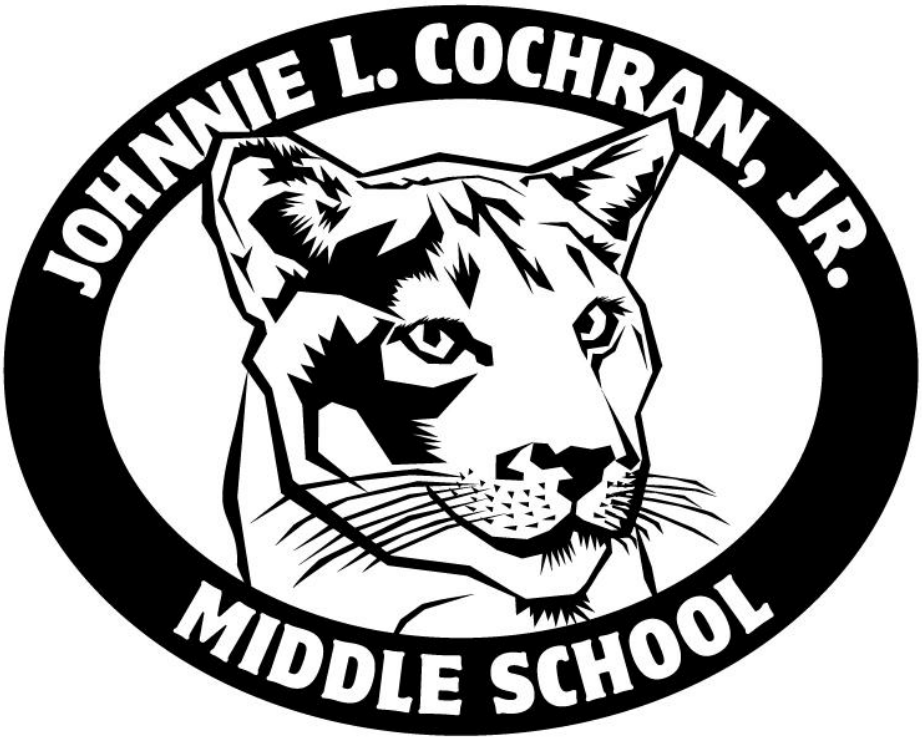
2012

Johnnie L. Cochran Jr. Middle School PSC 3.0 Plan



Cochran Middle School

Staff

February 7, 2012

<u>Johnnie L. Cochran Jr. Middle School</u>
Public School Choice 3.0

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"We owe each other a duty of honest conversation about all those things that unite and divide us, and a promise that we will open ourselves to the possibility that, in reasoning together, we may change each other for the better."
Johnnie L.Cochran Jr. & Tim Rutten. 1997. Journey to Justice. Random House. New York, p. 315.

A. SUMMARY ANALYSIS

Introduction

Johnnie L. Cochran Jr. Middle School, more commonly known as Cochran MS, is a story of success.

By the time Mount Vernon Middle School changed its name to Johnnie L. Cochran Jr. Middle School in honor of one of its exemplary graduates, the positive changes had already begun to show. Science and math teachers initiated changes in technology use through grants, such as Integrating Math and Science Through Technology (IMAST). The English department restructured the intervention classes to fit the needs of the students and they began scouring data to determine the best placement. Test preparation slowly became a regular, school-wide initiative, first in advisory classes, then during set periods in the academic day. Administrators started implementing teacher-led professional development, relying on the expertise of our faculty to build capacity and drive instructional change. The community eagerly embraced the mission at Cochran MS as more programs and services were developed, inviting assistance from nearby universities, community organizations, businesses, and, of course, The Cochran Firm.

Cochran MS stands as an example of what can be achieved through the determination and intelligence of Los Angeles Unified School District teachers, principals, students, and parents. Our Academic Performance Index (API) has increased dramatically over the past ten years. This past year alone, we jumped **30 API points**. Our Academic Growth over Time (AGT) has been above-average for the same period. Teacher retention has increased along with our collective experience. And most tellingly, we have been academically achieving during these times of severe budget cuts.

These achievements are a startling juxtaposition of where Mount Vernon Middle School stood ten years ago. With high teacher turnover, an exceptionally young and inexperienced staff, and a culture dominated by bureaucracy, Mount Vernon Middle School struggled to maintain a safe and effective learning environment. Now, Cochran MS has shed the old perceptions and thrives within its the new reputation.

Yet we are not satisfied. Our gains over the last six years compel us to aim higher. The Public School Choice experience provides us the opportunity to implement further changes in our instructional practices, curriculum, school culture, and community outreach.

The plan that follows outlines the changes and innovations that will significantly propel our present rate of academic growth to even higher levels of achievement. These changes reflect our mission and vision along with our core beliefs and values. We, as a community, are confident in our achievements, and the data show that we are headed in the right direction, even outperforming expectations. For the stakeholders at Cochran MS, this plan is a tool, a way for us to analyze our progress, clarify our goals, and set a useful and purposeful agenda for our own future.

A-1. Mission and Vision

Mission: Cochran MS will create a rigorous learning environment that instills high expectations for success through challenging and supportive instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's development is fostered through positive relationships between students and staff. Our parents, teachers, and community members will be actively involved in our students' learning.

Vision: Three words capture the vision of Cochran MS: Growth, Achievement, and Success. Growth is measured data. Achievement goes one step further and includes excellence in the quality of our work. We strive for all students to meet standards. Success is measured by proficiency in all subject areas according to the exceptional standards set by the larger community. We endeavor for students, teachers, and the community we serve to succeed collectively, working together to create life-long learners and ensure equal access to a rigorous education.

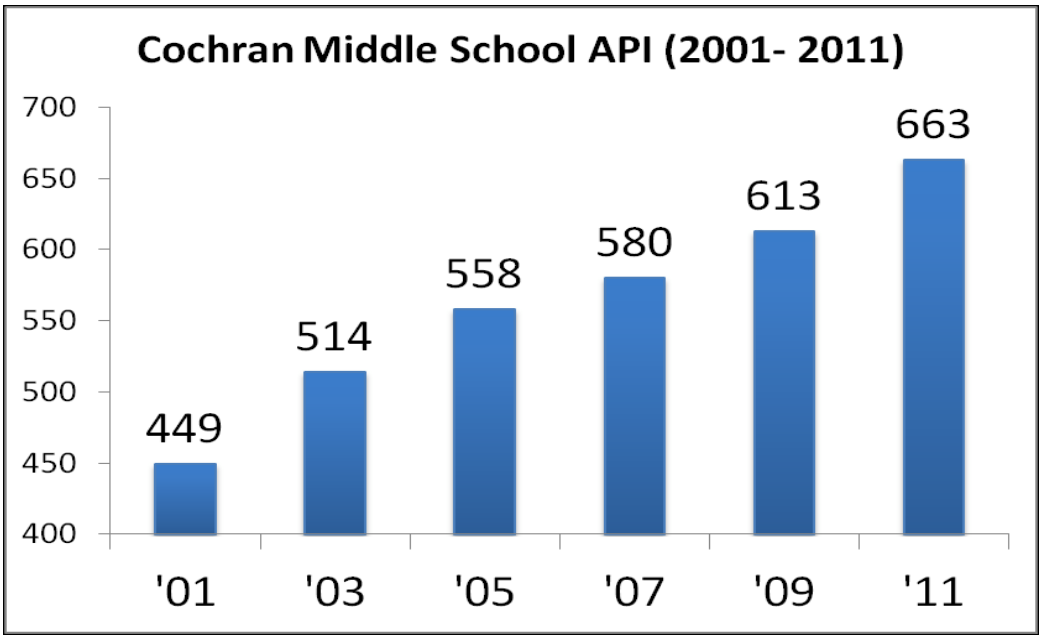
Core beliefs & School Values: Cochran MS supports Robert Marzano's belief that all students deserve an opportunity to learn through research-based instructional practices, a committed and supportive community, and effective school practices.[1] Students must have access to opportunities and knowledge, so that they may acquire knowledge and skills needed in the 21st century. In addition, we extend beyond the student to the community overall, including parents and staff. Hence, when the community at Cochran MS speaks of Growth, Achievement, and Success, we understand that these beliefs and values encompass all stakeholders.

