. By beginning to address the needs of our ELLs at this young age we can prepare them for reclassification in elementary school, thus reducing the number of long-term ELLs.

Having analyzed our feeder pattern data, we realize we must better prepare our students for middle school. One way to accomplish this is to have more instructional articulation with Gage Middle School teachers. By visiting each other's classrooms and sharing research based practices we hope to positively impact student achievement. Teachers engage in data driven dialogue and the Problem Solving Process in order to best meet the needs of the students and build on the strengths. Learning from past experiences, we first work on team building and collaboration amongst the teachers as we recognize trust is the most basic building block.

We discussed working with AVID Students (Advancement Via Individual Determination) and doing Service Learning Projects. In the past, AVID students have adopted classrooms at Miles and worked with them during Readers' Workshop; we hope to emulate and expand on this. By engaging the students and having them be active participants in this process, it benefits all involved. Elementary school students already visit the middle school at the end of their fifth grade year in order to familiarize them with the campus, but the plan is to improve on this and have focused visits throughout the year. The goal is to send our students to middle school prepared and knowing what is expected. For example, they visit the Attendance Office where they meet with the PSA and learn about the attendance policy and procedures. More importantly, they learn about A-G Requirements and know what classes they need at this level to prepare them for future success.

Huntington Park High School has recently gone through a restructuring and is now headed by a top-performing principal who comes from an elementary background. We are excited about the changes and are looking forward to working with the new staff. We are committed to making sure that graduation rates keep rising and the dropout numbers keep declining. Besides teacher articulation, high school students have the opportunity to be mentors and tutors, furthering their own knowledge and learning as well as helping the younger students. Articulation with older students is focused on student maintenance and motivation in order to align with our mission of producing students who are career ready and college bound.

f. Early Care and Education— needs of young children ages 0-5

LRA works with our partner Human Services Association (HSA) to provide services for our students at every stage of their life and in all areas. Recognizing the need to address the whole child, HSA offers us a wide variety of comprehensive services and support ranging from nutrition to mental health, all leading to academic success. Parents benefit from a menu of programs including counseling and emergency assistance. We understand that based on Maslow's Hierarchy of Needs, the basics must be in place in order for our students to learn. By providing resources for our families, many of the obstacles they face will be removed.

The school will house HSA's Pasitos School Readiness Program as well as the Pasitos Early Headstart. They will provide two full-day state preschool programs, which is a program for 3-4 aged children, as well as one Toddler Full Day program, which is for students who are 2-3 years old. They also offer socialization gatherings with parents and children aged 0-3. This allows us to reach children at a much younger age and begin developing the language skills that research indicates are necessary for academic success. These federally funded programs aid the transition to kindergarten by not only including child-focused activities but also providing much needed training and education for the parents.

We know that research says parent involvement has a significant impact on K-12 student outcomes (Henderson & Berla 1994) but we have struggled with accomplishing this in education. Our plan is to not only give the parents a role to play but to teach them the skills they need to perform their role. For example, we tell our parents to read to their children but do not give them the strategies necessary to accomplish this. With programs such as MotherRead, FatherRead, parents improve their own reading skills to support their children to become better readers and thinkers while also improving family communication. As stated by James Heckman, in The Economics of Inequality, “investment in early education for disadvantaged children from birth to age 5 helps reduce the achievement gap, reduce the needs for special education, increase the likelihood healthier lifestyles, lower the crime rate and reduce overall social costs.”

g. Service Plan for Special Education – See Appendix E

B-2 Professional Development

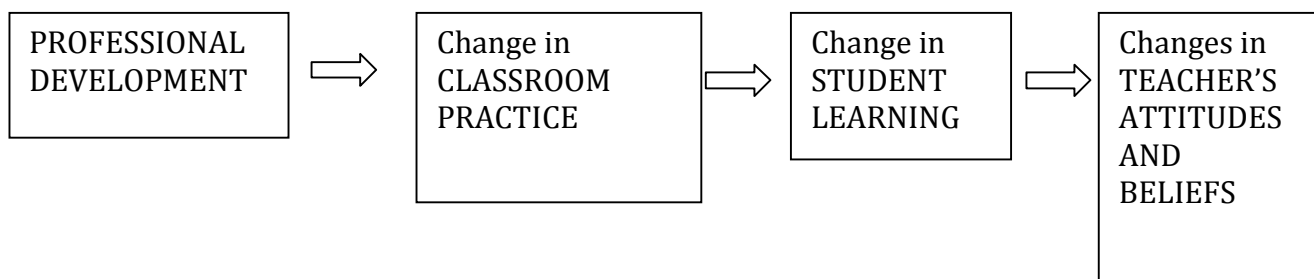
a. Professional Culture

In accordance with the autonomy granted under LIS #2, every teacher will actively participate in all aspects of the school structures that are created at LRA to improve the academic and social and emotional outcomes of students. Structures include PLCs, book study, COST and SST teams, and extra-curricular activities. Collaboration is the foundation of professional culture in a PLC school because we believe as stated in Instructional Rounds by Elizabeth City and Richard Elmore (2009) that “to improve schools systematically they have to develop *shared practices* and a *shared understanding* of the cause-and-effect relationship between teaching and learning...Professionals are people who share a common practice; not people whose practices are determined by taste and style” (italics in original). These shared practices and the understanding of how teaching and learning are connected to create a guaranteed and viable curriculum (GVC) for students in every subgroup for each grade level and school. Collaboration is not an end in itself; it is the means to accomplish the primary goal of elementary educators; to improve student learning outcomes while developing student’s social and emotional capacity to thrive in secondary school and the world at large. When the professional congenial culture of a school is based on the “land of nice” where a teacher’s practice is perceived to be private property and not a collective good, the norm becomes never to say anything directly to another teacher that resembles criticism. Collegial collaboration that is dependent on a “no fault” attitude to issues that arise when students do not learn as expected, moves the focus of inquiry from individual teachers to the professional practices that have a positive impact on our students. We believe that you need more than relational trust to have the “courageous conversations” that lead to the authentic use of the problem solving process particularly during problem analysis when a team is trying to determine why some students are not being successful. A professional culture built on using descriptive language when speaking about one’s own practice or of another teacher allows the discussion to determine if the lesson designed by the PLC is incomplete in some way or was not implemented as intended by one or more members. Holding ourselves mutually accountable to each other for the individual effectiveness of each teacher, as measured by the learning that occurs for students, will develop this culture. Such a culture cannot be mandated, imposed, come from authoritarian leadership without leading to the alienation of the staff as explained in Edward Deci’s 1995 book Why We Do What We Do: Understanding Self-motivation. He describes the research on how extrinsic and intrinsic motivation impacts us and concludes that extrinsic motivation can produce short term gains but will drain the love of teaching for the sake of seeing students grow. This motivates us to work as hard as necessary to create a school where all students will achieve.

In Transforming School Culture (2009) Anthony Muhammad defines “tweeners” as teachers who are new to a school culture. His research found that how these teachers were introduced to the cultural and professional norms of a new school is critical to the success of the school. There is a short “honeymoon” window when this must be accomplished. We will use many of the strategies and techniques described in The Adaptive School: A Sourcebook for Developing Collaborative Groups by

Garmston and Wellman first published in 2000 to have them experience the effectiveness of working in the professional culture we envision as they begin working on choosing their essential standards, creating their CFAs and planning their interventions during our opening orientation. This approach was used by Design Team members in establishing a highly effective group of Local District J mathematics coaches beginning in 2001.

It is part of the “learning by doing” strategy common to PLC schools; teachers do not learn or value something by someone telling them about it. They learn by working differently, and the results will be apparent in what their students are able to accomplish and then their values will change as a consequence. Our understanding of how teacher’s beliefs change as result of improved student outcomes is represented below. Once an effective practice, strategy, or teacher move is identified then all teachers will be expected to embrace it. Teacher’s beliefs about the practice will change as they see the benefits for their students. Our model is represented by this graphic found in Pyramid Response to Interventions by Mathos, Buffum, and Weber.