A-2. School Data Analysis

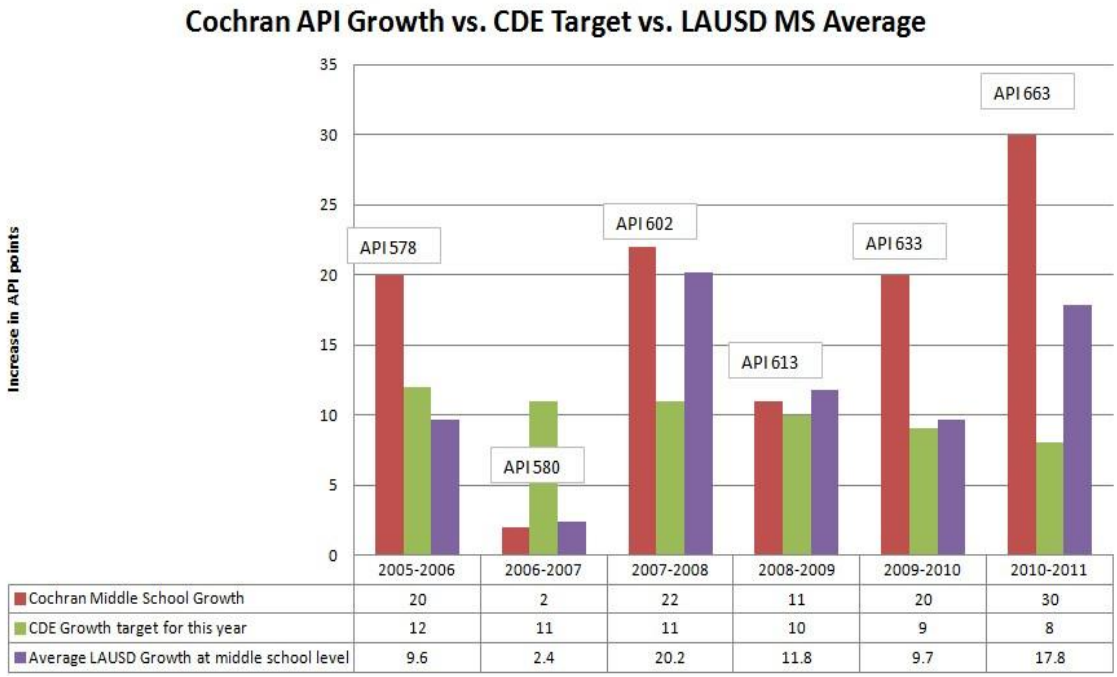
The staff at Cochran MS has recognized the importance of data for several years, and as data resources become more readily available, we will find the most authentic aspects of assessments and use them to guide our instruction.

In the past, the district and the state has looked to California Standards Test (CST) results and API scores for proof of student growth and school effectiveness, and we have measured ourselves by the same yardstick. Looking at the data from the last 10 years, one sees a consistent increase in API scores.

[1] Marzano, Robert. *What Works in School*. 2003.



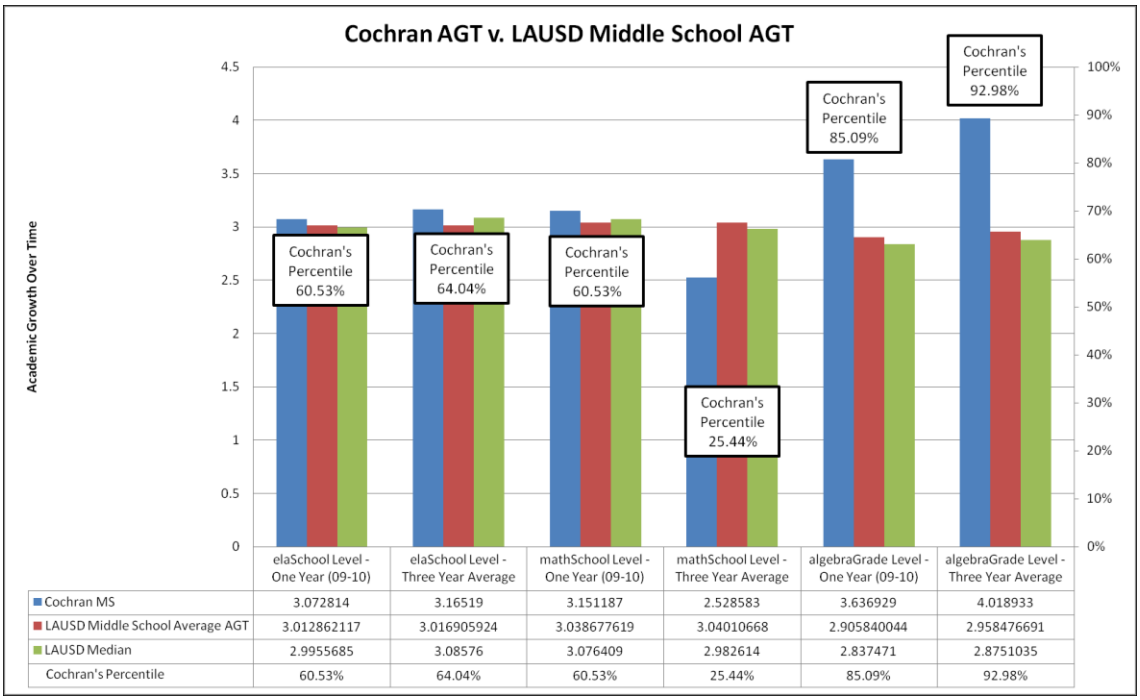
The 48% increase of 214 points over a 10 year period shows the achievement at our school, but the details over the last six years are more revealing. In the following graph, one can see how Cochran MS growth compares to the average LAUSD middle school and the expectations of the California Department of Education (CDE).



For the past six years, Cochran MS has either been within a few percentage points of the average growth for all LAUSD middle schools or far exceeded the average growth. The students at

Cochran have outperformed the goals set by the CDE, especially in the last two years, *doubling* the expected growth in 2009-10 and nearly *quadrupling* the expecting growth in 2010-11.

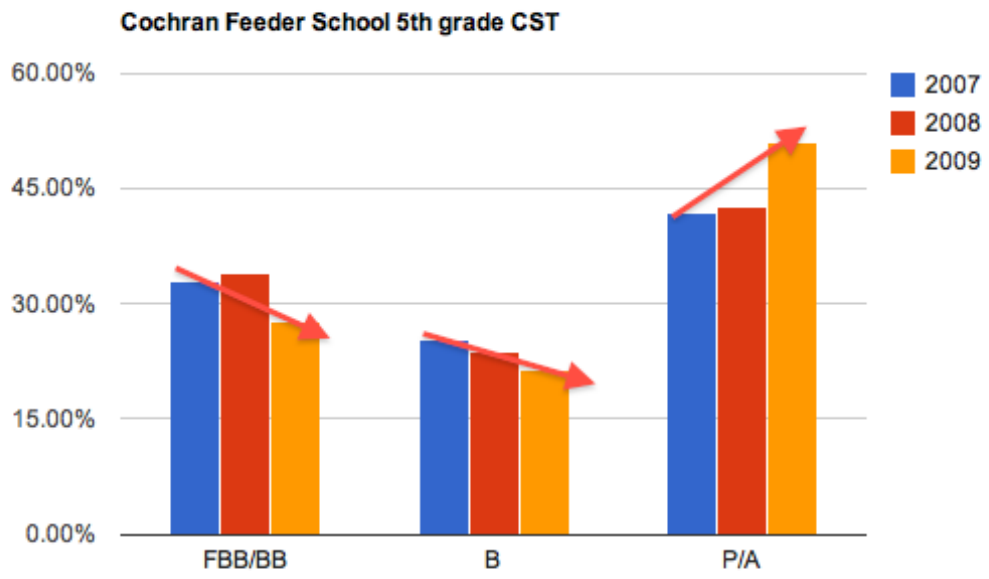
Last year, using the advances in value-added model, LAUSD created a more accurate model of growth that takes into account factors outside the control of the teachers in the classrooms. According to educational leaders in the district, the new index, Academic Growth over Time (AGT), will be a more equitable way of assessing student growth; it is a value-added system that determines a school's effectiveness according to what the data predicts for student achievement given a number of factors. The graph below shows Cochran's overall AGT in ELA, Math, and Algebra, as compared to the average and median middle school scores in the district.