In addition to working during the Orientation and throughout the year in the way we expect them to do all collaborative work at our school, there will be structured activities to get to know each other as individuals because Muhammad’s research found that this not only connects everyone who will be working together but it also presents an opportunity to discover skills or assets that can benefit the school.

At LRA, collaboration is the norm and is modeled. As teachers are expected to collaborate on planning and instruction, students are also expected to collaborate both academically and throughout the school day. For example, real world problem solving is conducted on collaborative groups. On the school-yard, students would be expected to work together to create a safe environment.

The quality of the teacher is the single most important factor in a child’s education (What Effective Schools Do: Re-Envisioning the Correlates Lezottes Snyder, 2010.) Retention of school staff is only important insofar as they are highly committed to the Vision and Mission of LRA and will be an asset to the culture we are building. As referred throughout the plan, there will be a teacher Orientation, PLC time, Book Reads, and professional development time to discuss student’s assessment results and plan instruction accordingly.

Distributive leadership is a cornerstone of LRA’s Vision, which will allow for teachers to have a voice in all decisions.

b. Professional Development (PD)

Our first priorities at LRA is providing professional development and RtI. Knowing that implementation is complex, teachers must be trained on assessment development, data analysis, grouping, targeted lesson planning, and reflection. Professional development in this subject will begin during the first month of school to ensure that our students receive intervention/ enrichment in a timely fashion. The goal is to fully implement RtI by the end of month 2. The data analysis of section A-2 indicates that our professional development must address ELD, ELA, and Mathematics. In order to meet students’ needs, we use PLCs to ensure the academic success and social-emotional wellbeing of every student in the school. The purpose of professional development in a PLC school is for teachers to continuously improve their teaching proficiency for each subgroup by analyzing data, creating CFAs, and using action research

to improve their ability to create conditions that support student learning. PLCs drive the professional development culture of LRA by answering the four fundamental questions of PLCs:

1. What exactly do we expect all students to learn? Each grade level will identify essential standards based on Ainsworth's criteria of leverage, readiness for the next level and endurance and based on the Common Core State Standards as described in Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment (2006) edited by Larry Ainsworth and Donald Viegut.

2. How will we know if and when they have learned it? Grade level PLCs create common formative assessments as described by Dylan William in Embedded Formative Assessment, William, (2011) and by Dufour, DuFour and Eaker in Revisiting Professional Learning Communities (2008) based on their essential standards and then analyze the results to determine the effectiveness of instruction on student learning.

3. How will we respond when some students don't learn? The instructional success of the school will be closely tied to the response to this question. Professional development in a PLC is based on an acquisition model whereby it is assumed that some members in each PLC have the expertise to analyze the results of their teaching based on the impact on student learning and determine what kind of immediate intervention is needed for those students who did not demonstrate proficiency. This will be done by analyzing CFAs or progress monitoring results, interviewing each other about the strategies used, and, if necessary, observing in each other's classrooms to clearly identify what every teacher needs to be doing. In the LAUSD RtI² model this is referred to as Review, Interview, Observe, and Test (RIOT). When teachers observe each other they will be looking at the instruction, curriculum, environment, and the learner (ICEL) to identify exactly what is happening in each area for effective teachers that everyone else in the grade can incorporate into their practice. Joyce and Showers provide evidence that without coaching fewer than 10% of professional development becomes part of a teacher's repertoire. As there is minimal out-of-classroom support in the first year of a new school the coaching has to come from colleagues. The main purpose of feedback for teachers and students is to reduce the differences between current ability to perform a task that assesses proficiency and the expected level of performance. This is where the PLC creates their shared practices referred to above. It is critical that they state their practice as a hypothesis that must be validated by student outcomes and revised if the expected outcomes are not reached.

4. How will we respond when some students have already learned? Just as teachers responded to those that didn't learn in the previous question, here they are looking to find where those students who were already proficient are and how to accelerate their learning.

The outcome of this process is for each PLC to:

- Clarify learning intentions and share criteria for success
- All teachers know how to engineer effective classroom discussions, ask questions, created learning tasks that elicit evidence of learning
- How to provide feedback that moves learners forward because not all feedback is equal
- How to activate students as the owners of their own learning
- How to activate students as instructional resources for one another

To have a positive impact on student learning, professional development needs to be focused on a few topics over the course of the entire school year. In all topics, particular attention should be paid to the needs of ELL and SWD students. At LRA the topics will be:

- Social-emotional skills
- Common Core State Standards
- Developing and using Common Formative Assessments
- Expository reading and writing

- Bilingual methods

Further professional development topics will be selected through PLC conversations and Book Talks to best support the goals of the plan.

We will utilize our autonomy in the area of professional development in the structure and the content. (LIS waiver #7) During our professional development, grade levels will promote student achievement by planning intervention/enrichment strategies that will be implemented during RTI². These strategies will also be utilized during the special support programs, such as the “Collaborative Studies” block at the end of each day. These services will provide each student with focused support. It is imperative that grade level teams plan these supports together so as to create a unified awareness. Every teacher must know and be involved in the targeted instruction that each of their students receives. Furthermore, this model encourages the belief that all students are “our” students. One example may be that “Kevin”, a first grader, was identified as lacking letter/sound recognition and can only count up to 10. During RTI², and ten other students who also need support in that skill, receive support in achieving letter/sound recognition from Mr. Martinez, using word sorting, a kinesthetic compare and contrast activity, planned by the first grade teachers. He will receive core instruction from his core teacher during the remainder of the day. Since he also requires additional support in math, he will go to Ms. Rivas during the Collaborative Studies block for focused math instruction with manipulatives. (For further information, see Appendix F)

Book Talk Thursdays

In the forward of Thomas Guskey’s book Evaluating Professional Development (2000), Dennis Sparks longtime head of the National Council of Staff Development, states that “a significant portion of the staff development should occur every day on the job among teams of teachers who share responsibility for high levels of learning for all of the students represented by the teachers on the team”. This is exactly what occurs in the PLC model described above, where much of the learning occurs within the grade level PLC meetings rather than only on Bank Time Tuesdays or Book Talk Thursdays. The structure of professional development will be through weekly one-hour PLC meetings and PLC articulation meetings every other bank time. There is also daily collaboration time built into the daily schedule (see section B-4e). All teachers, in groups of 5-7 will be members of book talks that meet twice monthly for professional reading with the purpose of “sharpening the stone,” honing the craft. It is important for vertical articulation that this new learning occurs in groups composed of teachers from different grades to ensure that there is a common understanding of the new learning. An additional benefit of the book talks is they provide an opportunity to build relationships amongst teachers of different grades. The selections reflect the academic and/or social and emotional needs of our students. One such book would be Pauline Gibbons English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone (2009), which will be our first selection. Subsequent selections alternate between those chosen for the entire staff and those selected by the individual book talks to provide differentiated learning opportunities. We know teachers are at varying stages of their career and the book talks create a clear vision for our school. One of the beliefs at LRA is that we are all leaders and these book talks will further all teachers development in their career.

External Sources

As time goes by and with available monies, whether through creative planning or attaining grants, we will send staff to Teachers College for intensive training by TCRWP and/or contract with representatives from Columbia University who will provide on-site training. We will also work towards getting education experts (UCLA Center X, Teachers College Experts, Megan Franke, Solution Tree etc.) to team with our school in order to provide more focused support.

c. Teacher Orientation

At LRA, we understand the importance of ensuring that every staff member understands the Mission and Vision of our school and is prepared to begin Day 1. The staff will meet for five days prior

to the start of the school year. Three of these days will be used to create school-wide guidelines and procedures, including those for ELL's and Special Education, set essential standards based on the CCSS for each grade level, create and meet within their PLCs and plan for RTI and school-wide activities. Also, at LRA, collaboration is the norm. Therefore activities will be conducted to foster trust amongst the staff. The last two days will be used to hold Intake Conferences with students. Families and teachers will meet to get to know each other and teachers will begin diagnostic assessments to determine reading and math levels. At the end of the last day, there will be a school-wide meet and greet so that families and staff can meet as a whole to build community. After that first year, it will be scaled back to three days: one for staff development and the other two for Intake Conferences and the meet and greet.

d. PD Program Evaluation

Our PD will be evaluated by the growth of our students in achievement, attitude, and attendance based on prior year CST results, beginning of the year benchmark data, and attendance and attitude information from MyData. We will pay particular attention to the ELL and SWD subgroups. Each PLC will use the Action Research Method to evaluate the effectiveness of the teaching and learning happening within the classroom

In order to provide the GVC, to foster parity among PLCs, and to provide a venue to apply newly learned pedagogies, observations will be a part of the PLC process. Even though lesson plans are created together, that does not guarantee that they are being implemented the same way. Observations ensure all students are receiving the best instruction because it allows for modeling of effective teaching and coaching when necessary.

B-3 Assessments and School-Wide Data

a. Student Assessment Plan

All teachers at LRA uses all aspects of the LAUSD Comprehensive Assessment Plan (CAP) including all baseline, progress monitoring, periodic and summative assessments. In addition to these assessments, LRA emphasizes formative assessments because research shows they have the strongest impact on student learning. Formative assessments though first described in 1967 by Michael Scriven came to widespread attention only with a 1998 article by Dylan William and Paul Black entitled, *Inside the Black Box: Raising Standards Through Classroom Assessment*, which detailed their findings based on their meta-analysis of the power of formative assessments on student learning. In Dylan William's latest book Embedded Formative Assessment (2011) he provides this definition:

An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.

It is important to note that Williams only considers an assessment as formative if it is used to alter future instruction. Common Formative Assessments are a refinement introduced by Richard DuFour, who describes formative assessments as being created by groups of teachers from the same grade or department. At LRA grade level PLCs develop CFAs as the instrument to measure whether all students are learning because they combine two of the strongest effects found by John Hattie (2009). CFAs provide feedback to teachers about what their students have learned as a result of instruction (effect size .90) and descriptive feedback to the students (effect size .73) about exactly what they need to do to improve their achievement level (Hattie, 2009: See Appendix O.) Hattie found that the feedback to the teachers about the performance of their students was so impactful because it helps make student learning visible to them. The process of creating CFAs begins with the PLC determining their essential standards, deconstructing them into what each requires students to be able to know and do. Then, identifying the learning targets students need to achieve to become proficient. CFAs should be given after one or two

learning targets have been taught and teachers should immediately analyze the results to reflect on the impact of their instruction and to provide intervention to those students who have not met the learning target before moving to the next target. Feedback to students on CFAs should be in the form of specific guidance on how to improve their work. Such as, “You wrote in your paper that you were worried recess would be over before you had you turn at handball. Look in your writing and find a place where you can add dialogue, or use descriptive words to show not tell your readers how you felt.” William strongly suggests that formative assessments should not be scored but analyzed to see whether students are able to apply newly acquired knowledge to a similar but new context. For example, after teaching students how to identify the main idea in a selection using the main or alternative selection, a CFA will illicit information about whether they can identify the main idea in a new passage. By analyzing the student responses as a PLC, teachers can reflect on what aspects of their teaching were most effective and which ones need be refined.

Assessment Schedule

All grades conduct Intake Conferences two days prior to the school year in which they determine student’s reading and math proficiency. LRA will collaborate with the Early Education Program to align our expectations with their expectations in order to create valid assessments to measure socialization and school readiness. (see next page for assessment table)

Assessment Schedule for LRA

Span	Assessment	Frequency	Purpose
K-2	DIBEL's	3 times per year for screening, progress monitoring as needed	Universal screening and progress monitoring
	Indicadores Dinámicos del Éxito en la Lectura (IDEL)	Same as above for dual-language students	Same as above for dual-language students
	DRA or TCRWP	At least 4 times/year	Diagnostic , Formative and Summative
	Literacy Periodic Assessment	3 times per year	District Formative Assessment
	PLC created CFAs	Frequency varies according to student needs, every 3 to 6 weeks	To provide feedback to the teacher about the effectiveness of instruction and to the student about exactly what areas they need to improve
	Mathematics Periodic Assessments	3 times per year	District Formative Assessment
	CST (2 nd and 3 rd grades)	Annually	Summative Assessment
	STS (2 nd and 3 rd grades)	Annually	Summative Assessment
3-6	DIBEL's (for 3 rd grade and Special Education students)	3 times per year for screening, progress monitoring as needed	Universal screening and progress monitoring
	Indicadores Dinámicos del Éxito en la Lectura (IDEL) for 3 rd grade and Special Education students	Same as above for dual-language students	Same as above for dual-language students
	DRA or TCRWP	At least 4 times/year	Diagnostic, Formative and Summative
	Literacy Periodic Assessment	3 times per year	District Formative Assessment
	Science Periodic Assessments	3 times per year	District Formative Assessment
	PLC created CFAs	Frequency varies according to student needs, every 3 to 6 weeks	To provide feedback to the teacher about the effectiveness of instruction and to the student about exactly what areas they need to improve
	Mathematics Periodic Assessments	3 times per year	District Formative Assessment
	CST	Annually	Summative Assessment
	STS	Annually	Summative Assessment
	CST Science 5 th grade only	Annually	Summative Assessment
California Fitness Gram	Annually	Summative Assessment	
	Mathematics Diagnostic Assessments	Annually	Programming
	Maze Diagnostic Assessments in ELA Classes (3 rd grade)	Annually	Programming

b. Graduation Requirement

To ensure that all of our students are prepared to graduate from high school, we give the students ample opportunities to achieve proficiency. District assessments, CFAs and vertical articulation will be used to determine each student's progress towards graduation. RTI will be the vehicle to target every student's needs. We understand the importance of preparing every student with the skills necessary to attend either a two-year or four-year college. Whether or not our students decide to further their education by going to college, they need to have the skills necessary for a successful career. In order to ensure they have life skills, we will develop character, empathy and awareness of self and of others. Through workshops and parent discussions (further explained parent and community engagement B-5), parents will be provided the necessary information and tools to support college and career readiness for their child.

c. Data Collection and Monitoring

The performance meter provides a starting point for what data is collected. All data that is collected will be disaggregated by subgroups and by attitude, attendance and academic achievement. The data analysis section clearly indicates that ELL and SWD students have not been successful on the CST. It is essential that their progress throughout the year be monitored very closely. In addition to district assessments, CFAs for both groups will be given at least once every three weeks for all students and more often for struggling students. The grade-level PLCs and the school leadership team will analyze the results of the CFAs. Data collection from a variety of sources is an integral part of the PLC process with CFAs being the most prominent because of the mega-analysis research John Hattie described in the previous section. CFAs accomplish their impact by ensuring every student is receiving the appropriate interventions and enrichments that include more detailed feedback than is possible with other measures. The data that a PLC school needs to collect is more than scores. Also a need to know, and reflect on, what kind of intervention supports were provided including time, tasks given, instructional materials used and support to the family for those students that were not proficient on the CFA including how it was differentiated to provide universal access to all subgroups. Each intervention should contain a clear hypothesis about what is the cause of the student learning difficulty and exactly what and how that will be addressed. It is only reflecting on how well the interventions given helped the student improve that grade level PLCs can create a bank of effective treatments for students with similar learning needs. Instruction will be tailored to meet the students' needs. The school leadership team will keep track of the progress of each student and monitor their progress over time. The monitoring aspect is in looking at how many students are making progress as measured by CFAs and LAUSD progress monitoring assessments.