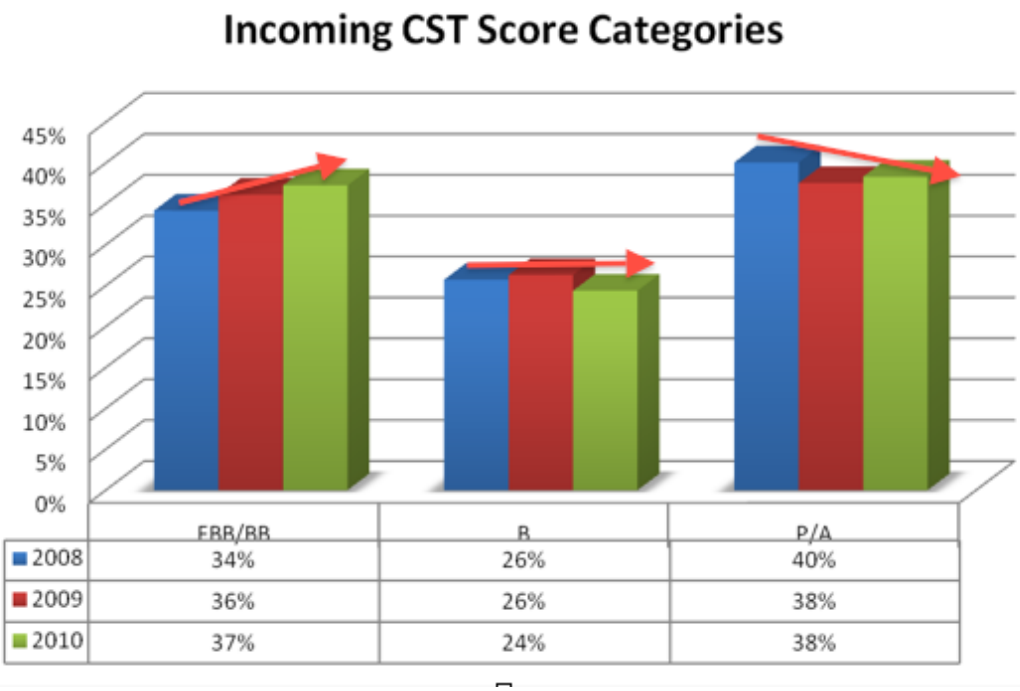
	elaSchool Level - One Year (09-10)	elaSchool Level - Three Year Average	mathSchool Level - One Year (09-10)	mathSchool Level - Three Year Average	algebraGrade Level - One Year (09-10)	algebraGrade Level - Three Year Average
Cochran MS	3.072814	3.16519	3.151187	2.528583	3.636929	4.018933
LAUSD Middle School Average AGT	3.012862117	3.016905924	3.038677619	3.04010668	2.905840044	2.958476691
LAUSD Median	2.9955685	3.08576	3.076409	2.982614	2.837471	2.8751035
Cochran's Percentile	60.53%	64.04%	60.53%	25.44%	85.09%	92.98%

One may notice that with the exception of the 3-Year Average for overall math, Cochran MS has outperformed the average and median LAUSD middle schools, far exceeding the average LAUSD AGT scores in Algebra.

To provide some context to the data presented above, one ought to look at the following two graphs. The first graph shows the percentage of students scoring Far Below Basic, Below Basic, Basic, Proficient, and Advanced over the last three years in the schools that feed into Cochran MS.



The second graph shows the scores of the incoming student population at Cochran MS over the same three year period.



	FBB/BB	B	P/A
2008	34%	26%	40%
2009	36%	26%	38%
2010	37%	24%	38%

As one can see, the percentage of Proficient/Advanced students in Cochran MS's feeder schools has steadily risen over the past three years, but the percentage of Proficient/Advanced students

entering Cochran MS has actually *declined*. In other words, our API has steadily risen despite the fact that the students enrolling at our school have increasingly lower CST scores, which makes the achievement of the current Cochran staff and community partners all the more impressive.

Data by Subgroup

The next graph shows CST performance in ELA over the last five years separated into subgroups.

CST Trend: ELA

Subgroup	Students tested 2006-07/ 2007-08/ 2008-09/ 2009-10/ 2010-11	% Proficient and Advance 2006-07/ 2007-08/ 2008-09/ 2009-10/ 2010-11	Chg %
All Students	1,797/ 1,696/ 1,616/ 1,439/ 1,276	15.6% 20.5% 22.7% 25.4% 26.8%	+11.2 %
African American	382/ 346/ 333/ 279/ 249	13.1% 16.8% 18.3% 16.8% 18.5%	+5.4%
Asian	0/ 0/ 14/ 15/ 0	0% 0% 71.4% 73.3% 0%	+1.9%
Latino	1,388/ 1,332/ 1,259/ 1,125/ 1,004	15.9% 21.3% 23.2% 26.7% 28.3%	+12.4%
Eng lang. learners	643/ 641/ 555/ 419/ 342	0.8% 3.7% 3.1% 5.3% 4.1%	+3.3%
Students with Disb.	232/ 215/ 213/ 177/ 126	0.9% 0.5% 2.3% 4.0% 4.8%	+3.9%
Socio-Econ Disadv.	1,555/ 1,518/ 1,484/ 1,419/ 1,261	15.9% 20.8% 22.6% 25.5% 27.0%	+11.1%

First, there are a lot of positives in these numbers. Over a quarter of the student population in the 2011 CST results scored proficient and advanced in ELA, a rise of slightly over 11% from 5 years earlier. Latino and students of low socioeconomic have similarly increased, which is not surprising considering that the majority of our students fit into those two categories. Additionally, although the numbers are not as impressive, the rise in test scores for students with disabilities, a very challenging group of students, is notable, rising from less than 1% to 4.8%. Our Asian population is growing, an acknowledgement of our changing community and our school's standing within the community, and our ability to serve those students is shown in the large percentage of high performance among that subgroup.

Now, there are still areas in the data that we find troubling. There was an increase over the given five year period in African-Americans and English Language Learners (ELL), but they were not as significant as the gains by other subgroups. The number of proficient and advanced

African-American students continually hovers between 16% and 19%, a 5.4% rise from 5 years earlier, but not as significant as we would like. The ELL students, after a large massive in performance 4 years earlier, are stuck in the 4-5% range. There is one vital consideration in that data. Our staff has worked diligently to reclassify ELL, which one can see by the 45% drop in students classified as ELL. Most of those students were reclassified into Latino data, which outperforms the gains for All Students. However, in both of these subgroups, African-American and ELL, we see an opportunity for improvement.

One sees similar trends in Math results for the CST of the same five year period, as shown in the graph below:

CST Trend: Math

Subgroup	Students tested 2006-07/ 2007-08/ 2008-09/ 2009-10/2010-11					% Proficient and Advance 2006-07/ 2007-08/ 2008-09/ 2009-10/ 2010-11					Chg %
All Students	1,796/	1,697/	1,616/	1,444/	1,268	13.0%	12.5%	16.8%	20.8%	24.1%	+11.1%
African American	382/	346/	333/	281/	247	3.4%	6.6%	9.6%	8.9%	10.5%	+7.1%
Asian	0/	0/	14/	15/	0	0.0%	0.0%	71.4%	86.7%	0%	+15.3%
Latino	1,388/	1,333/	1,259/	1,128/	998	15.3%	13.6%	18.0%	22.7%	27.1%	+11.8%
Eng Lang.Learners	644/	641/	555/	422/	341	2.8%	3.6%	4.1%	5.2%	10.3%	+7.5%
Students with Disb.	235/	215/	213/	183/	124	0.9%	0.9%	1.4%	3.3%	6.5%	+5.6%
Socio-Econ Disadv.	1,557/	1,520/	1,484/	1,423/	1,253	13.5%	13.1%	17.0%	20.8%	24.3%	+10.8%

Our overall growth in Math scores is again notable with a 4% annual increase among All Students, and an 11% increase in the last 5 years. These gains are mirrored in our largest subgroups, Latinos and socioeconomically disadvantaged students. The other subgroups have seen gains similar to those in ELA, including a 6% increase in students with disabilities and a 7% increase in African-American students. Clearly, as with ELA, there is a major opportunity for systemic changes in our preparation of African-American students and ELL's, and our goal is to address those issues through instructional and cultural changes.

Given the above data, including our massive gains in the API from the 2011 CST's, the interventions and instructional strategies we've implemented in the past several years have led to undeniable growth and achievement. Our strengths are in servicing the needs of the majority of our community, more specifically the Latino and socio-economically disadvantaged students. We are currently addressing the needs of the subgroups that have seen less growth.

Our top priorities are EL reclassification, increase in proficient scores for African American students, increased proficiency in Students with Disabilities, and good first teaching

for all according to RTI model. Our action steps for these top priority groups follow the RTI model and process. The first step is to analyze the problem by looking at data and inviting the input of our community partners. This collaboration will help us determine how to address the problem. Once we have analyzed the data in collaboration with all stakeholders, we devise strategies and interventions that might address the issue. Next, we implement the plan and collect more data on the progress of our subgroups. Finally, the school community looks at the results of the plan and determines what has been successful and what needs to be revised.

Here at Cochran MS we have been using this data-driven process of analysis and evaluation for several years, and we are still improving the strategies, interventions, and programs according to this model. Because our mission is for all students to succeed, the challenge that we face now is extending the growth of our top priorities while continuing to reach for 100% proficiency in the groups that are already succeeding.

Naturally, we are pleased with our achievements, but we are not satisfied. According to our mission, Cochran MS has seen a large amount of growth and achievement, even some success, but we have yet to meet the highest standards of success, including proficiency in all core subjects by all students. Looking at the aggregate school data, though, one can easily see that we are headed in the right direction, and with continued modifications to our instruction, curriculum, and community relations, Cochran MS will inevitable succeed and become a model school.