B-4 School Culture and Climate

a. Description of School Culture

In order to create the culture we envision, expectations will be explicit and transparent from the onset. From the parent focus groups to the recruitment of staff, the message has been clear. LRA expects that all of our students are academically successful, have a healthy social and emotional well-being, and a successful transition into postsecondary life. Understanding Maslow's Hierarchy of Needs we will provide services and resources to address the basic needs of our students. We offer students various supports that allow them to come to school ready to learn. By providing bus tokens for our homeless students or clothes through Operation School Bell, we will eliminate the barriers that often times impede the academic achievement of our students. Not only does achievement in academics predict future schooling, wages, participation in crime, health and success in many facets of life, we understand that we must also foster each student's character. All attributes of character, perseverance, motivation, self-esteem, self-control, conscientiousness, and forward-thinking behavior are explicitly taught. Without proficiency in character and academics it cannot be ensured that the children will be offered the opportunity and choice to succeed. (*The Economics of Inequality, Heckman, 2011*)

Academics, attendance and attitude

will continuously be monitored and assessed. We use a three-tiered approach to ensure that all children become well-rounded positive contributing members of society. The first tier will be implemented with all children, staff and parents in a systemic fashion. In behavior, we begin by establishing the District's School Wide Positive Behavior Support Plan. Our positive and proactive approach is based on the research of experts such as Randy Sprick, Ph. D and Jeffrey Sprague, Ph.D as well as the Search Institute's 40 Developmental Assets. We convey this message through assemblies, newsletters, our website, and so on. Our students will be taught to manage their emotions and impulses and solve problems in a constructive manner. Programs such as Second Step and organizations such as Committee for Children and Peace Over Violence will be used to support this endeavor. We realize that it requires more than posting rules and procedures to impact behavior. We will work with our stakeholders to develop a school wide plan aligned with our school's Vision and Mission. LRA will provide the social and emotional supports necessary to ensure that all students achieve at high levels .

Along with universal levels of support, we acknowledge that some students will require extra services. SMART goals for Tier 2 supports will be specific, targeted, and developed and implemented in a timely manner before the end of the first reporting period. From the onset, we plan on implementing the Online Discipline Referral System to identify these students early on and address their needs. By using MyData reports, we will be able to identify behaviors, locations and time of incidents, therefore addressing specific needs of the school. Filtering even further, we will look at data for individual classrooms and students in order to determine if the problem needs to be dealt with systemically or if a particular student requires intervention.

A small subset of students may need a more intensive approach. Our Coordination of Services Team (COST) and/or Student Success Team (SST) will determine the needs of these students. These teams will be part of a teacher's adjunct duties. These meetings will be held either before or after school, thus allowing teachers the opportunity to participate. Other staff will attend as necessary; for example inviting the school psychologist for behavioral concerns or the school nurse if health is being discussed.

Communication with parents is critical at all tiers but especially with students at Tier 2 and 3. Students in these two Tiers did not successfully access the Core during Tier 1 instruction. We will be more strategic and targeted with parents of Tier 2 and 3 students by doing home visits, making after hour calls and holding meetings when needed. We will equip our teachers with the strategies and skills to deal with these more challenging cases through differentiated professional development and the use of other resources, such as trainings on Learning Zone. Our goal is to take a proactive and holistic approach in order to get all our students at proficiency and above. In short, the culture of our school will be one of mutual responsibility for the individual well-being and achievement of all students.

b. Student Support and Success

Student success will be measured through two meters: The LAUSD Performance Meter and School Meter.

LAUSD Performance Meter:

Goal 1/ 100% Graduation: To ensure that all of our students are prepared to enter post-secondary and eventually graduate from high school within the four years, we will give the students all the supports needed to achieve proficiency. RtI will be used to target every students needs. The strategies and practices are explicitly explained in section B-4 d) College and Career Readiness.

Goal 2/ Proficiency for All: Students will achieve proficiency in Language Arts and Mathematics through a balanced, authentic literacy program that includes differentiation within the classroom and during RtI². Using writing as the synthesis of all learning we will ensure that the measure of student success is evident in all standardized, performance based, and all grade level common formative assessments, i.e. CELDT, CST, upcoming Common Core State Standards Assessments. Beginning in kindergarten, students will be explicitly taught how to write in all genres, emphasizing informational and argumentative discourse. The use of Thinking Maps and SDAIE strategies will be implemented to ensure that all students acquire proficiency in English and bi-literacy in English and Spanish for those who choose to participate in the Bi-Literacy Program. The strategies and practices are explicitly explained in section B-1 Curriculum and Instruction.

Goal 3/100% Attendance: LRA Staff will model and motivate students to come to school everyday and on time by providing nurturing and engaging classrooms where students will want to learn. When students feel that they are part of a classroom community, they are more eager to come to school. LRA understands that there is a correlation between attendance and achievement. As a result, we establish a Committee, comprised of staff and parents, to recognize students whose attendance places them in the top two bands of achievement. This Committee is responsible for offering professional development to parents on the importance of school attendance. The strategies and practices and explicitly explained in section B-4 c) Social and Emotional Needs.

Goal 4/ Parent and Community Engagement: The school will ensure that parents have various opportunities to be involved in their children's academic success. Parents will be viewed as integral partners in student success. Each grade level PLC will hold ongoing Parent Workshops to inform and train parents about academic achievement, attitude, and attendance. At the start of the school year, Intake Conferences are examples of when teachers and parents will begin to develop relationships that promote student success. LRA will also seek out community resources, such as HSA and the Huntington Park Police Department, to support families in the well-being and academic success of their children. The strategies and practices are explicitly explained in section B-4 c) Social and Emotional Needs and B-5 b) Strategies.

Goal 5/ School Safety: Teachers and community will work together to promote a safe campus where all stakeholders feel they are integral part of the school. Social and emotional development will be a part of the curriculum to help students cope with difficulties that arise within and outside the classroom. Understanding where negative behaviors stem from, we will ensure that students of all grade levels are given appropriate strategies to help eliminate suspensions all together. The strategies and practices are explicitly explained in section B-4 c) Social and Emotional Needs and f) Policies.

LRA Performance Meters to be reviewed at the Teacher Orientation:

c. Social and Emotional Needs

Weaving together school-community-home resources further extends the philosophy that WE are a community that believes in improving students' social capital. We will create a culture where both, adults and students, can thrive in a safe, creative and trusting environment. With our programs and partners, we will be able to provide for the needs of our students and their families.

Throughout the year the school community will work together to develop strategies that can be implemented in school and at home. Our comprehensive approach strives to promote healthy development so that children can build the resiliency they need in order to cope with any issues that may arise at school and/or at home. We, also, believe that prevention is the best intervention. Per Committee for Children, teaching students social and emotional skills prevents negative behaviors and has a positive impact on student learning. While we cannot control the challenges our students will be confronted with, we can ensure that they have the tools to deal with them in a positive manner.

We will create a culture of shared responsibility where we are all accountable for the student success. Data will drive our actions in the three A's, achievement, attendance, and attitude. This means being very public with our data, but with a positive tone. This would entail us analyzing our data and acknowledging our areas of strength as well as identifying our areas of need. From this data, we can discuss causes and solutions to remedy any problem that may arise. With attendance, for example, kindergarten and special education classes typically have the lowest attendance so they would be targeted systemically. We will utilize our parent focus group to come up with strategies. In fact, they have already begun discussing incentives that do not impact instructional time and are not dependent on funds. An incentive for students can be to let the classes with the highest attendance and best behavior chose their play area rather than be assigned one for the week. Teacher attendance can be addressed and improved by allowing teachers with top attendance to have preferred parking. As with behavior, the stakeholders will meet and develop the final plan collaboratively. Our goal is to not only meet, but exceed, the Performance Meter targets.

By partnering with HSA, we are able to not only provide early education but also some mental health services. We also have many resources in our community that will aid our students and their families with their social and emotional needs. We are fortunate to have a Healthy Start Clinic at Gage Middle School where most of our students will/ can attend. A Wellness Center also recently opened at nearby Elizabeth Learning Center. Our goal is to have services on our own campus as soon as we are established. We have spoken with different agencies and offices in order to be able to provide this. An example would be giving some space at the site for Social Work Interns; our students and their families would then be able to reap the benefits of having counseling services readily available. Parenting classes pertaining to social/emotional needs are also very necessary to creating a positive learning environment. LRA can provide these as well. Parents in Control can be one of the classes offered which can help parents use positive reinforcement at home. We can track improvements and effectiveness using tools such as MyData.

d. College and Career Readiness

As stated in the mission, LRA endeavors is to provide equal access to a quality education and a positive environment enabling all students to become proficient, responsible and productive citizens in a diverse society. We understand the importance of preparing every student with the skills necessary to attend a two-year and four-year college. Whether or not our students decide to further their education by going to college, they need to have the skills necessary for a successful career. In addition to providing students with rigorous academic programs, the LRA will partner with local universities and colleges in order to raise awareness of post-secondary options and necessary planning. In order to ensure they have life skills, we will develop character, empathy and awareness of self and of others. Through workshops and parent discussions, parents will be provided with the necessary information and tools to support

college and career readiness for their child. Through articulation with middle and high schools, we will follow our students and provide support as necessary.

e. School Calendar/Schedule

School Calendar

	The Week Before School begins	First trimester	Second trimester	Third Trimester
Faculty	5 days to create school-wide guidelines and procedures, set essential standards based on the Common Core Standards for each grade level, create and meet within their PLC's and plan for school-wide activities. Two days to hold intake conferences.			
Additive Programs		Traditions, customs, stories history, geography, and foods of the world. PLC groups will separate the continents into different regions and come together for the final showcase. World Cultures Focus: K- Antarctica and oceans 1- North and Central America 2- South America 3- Africa 4- Europe 5-Asia 6-Australia and New Zealand		
Instruction	Curriculum mapping will begin during grade level PLC during Teacher Orientation	Through an ongoing process, PLCs will develop common formative assessments for the standards taught this period and create short/ long-term instructional plans	Through an ongoing process, PLCs will develop common formative assessments for the standards taught this period and create short/ long-term instructional plans	Through an ongoing process, PLCs will develop common formative assessments for the standards taught this period and create short/ long-term instructional plans
Parents	Intake conferences/ Meet and greet	Parent/student orientation		Family celebration
Student showcase to family and				Student displays of World Cultures studies

community				
RtI		PLCs analyze benchmark assessments and CFAs to identify and group students based on needs.	Begin full implementation of RtI	Full implementation of RtI
Collaborative Studies/ Individualized Assistance		LRA provides professional development on how to meet student needs and the effective use of the additional instructional time	Begin full implementation of Collaborative Studies/ Individualized Assistance	Full implementation of Collaborative Studies/ Individualized Assistance

At LRA, we understand the importance of a common schedule in order to meet the needs of our students and ensure time for RtI. LRA will use LIS#5 to create time for teachers to meet from 2:10-3:10 or 2:40 – 3:10 for planning time every other week. The common planning time at the end of the day ensures teachers are able to follow the needs of every student and that students spend that time actively pursuing their own interests or receiving assistance if needed. Teachers will take turns by planning one week and tutoring students the next. For example, primary teachers will get planning time as upper grade teachers teach collaborative studies with additional support from volunteers and other community members. Collaborative Studies will be sessions focused on the arts, technology and core enrichment. Individualized Assistance will be given directly to students based on their needs. Students who have underperformed will be assigned to the Individualized Assistance. All intervention will be provided during the school day in order to ensure access to all students, whether for academic assistance or behavioral assistance. (see Appendix G)

f. Policies

We, at LRA, know that retention does not work well. As stated by John Hattie (Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement, Routledge, 2009), there are negative effects in academic achievement and social-emotional adjustment as well as attitudes towards school for students who have been retained. In light of the data, LRA works towards the minimalization of student retentions. Student needs will be met, in the classroom, through RtI² and individualized assistance. Retention is only considered after an exhaustive process using COST and looking at attendance, attitude and academic achievement. Please refer to LAUSD BUL- 3638.0 for school-wide positive behavior support policy.

B-5. Parent and Community Engagement

a. Background

South Region Elementary #5 is located in the city of Huntington Park, which is in the Southeast area of Los Angeles County. Originally established in 1906 with a population of 526, Huntington Park now has a population of over 60,000. According to the last census, 58,636 of the residents are listed as Hispanic. With the average household income at \$27,000, most of the schools receive Title 1 funding, and the majority of students qualify for free federal or reduced lunch. One of the strengths of the Design Team is the knowledge of the area. Several members were born and raised in the community, having graduated from Huntington Park High School; others from the neighboring city of South Gate. As educators in this same community, they can use their personal experiences to ensure that students receive

the best public education possible and go on to become responsible and productive citizens. In analyzing the academic data of schools in the area, we see the need for improved instruction for ELLs. Our goal is to build on the strengths of the community and provide a program that will create bi-literate and knowledgeable students, equipped to be competitive in the world market. We will partnership with HSA in order to provide early education. We will seek out organizations and create symbiotic relationships with outside agencies to access additional resources that align with the mission and vision for our students.

b. Strategies

There is a rich history and abundant expertise within the Design Team. Many are products of the area and are teaching or on staff in the vicinity. Beyond that, the children of Cecilia, Ruth, Angelica, Maria R., Cynthia, Hang, and Claudia currently attend Miles Ave and will be attending LRA. CST data and AGT data reflects the success of the Design Team within the classroom and similar populations. This direct connection to the community has helped with building relationships and garnering parent input. Many general meetings as well as focus groups were held to ensure the needs and wants of the community were addressed. Meeting locations and times were varied to allow for increased participation. It was important that the parents and previous students from the feeder schools be part of the process.

Understanding the distinction and relationship between community involvement and engagement, we realize time must be spent on developing both. We know that if we host events such as Back to School Night, Open House, or student performances, parents will come. This is not enough. We want our parents to be true partners and active participants in their students' learning as research indicates this has a significant impact on student achievement. According to John Hattie in Visible Learning, "Across all home variables, parental aspirations and expectations for their children's educational achievement has the strongest relationship with achievement." Thus it is our duty to educate the parents in the language of the school so that everyone-parents, teachers, and students- agrees upon high expectations. The school will use strategies from the top researchers in the area of parent engagement and involvement; for example, taking from Joyce Epstein from Johns Hopkins University and the School Development Program from Yale University.

Research indicates that the relationship between the student and the teacher has a high impact on student achievement. We want to carry this further and provide a school culture built around strong partnerships. Anne T. Henderson of the Institute for Education and Social Policy at New York University says, "Whether and how well teachers engage their students' families depends more on the culture of the school where they work than on their training." We want to build this culture as evidenced in our sections on school and professional culture. The proper environment must be provided for the parents as well as the students if we want true learning to occur. Classroom doors must remain open to parents. Communication amongst teachers, parents and students is essential to student achievement. Especially with a Bi-literate Program, our parents have a lot to offer and we must tap into these talents.