A-3. Applicant Team Analysis

Cochran MS has a successful team of dedicated teachers, staff, and administrators. Our record of improvement, outlined in the previous section, demonstrates our ability to create transformational change. The current staff combines diverse backgrounds with a shared pedagogical focus of student success. The individual achievements and skills of the design team are in Appendix A.

The History Data Sheet is in Appendix F.

A-4. Informational Summary

See Appendix A

INSTRUCTIONAL PLAN

B-1. Curriculum and Instruction

a. Instructional Program

Instructional Framework

When determining the scope and sequence of our Instructional Program, we studied one of the best educational researchers in the field, Robert Marzano[2]. In addition, we also looked at our own empirical data, which led us to examine teachers at Cochran MS who had done the best job of raising assessment scores, standardized as well as those unique to those teachers' classrooms. We analyze what these teachers do. This analysis takes the form of self-reporting and class observations by administrators and teachers. We determined, perhaps not surprisingly, that successful teachers use a combination of direct instruction, also known as, sage on the stage, and guided practice, also known as guide on the side strategies and techniques[3]. Direct instruction and student discovery work hand-in-hand to create not only an effective classroom but also an engaging classroom; these teachers have few management problems and have strong student participation.

These teachers also have an unusual commonality: there is a strong focus on soft-skills, those elements of adolescent personality that are the underpinning of academic success, determination, intellectual stubbornness, curiosity, and emphasis on process as much as on result. These are qualities that support a development of 21st century skills and thinking.

Instructional Philosophy

We at Cochran MS believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire as a school to help students meet their fullest potential in these areas by providing a safe environment, supporting risk-taking, and inviting a sharing of ideas. When looking at what aspects influence student

[2] Marzano, Robert. ASCD. What Works in Schools: Translating Research Into Action. 2003.

[3] Saulnier, Bruce M. Information Systems Educational Journal. From "Sage on the Stage" to "Guide on the Side" Revisited: (Un)Covering the Content in the Learner-Centered Information Systems Course. 2009.

achievement, it becomes apparent that there are factors at the School Level, Teacher Level, and Student Level as documented by Marzano.

School Level Factors are the physical and environment elements in the school. These factors include a guaranteed and viable curriculum, safe and orderly environment, collegiality and professionalism, and parent and community involvement. The goal at Cochran MS is to provide an environment that is safe for students. Safety is both physical, wherein students are free of threats and bullying, and also intellectual and emotional, wherein students have the opportunity for self-expression and are led by curiosity in their instructional environment.

Teacher Level Factors are instructional strategies, classroom management, and curriculum design. Part of the commitment at Cochran MS is to research and implement instructional strategies that support learning by all students. The strategies we selected came from Marzano's meta-analysis of existing studies of instructional strategies[4]. The nine strategies, in the table that follows, have a percentile of expected gain that range from 22 to 45 when used consistently and with fidelity[5].

The primary Student Level Factor is student motivation. Students must develop a sense of responsibility and accountability ton themselves. This will be supported at Cochran MS by teachers and through school policies that encourage self-direction and development of goals.

These three factors support our instructional philosophy as it provides a framework and specific pathway to implement our philosophy.

Instructional Strategies

List of Instructional Strategies and their Percentile Gain (Marzano, 2003)

Strategy	Percentile Gain	Description
Identifying Similarities and differences	45	Developing opportunities for students to compare and contrast concepts
Summarizing and Note Taking	34	The use of Cornel notes supports note taking and expects students to summarize learning experiences
Reinforcing Effort and Providing Recognition	29	Developing individual progress expectations and celebrating the reach of

[4] Marzano, Chapter 1
[5] Marzano, page 79

		benchmarks.
Homework and Practice	28	Homework is a thoughtful assignment meant to provide practice and reflection.
Non-Linguistic Representations	27	The use of mental representations and asking students to construct their own graphic organizers.
Cooperative Learning	27	The use of grouping with accountability.
Setting Objectives and Providing Feedback	23	Creating objectives for a unit and reflecting upon the end of the unit.
Generating and Testing Hypotheses	23	The use of hypotheses in all content classes to connect prior learned concepts.
Questions, Cues and Advance Organizers	22	The use of organizers before the lesson begins and throughout to help group concepts.

The above list of strategies not only demonstrates an awareness of the strategies but also a commitment to their implementation. What makes our school successful now and will continue to make it so in the future is that all strategies are used in a school-wide environment of standards-based instruction. Every teacher employs the strategies to guide students to actively engage with the curriculum at a deeper level. The strategies call for students to make connections with prior schemas and to identify similarities and differences to develop conceptual understanding. Clearly, differentiation is not simply a consideration; along with standards-based instruction, it becomes the foundation of our instructional practices.

The strategies named-above reflect the needs and learning styles of individuals and groups represented in our school. Specifically, EL and SEL students will be supported through teaching that reflects their culture and experiences.

The nine strategies are well suited to address the needs of our students and will help attain the goals outline in section A. We will use them in conjunction with strategies that have met with prior success: SDAIE, CREE, AVID, WICR, and PBL.

SDAIE merges well with the selected strategies, as they both predicate on the premise of providing students the opportunity to engage with the content with comprehensibility as a goal. All strategies also support the district's Language Acquisition Branch's (LAB) designated strategies and Universal Access template. LAB expects teachers of English Language Learners and Standard English Learners to use

Context, Connections, Comprehensibility, and Interaction[6] as the type of instructional strategies to reach students learning Academic English. The nine strategies support and enhance the district's guidelines. Furthermore, the nine selected strategies work in concert to develop Academic English for all of our students.

Culturally Relevant and Responsive Education (CRRE) at Cochran MS encompasses the basic practices of students seeing themselves in the literature they read and in the course content they cover; of using strategies that acknowledge the cultural ancestries of circular discourse patterns and the importance of narrative and of the differences between home language and academic language. Marzano's nine strategies also support CRRE as they develop critical thinkers.

Cochran MS offers the program Advancement Via Individual Determination (AVID), which is a college-readiness program that aims to raise expectations, provide academic mentoring, support writing, reading, inquiry, collaboration, and offers instructional trips to college campuses. The nine strategies support the AVID program. In turn AVID supports our selected instructional strategies as it teaches and expects students to take notes, use Writing-Inquiry-Collaboration and Reading (WICR) as its core strategies. WICR and Marzano's strategies work in concert to reinforce the attitudes and behaviors necessary to succeed in school. In order to enhance the culture of student support and individualization, AVID participation is by application, and teachers loop with students to strengthen the student-teacher connection.

Cochran MS uses Writing Across the Curriculum (WAC), which encompasses critical thinking, integration of subject area disciplines, student participation, and diversity of student thought in writing. The selected strategies described above fully support this program, as the goal of both is to engage students in critical thinking and develop writing skills.

Project Based Learning (PBL) gives students opportunity to work on long-term projects that involve inquiry. PBL provides skills in problem solving, decision-making, investigation, inquiry, and development of life and career skills for the 21st Century. [7]

It is important to note that the strategies and programs we are discussing are all designed to prepare our students for life in the global economy of the 21st century. It is also important to note that the concept 21st century skills go further than the use of technology. Technology is a tool to teach students the skills that produce leaders in centuries past and will continue to produce in the centuries to come: problem solving, creative thinking, powerful literary skills, high-level thinking, and proficient communication. We realize that technology will be a fundamental part of students' futures, thus the use of technology must be one of the ways we deliver literacy and numeracy skills. This will allow students to become technologically fluent, which will give them highly sought expertise in life.

Additionally, learning at Cochran MS is continually taught in a real-world context that stresses the skills and knowledge necessary to cooperate, compete, and excel. This is one of the reasons for the use of PBL. Collaboration and interaction are imperative in the

[6] http://notebook.lausd.net/portal/page?_pageid=33,1170610&_dad=ptl&_schema=PTL_EP

[7] LAUSD Website www.lausd.net/SLC_Schools/docs/April%202009%20SLC%20Presentations/21st%20Century%20Learning-LAUSD%20SLC%20conference.ppt

development of academic language as described, by Marzano (2003), Hill and Flynn (2005) and the district's LAB department. Communication and leadership are more pivotal than ever in the social network world, which requires students to be taught to think critically and make decisions that keep them accountable; these lessons are embedded in the students' educational experiences at Cochran MS.

Furthermore, in order for Cochran MS to fully implement our instructional program, it is necessary for our faculty, staff, and community to determine intervention strategies and other support programs for our students. Thus, LIS Waiver #2 gives Cochran MS the ability to thoroughly execute our approach to the best of our ability.