When students struggle in school, parents feel like they cannot help their child because they either *do not* have the language, the knowledge or the skills. The Academies are a response the parent's sense of helplessness. Its purpose is to build the parent's social capital, confidence and skill set to address the child's struggle. Based on parent requests and Needs Assessments, these are some of the tentative Academy topics to be held throughout the year:

- College starts at birth, A to G requirements, Financial Aid
- Volunteering opportunities, how to provide academic support, understanding the standards, what questions to ask the teacher
- Setting High Expectations
- Promoting a love of reading, establishing life-long learners, instilling social justice
- Healthy Body, Healthy Mind
- Community resources, Building Partnerships, Cultivating Leadership
- Exploring the Internet, Google Groups, Communicating via E-mail
- The 40 Developmental Assets, Second Step, Parent in Control

Besides the Academies, we also want to provide academic workshops directly linked to classroom instruction. Conducted by teachers, the intention is to encourage more parent participation and build stronger parent-teacher relationships around academics. These workshops offer parents an insight into classroom practices. Our tentative plan is as follows: Each workshop is developed and presented by grade level teams with support from out-of-the-classroom instructional staff. The workshops follow the gradual release of responsibility. Teachers present to parents while students do extra-curricular activities. Students are then asked to join parents for guided practice of modeled strategies. This method ensures sustained practice in the home. Workshops are scheduled on an activities calendar distributed monthly to all students. The effectiveness of these workshops and its impact on instruction are based on parent surveys and student outcomes.

Suggested topics to be addressed throughout the year, include but are not limited to the following:

- ELD, CELDT, School Readiness
 - Literacy: Literacy in the Home, Common Core Standards, Reading Strategies- Response to Literature
 - Writing at Home
 - Math Content, Math Journal, Use of Problem solving strategies – first oral, then written
 - Science workshop for parents, science fair in April
 - CST review – How to help your child
 - Preparing for upcoming assessments and ensure your child is prepared for the next grade level
- Celebration! Share successes and challenges – How can we continue to work together to improve your child’s education
- Global Market Day- Showcasing your child’s talents

The Parent Center also plays a critical role. We want to create a space where learning can happen and our parents and community can seek resources. The Parent Center will be a place where our volunteers are given the tools to be partners in their children’s education. We speak of the students being 21st Century Learners but we also need to prepare our parents. One measure of success will be the number of parents participating. We will also look at whose parents are attending. Another measure is the School Experience Survey. Based on this data, we will realign our parent workshops as necessary. Parents are viewed as partners in making authentic decisions that affect student achievement.

c. Key Community Partnerships

We recognize the importance of community partners and are committed to ensuring true collaboration. We have already reached out to many of the community organizations and businesses establishing relationships and building on existing ones. There are four main partners that play key parts in the development of our plan. These are Human Services Association (HSA), the Huntington Park Police Department, UCLA, and the Museum of Latin American Art (MOLAA).

By partnering with HSA we are able to not only provide early education but also mental health services, such as socialization gatherings for families. Community resources aid our students and families with their social and emotional needs. We are fortunate to have a Healthy Start Clinic at Gage Middle School where most of our students will attend. A Wellness Center also recently opened at nearby Elizabeth Learning Center. Our goal is to have services on our own campus as soon as we are established. We have spoken with different agencies and offices in order to be able to provide this.

While at Miles, many of the team members have already worked with and built relationships with the staff of HSA, a non-profit which offers resources ranging from counseling to emergency services. The focus of their work at LRA will be in Early Education. As detailed in section B1f, Early Care and Education, HSA will oversee a federal preschool program on campus. Ten years ago Miles had eight School Readiness and Language Development (SRLDP) classes, and now they have zero. With HSA as a partner we will be able to provide these services, which research says is so important. We plan on starting with two or three classes and an extended day program, which will emulate the services of early education centers without being fiscally dependent on LAUSD.

The second key partner will be Huntington Park Police Department. Knowing and having analyzed the data of our area schools, we know we need to address the needs of our at-risk youth. The plan is to house the Juveniles at Risk (JAR) Program in a classroom on the campus. The proactive program starts with Jr. JAR and teaches students critical aspects of becoming responsible, productive members of the community. The classes are run by a police officer and several cadets and are held after school for ten weeks. An important component is the parent involvement piece. Parents are invited to sessions as well as being provided with parenting classes. After Miles implemented the JAR Program about three years ago, the suspension rates clearly dropped. By having the program housed on the campus, services could be expanded, and LRA can garner even greater benefits.

The third partner is UCLA. Five members of the Design Team are part of a writing grant and have created invaluable contacts at the University. Funded for the 2010-2012 school year, the UCLA Teacher Initiated Inquiry Project (TIIP) offers 24 grants of up to 30,000 each for Kindergarten through 12th grade teams of teachers to design professional development that would have a sustaining impact on their school's instructional program. After a competitive review process that involved over 150 applications, five LRA team members received 1 of the 5 grants that were awarded to elementary schools. For the last two years, part of the funding allowed members to participate in Columbia University's Teachers College Writing Project, a week-long institute held annually in New York. In August 2012 the teachers intend to expand their knowledge base and teaching repertoire by attending Teachers College Reading Project. In diversifying their professional development experiences, the teachers hope to strengthen the reading and writing connection for students. Attending the annual Institutes enabled the members to develop a relationship with one of Columbia University's Reading and Writing Project's facilitators. Even after the funding for the TIIP Grant has dissipated, fostering a relationship with Columbia allows members to continually access the research-based best practices emerging from the Project's work. If funding permits at LRA, an opportunity exists to bring in a Project facilitator to provide professional development.

As recipients of the UCLA TIIP Grant, the members are now connected to UCLA's Center X, whose goal is to transform public schooling to create a more just, equitable, and humane society. Five members of the Design Team participated in UCLA TIIP's February Conference Day where grant recipients shared research-based best practices with other teacher teams throughout the Los Angeles Unified School District. This allowed members to gauge the quality of their teaching vis a vie other teams and to see how great instruction is mirrored in schools throughout the District. Most recently on November 5th, 2011 the members presented a workshop on how to Engage English Language Learners through Authentic Writing Experiences at UCLA's 21st annual With Different Eyes Conference. In addition, the members established an ongoing web-based TIIP Miles Avenue Portfolio at <http://centerx.gseis.ucla.edu/partnerships-grants/tiip/showcase> where educators can search and download resources that are developed by the team members. Maintaining its relationship with UCLA's Center X allows LRA continued access to academic resources, conferences, and a network of professionals working towards student achievement.

Lastly, the MOOLA is committed to providing arts education “through the collection, preservation, presentation, and interpretation of modern and contemporary Latin American art in order to promote cross-cultural dialogue.” (www.moola.com/About-MOLAA/mission-and-history.aspx) With this partnership we can provide arts education in the school setting as well as docent led field trips to the museum where our students can have access to art labs and workshops with the focus of promoting Latin American cultural traditions, expanding their learning beyond the classroom walls.

All of these organizations are committed to working with us as soon as the school site is ready to be occupied. These four partnerships mirror the schools mission and vision addressing the academic and social and emotional needs of our students and their families. HSA and the Huntington Park Police Department have been part of the planning process and have signed the Letter of Intent except for MOLAA, who is a recent partner.

Besides these main partners there are many others with whom we have already made contact. Many of the local businesses such as Shakeys, In-n-Out, and Gage Bowl are very supportive and provide

certificates and coupons, which can be used for incentives for our students. Organizations such as City Year already have a Memorandum of Understanding with the Los Angeles Unified School District and can help with things from tutoring to campus beautification. Other community partners include Krantz Photographers, Salvation Army and San Antonio Mental Health, all of which will provide varying services for students and their families.