In addition, Cochran MS will continue to have small learning communities (SLC) where faculty and staff are able to work with students and follow their growth. LIS Waiver #6 gives us the ability to accomplish this.

b. Core Academic Curriculum

The curriculum is based on the state standards, the district's pacing guide, CST blueprints and it is supported by state and district adopted materials. The only two significant changes are the alignment of the units with appropriate time to finish the content before CSTs and the use of assessments that align with the CSTs, which the District's SPA (Secondary Periodic Assessment) does not do.

Service-learning opportunities include the leadership and Ambassador classes, and well as the elective classes.

The curriculum already in place is based on the state standards and the district's pacing guide, and it is supported by state and district adopted materials. The only two significant changes are the alignment of the units with appropriate time to finish the content before CSTs and the use of assessments that align with the CSTs, which the District's SPA (Secondary Periodic Assessment) does not do. These changes support the mission, vision and framework as they provide students with an education that engages them and prepares them for the test. In addition, the changes support our philosophy of a viable curriculum.

The effectiveness of the curriculum will be assessed through formative assessments and cumulative tests, such as the CST. Grade-level departments currently use, and will continue to use, common assessments to make sure that every student's progress can be analyzed and that data will, as it does now, drive instruction.

In the classroom, making the curricula effective begins with the teacher, and what makes the curricula effective school-wide is teacher buy-in to the common lessons, assessments, and pacing plans.

Each department will review their current curriculum in January 2012 to decide on necessary changes. New textbooks must be ordered in March, thus the decision should be made before that.

In order for Cochran MS to implement the above-outlined core curriculum, it is necessary for us to locally determine our curriculum that will best address California State Standards for our students (LIS Waiver #3). As of now, we plan on using the same textbooks and curriculum that is offered to us. However, as outlined in B-6 Governance and Oversight, our curriculum will be determined by the School-Based Leadership Team,

which is comprised of department chairs, support staff, administrators, and UTLA chapter chair.

c. WASC Accreditation

Not Applicable

d. Addressing the Needs of All Students

Students will be given a placement assessment before they start the school year. That assessment may be done in the spring after CST or during the summer as new students enroll in the school. We have already implemented a similar plan to place students in the appropriate Intervention class -- a special class for students not Proficient or Advanced on the CST -- so it's clear we have the expertise to implement such a plan. Expansion will be based on the current models being used successfully.

The district's implementation of RTI^2 calls for the implementation of good first instruction, which Cochran staff is addressing through the use of instructional strategies. When a higher level of support or a different instruction setting is needed, the Cochran staff will place students accordingly to meeting the needs of students into existing programs or create a new one.

There will be differentiation done within classes and in addition to that, the school has been set up to provide support to different groups. Cochran currently provides a School of Advanced Studies that provides a school within a school for identified gifted or high achieving students. SAS emphasizes the learning techniques designed for the gifted learners. AVID will services students with potential to go to college, but needing the support to be successful. The next school year 2012-2013, the Cochran will double the AVID classes to four, two in 7th and two in 8th grade.

One of our small communities will service EL students while they receive ESL classes or participate in our sheltered content classes. Cochran will follow the district's plan of providing

Specific Instructional Techniques

There are probably hundreds of accepted and endorsed instructional strategies in education today. We are focusing on Marzano's strategies from the aforementioned chart. As stated before and cited earlier, we are choosing these strategies because of the proven efficacies of these strategies.

Teachers will also use other strategies from time to time, but focusing on these core strategies and repeating them in each classroom will make the strategies even more effective. Students will become familiar to the strategies and use them with alacrity, providing better educational outcomes.

Educators are familiar with the core educational techniques used throughout the district. At Cochran MS we recognize that these techniques are simply ways of restating Marzano's proven strategies. For example, "Think-Pair-Share," "Say Something," "WRAP" and the like are all well-known techniques that fall within the categories of Marzano's nine strategies.

e. Vertical Articulation

The goal is to have a pathway between the elementary through high school that provides support for all our students to be successful. The plan is specifically designed to bridge the changes between elementary and middle school in order to give elementary teachers and understanding of what it is expected of our students. In addition, we will strengthen our strong connection with the high school so that our student are prepared to succeed there and beyond. This must be done both academically and culturally. One simple way to ensure good articulation is to rely on the content standards already taught; teach the content standards we are supposed to teach so that students will be prepared for the standards they will encounter in high school.

Here at Cochran MS our goal is to cover the State-Wide Standards to establish a foundation our students can build as they transition to High School. As outlined in our instructional plan the educators at Cochran MS provide the academic framework, in which students continue their academic progress from elementary to high school. Each department follows the state content standards, district assessments, and district adopted programs.

Cochran MS ensures the smooth and seamless transition from elementary, middle school, and high school. Cochran MS has established a program of having administrators, counselors, and lead teachers meet with students, teachers, and administrators in our feeder school, which provides an opportunity to share insights and let teachers collaborate. We have done this successfully with our elementary feeder schools; Arlington Heights, Carson-Gore, Alta Loma, 24th St, 6th Ave, and Queen Anne. Cochran MS staff, (counselors, administrators, and support staff) visits each of our feeder schools. Fifth graders learn about their middle school curriculum, programs, clubs, and activities that are held each school year. Cochran MS film students produce a video that highlights Cochran MS. This video is shown at our feeder school as an example of one the electives offered.

Cochran MS has established a relationship with the neighborhood High Schools, such as Dorsey HS, Los Angeles HS, and West Adams Prep. These schools send representatives to host a day with the students that will transition to that high school.

Cochran MS students learn about the curriculum, programs, electives, and activities their future high school offers.

Cochran MS Achieving Via Instructional Determination (AVID) program establishes a pathway for students in the AVID program to nearby high school such as Los Angles High School AVID's program. AVID is designed to bridge the gap between middle school and high school. AVID students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make high school and college seem attainable.

Each year Cochran MS hosts the only Annual Magnet Faire in Local District 3 (LD3). The Faire was created and organized by teachers at Cochran MS. The purpose of the Magnet Faire is to inform our students, parents, and any other student from LD3 of their options for High School. Students are invited to learn about the Magnet Schools in our district so they can choose and apply the school that is right for them. Each Magnet school makes a presentation describing their school. Over twenty Magnet Schools participate.

Graduation Requirements

Per LAUSD requirements, all Grade 8 students must pass all classes and have no more than 4 Unsatisfactory marks in Works Habits or Cooperation to matriculate to high school, college prepared and career ready. The Advisory Period will be a means to ensure that students are making progress in meeting all graduation requirements as part of the students' Individual Learning Plans (ILPs). In addition, Cochran Middle School plans to supplement these requirements with an 8th Grade Project which will function as a culminating assessment, with student exposure to smaller scale projects at grades 6 and 7.

f. Early Care and Education

NOT APPLICABLE

g. Service Plan for Special Education

See Appendix E.

B-2. Professional Development (PD)

a. Professional Culture

At Cochran MS we are defining Professional Culture as an intricate and a symbiotic relationship between the staff members having three elements with the chief goal of improving our profession. The three elements of Professional Culture are the Teacher-to-Teacher relationship, the Teacher-to-Parent relationship, and the Teacher-to-Student relationship. To improve Professional Culture we aim to create a culture that recognizes and capitalizes on the collective strengths and talents of the staff. Furthermore, Cochran MS seeks to partner with outside organizations to fulfill this goal, whenever possible. The professional culture at Cochran will increase student achievement by creating a collaborative school focused on learning.

To strengthen and solidify the relationship professional interaction *among the staff*, staff members will systematically:

- Meet regularly to collaborate toward continued improvement in meeting learner needs through a shared curricular-focused vision;
- Use multiple sources of data to make instructional and curricular decisions;
- Do a self-assessment of needed professional development at least twice a year;
- Engage and participate fully in professional development; and
- Have these protocols guide all meetings and discussion –
    1. **Listen** with the intent to understand rather than respond
    2. **Open** minds to new learning and practice
    3. **Invite** differences and move away from "either/or" and embrace "and"
    4. **Wonder** in front of each other
    5. **Assume** good will.

To strengthen and solidify the relationship *between the staff and students*, staff members will systematically:

- Engage, motivate, and emotionally support students in and out of the classroom; and
- Use multiple sources of data to measure student progress; and
- Maintain a positive relationship with and view of students.

To strengthen and solidify the relationship *between the staff and parents*, staff members will systematically:

- Meet regularly with parents to go beyond notifying parents of progress to develop a working relationship;
- Use multiple forms and opportunities to communicate with parents;
- Create opportunities for meaningful participation for parents;
- Value the home culture; and

- Engage and participate fully in professional development aimed at working successfully with parents.

The above-described definition of professional culture supports our instructional program by supporting educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students. Furthermore, Cochran's definition of professional culture pivots around the idea of selection behaviors and practices that are systematic and goal-oriented.

The school culture of mutual respect and continual professionalism is also enhanced by transparency in the decision-making process, in everything from hiring to budgeting to the nature of the decision-making process itself. Clear and precise expectations for senior staff members (mentor teachers, department heads, etc.) also ensure that school culture is transmitted in ways both subtle and explicit.

It is also important to recognize that a plan for school culture specifically and largely rests on the commitment of the staff at Cochran MS. It is vital that the staff that chooses to work at Cochran completely share the vision, mission, and instructional philosophy of the school. This necessity extends to those in the leadership position. Furthermore, we must develop a critical mass of professionals who set the norms and expectations according to the goals of the school.

While the Leadership Council (LC) and School Based Leadership Team (SBLT) set the policies and tone, it is activities and programs both small and large that become the visible face of school culture. These activities include but aren't limited to:

- promoting "college gear Fridays";
- reviewing norms at every professional meeting;
- school-wide faculty-staff activities, such as the faculty vs. students football, soccer, and basketball games;
- student dances;
- student-led charity drives; and
- uniform-free dress days.

The importance of these sorts of "small" activities should not be slighted; they create an atmosphere where students and teachers work together to instill values and attitudes of cooperation and mutual respect and make Cochran MS a fun and an exciting place to be.

What also ensures PD success at Cochran is the school-wide acceptance of meeting norms, such as "tops down" (laptops closed), respect for all, promptness, and no side conversations. Speakers and presenters honor the professionals in attendance by being well-prepared and sensitive to time issues.

In addition, the desired culture will be initiated by the setting of norms devised by the staff as a whole. It will be reinforced by administration and teacher leaders who support and lead the culture that values a professional and learner-focused environment.

b. Professional Development:

The fundamental aspect of PD at Cochran is that it is determined by student and teacher needs. The goals of professional development are to use data to:

- Develop an inquiry-based model for individual growth as stipulated by a self-assessment;
- Professional development is specific, systematic and goal oriented;
- Professional development encompasses the learning of classroom management techniques, student motivation and instructional techniques, and instructional strategies; and
- Assess the implementation of the Instructional Program.

At Cochran MS the LC and SBLT use surveys to get input from faculty on PD topics to determine the content of PD. Consequently, teachers have buy-in and are prepared from the beginning to participate in PD. The result is an engaging and a productive PD that gives teachers up-to-the-minute access to data and exposure to new ideas and attitudes they can take into the classroom. LIS Waiver #7 gives our SBLT the ability to develop professional development that will support our faculty in our instruction.

PD must blend examination of data to find student needs. In addition, it should introduce teaching strategies and activities and learning theories that some teachers may not be aware of. The magic of Cochran's successful PD program is that it is both fixed and predictable; the staff knows the overall structure before the school year starts, but it is also flexible.

For ease of reading, a condensed form of the current PD schedule, as created by the SBLT, is included here.

Every Tuesday will be a shortened day to allow for PD

- 1st and 3rd Tuesdays - Content Data
- 2nd Tuesday - Intervention and Interdisciplinary team meetings
- 4th Tuesday - Teacher Teams/Workshops
- 5th Tuesday - School-wide PD based on school identified needs.

One of the pivotal philosophies at Cochran MS is that department-wide formative and cumulative assessments must be coordinated with PD days set aside for the analysis of data.

Cochran will continue the teacher-to-teacher workshops that provide information on the precise area where a teacher needs assistance; because the insights in workshops come from fellow teachers, those teachers needing support will be more receptive. The topics for PD workshops are generated by teachers through the use of reflective surveys and observations. These are topics needed at this campus because we know this campus:

- Interactive notebook;
- Cornell Notes;
- SDAIE;

- Co-teaching with RSP teachers;
- Working with Students with austism;
- Exploring My Date, CoreK12, and AGT;
- Easy Grade Pro for advanced users;
- Classroom Management;
- Positive Behavior Support;
- Smart Board Training; and
- Working with SEL students

One change that Cochran will bring to its approach to PD is adding the concept of Adaptive Schools, based on research by Karen Seashore Louis and her colleagues. (See Louis, K.S., et al. (1996) "Teachers' professional community in Restructuring Schools"; see also www.adaptiveschools.com)

In summary, the goals and strategies to ensure successful PD are clear and simple. During PD teachers will:
increase their content knowledge along with the associated pedagogy

- engage in professional development activities related to data-based student needs that lead to continuous improvement of student achievement
- analyze the data from frequent classroom assessments to determine students' learning needs
- collaborate with colleagues knowledge and strategies to meet all students' needs (Special Ed., CRRE, SDAIE, etc.)
- use and teach the uses of technology as part of 21st century learning skills

c. Teacher Orientation:

Cochran has a solid history in New Teacher Orientation because of its experience in the Ten Schools Program, and we will take what worked best in that program and add what that program lacked. The first step is to recognize that there are three types of "new" teachers: new to the school, new to the profession, and new to both. Thus, New Teacher Orientation has to be flexible enough to meet those differing needs.

Experienced teachers who are new to Cochran still need to understand the procedures and expectations that are unique to Cochran, and a program will be set up to meet their needs. They also have to join the team chemistry and become integral parts of the whole.

Teachers new to the profession need information before school starts, and that will be given to them during pre-school orientation sessions. Once school begins, the "two-buddy" system will be initiated to ensure that their problems are solved and their questions are answered.

All three types of "new" teachers will meet with Department Heads privately and in groups to ensure that they have all the tools and supplies they need to be successful.

Cochran will go beyond the team concept ***already in place*** and the BTSA-centered program ***already in place*** to develop a direct "two-buddy" system for new teachers and teachers that need support. Volunteer teacher and department heads will work with new teachers and teachers needing support to ensure that effective instruction exists in the classroom. The idea behind the "two-buddy" system is that one reason why previous mentoring plans haven't worked is that the single mentor teacher can't always give the teacher-in-need the necessary time; the "two-buddy" system ensures that the teacher-in-need will get the necessary support.

The flip side of the new-teacher coin is staff retention. When a school is student and teacher focused, with high expectations for all and the support needed to meet those expectations, teachers want to stay at that school – and that is the model for Cochran. The focus is on getting and retaining staff who genuinely like, understand, and appreciate the unique attitudes and qualities of adolescents; because this is the first requirement for being a good middle school teacher, it permeates the professional culture.

d. PD Program Evaluation:

Examination of student data is the cornerstone of PD, and if data reveal that student achievement is not increasing quickly enough, then PD must be altered. As can be seen in the schedule in the Appendix, the Cochran format is both structured and flexible.

It also needs to be acknowledged that there is more to effective PD than the examination of formative and summative assessments, so examining PD means more than reviewing student data. On workshop days teachers choose topics either by their actions (what they want) or their inactions (what's not happening in the classroom), and surveys will be used for teachers to say what is and is not working in the way that PD handled. As said before, it is becoming common knowledge that one of least pleasant and most frustrating aspects of the teaching profession is the way that PD is handled, and one reason is that it is not specialized enough – either what is being offered to teachers is of little use to a specific teacher, or it addresses students or content that a teacher doesn't teach. By surveying teachers' attitudes and feelings about the PD content they're receiving, and by meeting in smaller, better-focused groups, Cochran will be able to continue its tradition of effective PD.

B-3. Assessments and School-wide Data

a. Student Assessment Plan:

Designing an effective assessment plan is tricky. For proof, just look at LAUSD's Secondary Periodic Assessment (SPA) plan that ***fails to cover*** 48% of the CST ELA standards for grades 6-8.[8] Additionally, balance must be struck between giving timely, valid, and informative assessments without taking too much time away from instruction.

Fortunately, Cochran MS has a solid history of inventive and well-thought out assessment schedules. Cochran MS teachers use PD time to design and create grade-level formative and summative assessments. For example, the English department recognizes that the District SPA is inadequate because it uses language and formats different from those of the CST. Rather than preparing students for formats they'd never see anywhere else, departments design their own monthly assessments ***directly aligned to the CST***. This chart lays out the overall assessment program at Cochran MS. [9]

Subject: Math		
Assessment Tool	**Description** (grade/ standard/ purpose)	**Frequency**
Algebra Preparedness	*All Grades*: Teacher-developed assessment using CST and Periodic Assessment questions to determine students Algebra preparedness. It is also used for placement of Honors 7th grade and all 8th grade students in Algebra.	End of year
Mathematic Diagnostic Testing Project	*All Grades:* A UC/CSU-designed assessment that evaluates individual mathematic skills. It is used for placement and for determining necessary interventions for individual students.	Beginning and end of the year

[8] This figure (48%) comes from a District 3 grade-level Professional Development.
[9] The assessments in the schedule are all formative except for the CST and CELDT, which are summative.