B-6. School Governance and Oversight

a. School Type

Not Applicable

b. School Level Communities

Based on Los Angeles Unified School District Bulletin-5430.0, the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC), and School Site Council (SSC) are comprised of parents, community, and staff who meet on a monthly basis to ensure that Single School Plan instructional initiatives align with how Title I state and federal budgets are allocated to meet student needs. LRA involves all stakeholders in the instructional process by mirroring best practice teaching strategies with parents, giving them a window into their own children's learning experiences. For example, a Thinking Map is a tool used to organize data in a format that is memorable and easily comprehensible. In addition, parents participate in accountable talk and reach consensus regarding school matters. These discussions allow the committees to voice shared values and foster professional relationships around academics. Periodically, staff leads parents through classroom observation walks to further inform the community about the quality of instruction occurring daily in their children's lives. Through conversation and a share out of their thinking, parents make knowledgeable decisions about how funds should be distributed to meet the needs of students who are at-risk and to enrich the learning for others.

The Committees analyze the data regarding their respective student populations and then make recommendations to School Site Council (SSC), the school's decision-making body which adheres to Federal, State and District policies and procedures. SSC provides a direction and focus for the school by identifying targets for academic improvement and monitoring program activities. LRA's Data Team analyzes Attendance, Academic Achievement and Attitude for each subgroup and makes it available in a timely manner. The Safety Committee monitors student behavior and campus quality and can also make recommendations to the Council. The PLC and SSC use this information to guide instruction and the school's direction. SSC oversees categorical budgets and other school site or District funding. Along with administrative recommendations, SSC employs consensus, collaboration, and problem solving to make decisions in the best interest of the students.

c. Governing Council: N/A

B-7. School Leadership

a. Principal Selection

The Design Team will follow the guidelines outlined in Section IV of the MOU. LRA requires a principal that believes in and acts upon the principles described in this plan:

- Distributive leadership

In order for our vision to come to fruition, we need a leader who will spread decision-making authority throughout the staff including teachers, students, parents and community members in order to participate in making key decisions. It fosters community engagement, provides opportunities for professional and personal growth and enables sustained progress, despite inevitable changes in leadership over time. In our school, leadership will be a collaborative and inclusive process, in which leadership is redefined as relationships whereas there are personal connections, mutual respect and shared knowledge.

- Instructional Leadership

The principal believes in the additive value of bi-literacy and supports it by way of professional development, advocacy and allocation of time and resources. Given the number of Special Education classes who will be assigned to our school, our principal should also believe in the importance of supporting and addressing students with Special Needs and their families. The principal will fully include them in all instructional, social and extra-curricular activities in school. Our principal should be at the cutting edge of evidence-based instructional and assessment practices and be able to lead teachers in applying these practices in the classroom in order to meet the higher expectations expressed in the CCSS.

- Comer's philosophies of collaboration, no fault, and consensus

Knowing that problem solving is not a quick fix, but a process, our principal should understand that this includes problem identification, problem analysis, intervention design and response to intervention. These elements can also be applied when dealing with parents, staff, instruction, operations and any other aspect of daily life. The principal should be willing to come to the table with all impacted parties, take the time necessary to discuss possible solutions without blame in order to resolve the issue.

- Developing the Whole Child

The school culture and the focus on the whole child are the foundation of our plan. The principal must understand that in order for our students to be academically successful we cannot ignore their basic needs thus aligning the budget, training staff, reaching out to the community, and any other needed supports to meet this goal. We need to ensure that we are addressing social and emotional aspects of all our school community including students, parents, and staff. The principal will need to understand that this is integral to developing the assets necessary to become bi-literate, bicultural, productive global citizens.

The principal must be willing to follow the initiatives and culture, outlined in LRA's proposal and have the qualities, skills and beliefs described above.

b. Leadership Team

LRA guarantees the success of the whole child by meeting his/her developmental needs and ensuring access to a rigorous learning environment. This is accomplished by fostering partnerships amongst adults. LRA has devised a strategy to build staff capacity, guaranteeing that District mandates and school instructional initiatives are met. LRA is fortunate to have a Design Team that brings its diverse talents and experiences into a new school setting. Many of the members were former Categorical, Bilingual, and Magnet Coordinators, instructional coaches, Nationally Board Certified Teachers, and the collective recipients of a number of grants that have impacted student learning. LRA taps into this expertise by creatively structuring staff positions to flexibly include the following:

- LRA forms collaborative ad-hoc committees where teachers pool their efforts and talents to handle daily school-community operations and to supplement the school experience through enrichment activities.
- Professional development involves teachers observing each other and providing mutual cognitive coaching to improve practice. To allocate for this time, teachers will team teach, releasing their colleagues to participate in professional learning communities and plan for response to intervention.

Through its network of professional relationships, LRA brings in outside resources and community partners. For example: In its initial year of operation, LRA will not have funding to support a Psychiatric Social Worker position. The Coordinator of Student and Family Services (CSFS) works with the Huntington Park Police Department's Junior Juveniles At-Risk (JAR)

In addition to the agreed upon LAUSD/UTLA Local School Empowerment Initiative of 2011 MOU we are asking for a waiver for LIS #10 and 11 because we think it is extremely important to have a member of the design team act as the grade level chairs the first year of operation. The new Principal must distribute leadership to establish effective professional learning communities in each grade level because of the wide range of responsibilities necessary to open a new school. The first year's assignment is based on students' needs, teacher's prior success at that grade level and other Design Team

determinations. In addition to the instruction aspects of our plan it is important that each grade level have someone who understands the design and implementation structure of the RtI and Collaborative Studies/Individualized Assistance which we believe is a critical aspect of ensuring the success of every student. The Design Team, which includes three Special Education teachers, took into consideration the needs of all students, including all significant subgroups. These Special Education teachers are integral to our inclusion and intervention plans and will assume LRA's RSP and SDC leadership positions. The short timeline between the decision about who will operate the school and the early start date will require everyone on the design team to take an active leadership role in helping the new staff members understand the school instructional goals and the rationale for choosing them. Staff members must acclimate to the school's Mission and Vision to ensure that LRA will achieve all the instructional and social/emotional goals stated in this plan.

As supplemental monies are released to the school site, LRA fulfills its promises to the students and community by funding out-of-classroom positions that support social-emotional, school instructional, and effective governance initiatives- a three-tiered cohesive approach to supporting the learning and development of the whole child. A critical position is the CSFS, which allows the school to monitor individual student progress and achievement, to address deficiencies in their learning, to provide enrichment, and to help support the improvement of teacher practice. LAUSD has additional employees that are experts in the field of child development. LRA taps into the services of a Psychiatric Social Worker, a Pupil Services and Attendance Counselor, and a School Psychologist to anchor a strong health and human services team. Many of these professionals have had experience in dealing with the same student population that feeds into LRA. They are familiar with the history and patterns of families in crisis. Working in conjunction with the CSS, the mental health staff establishes a counseling center open to the students, parents, and community to deal with health and social-emotional concerns. It triages resources from within the school and organizes outside entities to bring additional services to families in distress. The Health and Human Services Team meets on a weekly basis to identify and discuss students in need, to determine what services meet those needs, and to implement those supports. The Team involves the classroom teacher and the parent to establish reasonable goals for the student and to periodically check back to monitor that child's progress. LRA believes that proficient student performance is linked to strong social-emotional supports.

LRA envisions an instructional team that includes coordinators who work cohesively with lead teachers, one selected from each grade level, to monitor the success of school initiatives. Coordinators are selected to not only complete Title I and Bilingual compliance and testing mandates, but to coach and support instruction. To ensure the successful implementation of LRA's Bi-literate and World Cultures Programs, the Coordinators serve as point people to organize materials, monitor the teaching and learning, evaluate the effectiveness of the school's programs, and ensure student outcomes match with established goals.

As members of Instructional Council, lead teachers share their grade level's data. Using Atlas' Standards in Practice Model, the Council interprets the data, discusses what is currently happening in the classroom and its implications, and then decides the direction for student learning through the professional development of teacher practice. The Council serves as a forum for teachers to share their thinking, to establish common school goals, and to make each other accountable for student success.