LAUSD Secondary Periodic Assessment	*All Grades*: A district-provided, quarterly assessment designed to inform teachers of their students' progress. It is used to help guide instruction and re-teaching.	Three to four times a year, depending on grade level
CST	*All Grades*: Students are assessed for mastery of grade level content.	End of year
Basic Skills Diagnostic	*6th Grade*: A Cochran MS-created initial assessment designed to guide placement in intervention classes. It assesses incoming 6th graders' ability to work with foundational math concepts.	Beginning, middle and end of year
Subject: ESL		
Assessment Tool	**Description** (grade/ standard/ purpose)	**Frequency**
CELDT	*All Levels and Grades:* A state-designed, standardized assessment used to help determine the reclassification of English Learners.	Annually in the Fall
Selection Tests	*All Levels and Grades:* A High Point-supplied reading comprehension, writing, and grammar test. It is used to determine the students' comprehension of each reading selection in the High Point curriculum.	Once a week or at the completion of the reading selection.
Unit Tests	*All Levels and Grades*: A High Point-supplied summative test measuring the students' reading comprehension and grammar skills. It is used to determine the students' level of comprehension.	At the completion of each unit, approximately 3 times per semester
Writing Project	*All Levels and Grades*: A High Point-generated writing process designed	Approximately 3 times per semester

	to measure students' ability in English language usage.	
LAAs: Language Acquisition Assessment	*All Levels and Grades*: Also called the E-Assessment, a High Point-generated assessment of English language skills and usage. It is used to inform teachers of students' progress in second language acquisition.	Once per unit, approximately once a month
Subject: English		
Assessment Tool	**Description** (grade/ standard/ purpose)	**Frequency**
CoreK12 : Monthly exams	*Grade 6:* A teacher-compiled, standards-based exam which simulates the CST. The standards it tests coincide with concepts taught in the unit. It is used to inform instruction and re-teaching.	Once per month
Quarterly Writing Exams	*All Grades*: A formative, teacher-generated writing assignment for each of the following genres: narrative, expository, response to literature, and persuasive. It is used to inform writing instruction and re-teaching.	Four times a year
CST Writing	*Grade 7:* A district-generated writing prompt used to assess the students' proficiency at narrative, expository, responsive, or persuasive writing styles.	Annually in the Spring
CST	*All Grades*: Students are assessed for mastery of grade level content.	Annually in April/May
Subject: Science		
Assessment Tool	**Description** (grade/ standard/	**Frequency**

	purpose)	
LAUSD Secondary Periodic Assessment	*All Grades*: A district-provided, quarterly assessment designed to inform teachers of their students' progress. It is used to help guide instruction and re-teaching.	Quarterly
Departmental Quizzes	*All Grades*: Department-created assessments used to monitor student performance and help guide instruction.	Weekly
Departmental Unit Test	*All Grades*: Department-created assessments used to monitor student performance and help guide instruction.	At the culmination of each unit
Project	*All Grades*: A department-created assessment relying on commonly taught Project Based Units. It is used as a summative assessment of the standards in each unit.	At the culmination of each unit
CST	*All Grades*: Students are assessed for mastery of grade level science standards.	Annually in April/ May
Subject: History		
Assessment Tool	**Description** (grade/ standard/ purpose)	**Frequency**
Unit tests	*All Grades*: Department-created assessments based on the pacing plan and the state standards. It is used to inform instruction and re-teaching.	At the end of each unit.
LAUSD Secondary Periodic Assessment	*Grade Seven and Eight*: A district-provided, quarterly assessment designed to inform teachers of their students' progress. It is used to help	Three times a year

	guide instruction and re-teaching.	
CST	*All Grades*: Students are assessed for mastery of grade level history standards.	Annually in April/May

When examining the chart, one must realize that test results are put online and made part of the MyData schema. This allows for the analysis during PD, during teachers' individual time, and during joint (team) conference time. Cochran MS started this process last year and will continue to refine and improve the process; teachers have found that sharing successes and problems during departmental meetings and PD has resulted in refined and improved instruction. In order for us to use the assessments listed above, we will need to utilize LIS Waiver #4.

Because the PD schedule includes regular analysis of student test data, PD topics are tailored to meet the needs demonstrated by the data. Thus, a method for improving performance is intrinsically part of the assessment plan. Accountability is ensured by continual and systematic monitoring of test scores by department heads and departments as a whole.

b. Graduation Requirements:

Cochran MS adheres to the Education Code and the District policy on Middle School Culmination Activity and Certificate of Completion (11/15/07). Students who culminate must have:

•A grade of D or above in both English and Math by the eligibility deadline.

Students must not have:

- More than one (1) fail OR two (2) U's in work habits OR one (1) U in cooperation by the eligibility date, two weeks before culmination;
- Textbook, library or other debts; or
- A record of serious acts of misbehavior.

Special Education

Eighth grade students with an IEP are expected to meet grade-level standards, follow the same matriculation requirements as students in the core program, as outlined in Section J of the Individualized Education Program (IEP). The IEP process describes the individual needs of students, as well as the appropriate accommodations and/or modifications for instruction, assessment, and/or evaluation.

Cochran will also incorporate culmination ideas from neighboring schools, which include:

- First semester F's, in any course, may be made up by attending a 30-hour Extended Learning intervention program or an approved 30-hour **community service project,** budget permitting (Mark Twain MS);

- Students receiving a C or better in the second semester of the same course may counterbalance a first semester Fail in the 8th grade (Mulholland MS);

- A student must earn ten (10) hours of **community service** during their eighth grade year (Webster MS);

- Have at least a 95% attendance record (Berendo MS);

- If a student has earned a grade of "F" in English/Math, then the student must attend an intervention program unless he/she earned an "A" (Advanced), "P" (Proficient), or a "B" (Basic) on the California Standards Test (Bancroft MS);

- Eighth grade students and parents are notified in writing at each ten-week grading period if a student is not meeting eligibility requirements for culmination. The final culmination list will be based on the Fall/ Spring eighteen-week culmination checklist (Bancroft MS); and

- No suspensions during the last 5 weeks of school (Holmes MS).

c. Data Collection and Monitoring:

Cochran MS will build upon its ongoing practice of collecting and monitoring data. Enrichment and Intervention classes are already using data to target populations and provide pinpointed instructional aid. Those programs show that data can be collected and distributed using the existing systems of Intervention classes and those teachers overseeing the Intervention Programs.

The assessment tables show how teachers use data to inform instructional practices and re-teach content as needed.

Time	Tool and Process	Outcome
Use by teachers - once a month Use by students - once per year in September	CST Scores: Departments will analyze data for findings relating to specific standard deficiencies and their instructional implications.	Teachers will present demo lessons to their department for standards that their students mastered the previous year. Teachers will also coach their students in individual data

		analysis as a component of their Math class to track and graph personal data. Students will also set CST goals. Student data cards will be completed in Math, shared with parents and passed on to the following grade level Math teacher.
Twice per year	Classroom Visitation: Observation teams made up of rotating teachers, parents and administrators will visit five different classrooms twice per year to gauge the overall effectiveness and implementation of specific school-wide instructional expectations.	These results will be shared at each monthly faculty meeting and be used by the GC to guide the planning of professional development. The standard form used for these observations will be created by the GC.
On a continuing basis	Parent participation: Data will be gathered at each parent function to determine the overall attendance rate at important school functions.	Based on the rate of participation, goals will be set by the GC to increase parent participation. Parent volunteers will conduct publicity events such as fliers and personal phone calls. If parent goals are not met, additional publicity measures will be taken.
On a continuing basis	Behavior: The Online Discipline Referral system (ODR) will be used to generate schoolwide behavioral data. This data will be reviewed by the school's Behavior Monitoring Committee (BMC).	At each meeting the BMC determines and addresses new behavior trends. The committee recommends students to support programs, like AADAP, MOSTE, and TeamWorks.
Three or four	Periodic Assessments:	Teachers with records of success

times per year	Departments analyze results at content meetings.	demonstrate lessons and share strategies with colleagues. Teachers prepare for reteaching and devise intervention practices and activities.
Ongoing through the year	Teacher and Administrator Evaluation: We use the current evaluation system outlined in the collective bargaining agreement.	Staff members find areas of strength and weakness, collaborate to improve weaker areas, and revisit the evaluations according to set timelines.

Data will be the starting point for reflecting on what students have learned, not merely what has been taught. Teachers are held accountable for improved student outcomes. Also, teachers are expected to analyze individual student data before coming together for structured collaboration. PD focuses on devising collective and strategic responses to student learning needs based on data.

B-4. School Culture and Climate

a. Description of School Culture

A strong, positive school culture is the foundation for an effective and efficient learning environment. However, the truism "high expectations get high results" is only a starting place and not a summation of a school's philosophy. Too often, for example, educators ignore the simple fact that the correlation between students who enter middle school without proper social skills and students who encounter crippling academic problems borders on 100%.