Held before the start of the new school year, the 5-day Orientation allows teachers to participate in an intensive examination of the CCSS, curriculum mapping, and team building. Staff has an opportunity to do Intake Conferences, a process through which teachers get to know families and their students and administer early diagnostic assessments of student performance in reading, math, and English Language Development. Working in Professional Learning Communities, teachers utilize the data to inform their practice, to determine response to intervention, and to monitor the learning and teaching. On a daily basis, teachers plan, evaluate their teaching, and reflect on how to refine practices. They are involved in courageous and authentic conversations about the quality of instruction and are able to articulate those goals during grade level and cross-grade level meetings. Coordinators support these

collaborative discussions through the process of cognitive coaching, facilitating the development of collegial relationships around common academic goals.

To provide a direction and focus for the school, stakeholders identify targets for academic improvement and monitor program activities through School Site Council (SSC), which oversees Federal, State and District policies and procedures. The Council implements all the responsibilities required of SSC including oversight of categorical budgets and other school site or District funding. Along with administrative recommendations, SSC employs consensus, collaboration, and problem solving to make decisions in the best interest of the students.

LRA fosters a school team built around the ideas of distributive leadership, consensus, and problem solving. This thinking is woven through the 5-Day Orientation, daily PLC work, Instructional Council, the formation of ad-hoc committees to address specific school needs, and the coordination of support services. Everyone is expected to work collaboratively and maintain collegial relationships that foster the improvement of teacher practice and student learning. Accountability for student success rests on everyone's shoulder.

B-8. Staff Recruitment and Evaluation

a. Staffing Model

Based on our anticipated school population, LRA reserves the right to adjust class size to meet the needs of the students and school within the grade level norms assigned by the district with a focus on ELLs and Special Education. Our data analysis (Section A) reflects that the majority of our projected students are ELLs, as a result, LRA will focus on the ELL subgroup. In order to provide support for our ELLs, LRA will use LIS #10 and #11 to hire the most effective teaching staff. Teachers should be well-versed and utilize best practices such as SDAIE and SIOP. In addition, the Bi-Literacy teachers should know and believe in the best evidence based models for that program. Contingent upon actual enrollment and funding allocations, LRA prioritizes class size reduction where special education students receiving resource time are clustered. The strategic placement of these students allows resource support personnel to push-in and offer access to the core by meeting individual students' needs through an inclusion model.

Due to the lack of district provided early education, LRA has partnered with HSA to reach out to the community from birth to grade 6 through the opening of several Pre-Kindergarten classes focused on early school readiness. LRA provides a 2-3 year old class and two 4-5 year old classes staffed by teachers whose practices correspond with the school's instructional initiatives. The alignment with school goals prepares the students for success in a rigorous and supportive kindergarten environment, where students are expected to enter first grade already reading and writing.

At the initial staffing stage for Grades K-6, all prospective certificated personnel will submit a resume and agree to be observed teaching a lesson aligned to the LRA Vision. To ensure effective instruction and services for ELLs and students with special needs, all teachers are required to have the appropriate certifications for that class. Prospective teachers will be informed of and agreed to the expectations contained in this plan. To build school capacity, establish expertise, and facilitate the development of the Bi-literate and World Cultures Programs, LRA opts to include LIS # 9, 10, and 11 to ensure that staffing is aligned to LRA's Mission and Vision. In subsequent years as school needs are determined based on a comprehensive analysis of data, LRA elects to add support staff such as a psychiatric social worker, a pupil services and attendance counselor, a school psychologist, and/or coordinators. These positions support LRA's Mission and Vision to provide for the whole child by addressing the social-emotional needs required in order to achieve academic success.

b. Recruitment and Selection of Teachers

In order to initially recruit teachers for LRA, positions will be publicized through LAUSD and its job opening system. The initial selection of teachers entails a process by which the Design Team will have ultimate choice using LIS #9. Most importantly, LRA expects interested parties to be fully aligned with our Mission and Vision, which encompasses the needs of the Whole Child, including Attitude, Academics

and Attendance. Teachers interested in applying to LRA will have to submit a resume, agree to be observed, and review and sign the Commitment to the LRA Plan, which will include a commitment based on “mutual consent”:

- total professional participation in their PLC
- participation in RTP²
- agreement to a longer school day to accommodate collaborative studies and its components
- involvement in “Book Talk Thursday”

all of which are explained throughout the plan. LRA expects its certificated staff to create personalized learning environments where students achieve at high levels and teachers work together to meet individual students needs. All teachers are encouraged to participate in the National Board Certification process either by completing the Take One portion, where teachers complete one entry in the NBC process, or completing the entire portfolio, in order to further their understanding of their own teaching practice and how students learn.

LRA will use LIS #5 to establish time for teachers to collaborate and plan together on a daily basis. Student achievement is linked to the quality of professional relationships developed amongst staff. LIS #9, 10, and 11 allows LRA to establish qualifications for hiring school certificated staff, which includes bilingual personnel, i.e. teachers and administrators who will be critical as we begin our work.

c. Performance Reviews

Our performance is judged by the success of our students on the CST and the teacher’s success in moving students further than predicted as measured by AGT reports. In addition to following district mandated performance reviews we hold ourselves accountable by using the Teaching and Learning Framework as a tool and reflective guide for mutual observations. In Student Achievement Through Staff Development (3rd Edition) 2002, Bruce R. Joyce continues his earlier research demonstrating that without feedback, new learning does not become part of a teachers’ repertoire. PLCs are responsible for observing and providing descriptive feedback to each other about aspects of the framework. They can give each other feedback on planning during their PLCs as they collectively plan lessons but they will also observe each other using a lesson study protocol. Using the Standards in Practice model, PLCs will look at student work and use that data to determine future instruction. In addition to any district training, two members of the writing team are certified in the 2nd Observer process and have used it during pilot observations this fall. One member of the team was trained by the University of California as a lesson study facilitator and will be available to provide professional development in this area. Teacher performance will not only be based on student achievement but will also be determined by contributions to the school community. We will utilize an additional measure namely the RFP: Observation of Teacher Practice, Contributions to Student Outcomes, Stakeholder Feedback, and Contributions to School Community.

At LRA, successful teachers will be looked at as models and possible lead teachers in the future. Teachers who are not as successful will be provided with the support necessary to improve, however teachers who do not improve after repeated coaching, will be subject to dismissal.

B-9. Sharing a Campus: N/A

C. INTERNAL MANAGEMENT

C-1. Waivers- (See Appendix R and S for LIS Waivers)

C-2. Budget Development

Lucille Roybal-Allard Elementary School will not request general fund budget control the first year of operation. LRA engages all stakeholders in meaningful budget development beyond the minimum State requirements. LRA feels that it is imperative to first assemble all staff and community to analyze data and the impact of current practices to make informed budget decisions. Given the uncertainty about the economic cuts facing LAUSD, LRA has determined that these decisions cannot be made before the School Board approves the final budgets for the upcoming school year.

To provide a direction and focus for the school, stakeholders identify targets for academic improvement and monitor program activities through the establishment of School Site Council. Comprised of staff and parents, it receives input from CEAC, ELAC, Instructional Council, and other ad-hoc committees created to address school concerns. It implements all the responsibilities required of the District including budgeting categorical monies and other school site or District funding to ensure that expenditures support and are in compliance with District programs and mandates regarding the instructional program.

The Council consolidates school budgets and instructional decision-making. Along with staff and community recommendations, the Council employs consensus, collaboration, and problem solving to make decisions in the best interest of the students. As categorical and/or other external funds become available, LRA can supplement and enrich its school programs to impact student achievement. For successful implementation of the LRA proposal, it is critical to develop partnerships amongst adults. We need to be able to think together, work together, disagree together, agree together, and change direction together.

D. OPERATIONAL MANAGEMENT
NOT APPLICABLE