Cochran MS presents a unique view on school culture. Every day, students see posters and hear announcements that promote The Three B's: Be Safe, Be Respectful, and Be Responsible. Moreover, students are given instruction and guidance as to how *precisely* they need to act and to adjust their behavior, so announcements conclude with a specific skill or behavior to improve.[10] Students who, for whatever reason, demonstrate that they are not ready to adapt to the middle school environment are given the attention and support they need.

One vital step in the construction of a positive school culture is communication with students; the *precise* nature of the high expectations must be clearly and continually explained. There is a clear code of conduct standards in each classroom, in each office, in the cafeteria and on the yard, and all are connected to the vision/mission of Cochran MS. (See Appendix C)

b. Student Support and Success

Our vision for student success consists of the following benchmarks:

- Students will culminate middle school;
- Students will be proficient in the core subject areas; and
- Students will positively influence their community.

To ensure student success in these areas, we have developed a comprehensive behavior support structure directly connected to the rules and expectations; it is developed collaboratively and reinforced consistently. Some examples of positive behavior supports are Perfect Attendance rewards, Ice Cream Socials for high academic achievement, Free Dress Days for consistently wearing uniforms, and special assemblies for students who embody the Cochran MS vision.

Cochran MS also continues its celebration of success with the "Caught Being Good" program, the house and grade level "Students of the Month" program, and the Ambassador and Leadership programs that have students spread positive messages in a regular and structured manner to all Advisory classes.

[10] An example: "Be safe, be respectful, and be responsible – by placing all your trash inside the bins."

In addition to the structures described above, Cochran will continue its public awards ceremonies for high and perfect attendance and its public awards ceremonies for good and improved behavior, "front of the line" pass" for Peer Mediators.

Cochran MS will also continue to connect all adult behaviors to academic achievement and make sure the students see this: students will see that everyone, from the office staff, to the teachers, to the custodians, to the administration, treats each other with respect, *deliberately* modeling this behavior so students see it.

Cochran MS is a place that publicly celebrates achievement and improvement. The quickest way to revolutionize student culture is to make it cool to succeed, to make it fashionable to excel, and to celebrate achievement and improvement.

c. Social and Emotional Needs

Research has shown that a majority of students experience difficulties concerning self-esteem, sense of school belonging, perceptions of safety and interpersonal relationships. These issues must be addressed because they are inextricably linked to student success and dropout rates.

Proactive anti-bullying measures provide the foundation for a safe environment for students. When students know that adults are there to protect them, they feel safe and are able to focus on the work done in the classroom. Our proactive anti-bullying measures:

- Kids First;
- Grade level anti-bullying assemblies;
- Share and Care;
- anti-bullying PD for teachers;
- psychological counseling;
- AADAP;
- Student Success Team (SST);
- Resource Coordinating Team; and
- the NFL Setting Goals for Life program.

Our Advisory classes are also places that provide social and emotional support for students. For example, there is a Life Skills course where at-risk students learn positive socialization, goal setting, problem solving, and communicating, all in an effort to improve group dynamics.

Cochran will also continue its "Purposeful Field Trips" (College Visits, artist galleries, architecture offices, professionals at work) so that students will see the direct connection between academic and social success to adult success. Cochran will also continue its community partners sponsorships awards (Papa Cristo's catered party to the class who reads the most, the "Book-It" program by Pizza-Hut, and the like).

During the school day a students spends more time in a classroom than anywhere else, so nothing can truly be school-wide unless it occurs in every classroom every day. To ensure the school-wide positive culture, staff will have PD time to instill and reinforce the idea of using verbal praise in the classroom and connecting it with specific student

behaviors and actions; PD will include workshops for teachers to learn how to develop classroom policies and procedures to celebrate success.

Cochran will continue its policy of fostering visits from college students (former Cochran students) who talk to classes about working hard and success and will continue its ultra-successful Career Day, where students see the tangible rewards of Academic Success.

Cochran will also continue with its student leadership opportunities that go beyond Leadership and Ambassador class, such as helping with back to school night, peer mentoring, captaining sports teams, and participating in school-wide assemblies.

Cochran will add more opportunities for students to actively have a voice in the school both by continuing the student presence on the School Site Council and the student newspaper, and by adding a forum for students to provide meaningful feedback regarding decisions and policies that affect students.

The Small Learning Community structure will continue so that personalization remains a practice and not a concept, so that Sixth Grade teachers communicate with students as they progress through the grades and so that every student is known by name, and no one slips through the cracks. Advisory class, which meets every day, will continue to be used for both academic intervention and social intervention; each teacher has a group of students they see every day and part of class time is spent getting to know the students.

Cochran will continue the program where volunteer teachers choose one especially at-risk student who receives special attention. This has proven successful in the past. (Students T.P., R.F., S.B., K.H., and O.T., for example, are living proof that those wrongly-labeled “bad” kids can be reached with just a little effort.

Cochran will also continue its after school programs such as Beyond the Bell, L.A. 84, and TeamWorks which have been described elsewhere in the plan and which offer students constructive, enjoyable activities. Students also receive support from the

As stated previously, Cochran will continue with its wealth of well-known supplementary programs:

- “Caught Being Good”
- “Students of the Month”
- Ice Cream socials
- Peer Mediation
- Peer Inclusion in SSTs
- Purposeful Field Trips
- Community partners sponsorships awards
- Visits from alumni college students
- Career Day
- Student presence on the School Site Council
- Student newspaper
- Volunteer Teacher Mentor Program
- Beyond the Bell
- L.A. 84
- TeamWorks

d. College and Career Readiness

"College begins in Kindergarten" is the philosophy at Cochran MS, and we continue the process begun by our feeder schools with both college prep classes and college prep learning strategies (Cornell Notes, AVID, Active Reading, and the like).

Our college readiness classes and programs:

- Foreign language classes;
- Algebra and Geometry for all students;
- AVID;
- Parent Institute for Quality Education (PIQE);
- The Cochran Law Firm partnership;
- College Gear Friday;
- PSAT;
- SpringBoard;
- Annual Career Day;
- College field trips;
- Teacher College Day; and
- Ongoing parent training.

One positive aspect of these programs is that they meet students where they are now; this assures that there is intrinsic differentiation among the strategies. The cumulative effect of these programs, many of which are research based, is that they create an environment where college is seen as a ***necessity*** in every student's life.

e. School Calendar and Schedule

Calendar: Cochran MS will use the district-wide academic calendar.

Daily Schedule: Cochran will shift to the popular Four-Block Schedule, which allows for core subjects to be taught three out of every four days instead the current schedule, which has core subjects meet every other day. All students need access to their core classes as well as enrichment possibilities. Currently, struggling students are placed into intervention electives, eliminating the opportunity to expand curiosity into new fields. Our solution is to provide every student with true electives by expanding the course schedule to seven classes. The new schedule will give them increased access and variety, following Marzano's theories of opportunity and access.

- 80 minute instructional blocks
- 35 minute enrichment/intervention
  - Students are grouped based on formative assessment data
- 80 minute instructional block of language arts standards daily
- 80 minute instructional block on math standards daily
- 80 minute instructional block for social studies and science every other day.

- 80 minute block for P.E. and elective classes.
- Teachers instruct four 80 minute blocks daily and the 35 minute Intervention/Enrichment period.
- 80 minutes is set aside for teachers' team and individual planning

For clarity, here is the Cochran MS bell schedule:

Regular Bell Schedule

Block 1	8:00-9:20 (80)		
Nutrition	9:20-9:35 (15)		
Block 2	9:40-11:00 (80)		
7th Lunch	11:00-11:30 (30)	6th Homeroom	11:05-11:40 (35)
7th Homeroom	11:35-12:10 (35)	6th Lunch	11:40-12:10 (30)
Block 3	12:15-1:35 (80)		
Block 4	1:40-3:00 (80)		

Tuesday Bell Shortened Day

Block 1	8:00-8:59 (59)		
Nutrition	8:59-9:14 (15)		
Block 2	9:19-10:18 (59)		
Block 3	10:23-11:22 (59)		
7th Lunch	11:22-11:52 (30)	6th Homeroom	11:27-12:02 (35)
7th Homeroom	11:57-12:32 (35)	6th Lunch	12:02-12:32 (30)
Block 4	12:37-1:38 (59)		

First Day of Semester

Homeroom	8:00-8:15 (15)		
Block 1	8:20-9:01 (41)		
Block 2	9:06-9:47 (41)		
Nutrition	9:47-10:02 (40)		
Block 3	10:07-10:47 (40)		
Block 4	10:52-11:32 (40)		
7th Lunch	11:32-12:02 (30)	6th Homeroom	11:37-12:12 (35)
7th Homeroom	12:07-12:42 (35)	6th Lunch	12:12-12:42 (30)
Block 5	12:47-1:28 (41)		
Block 6	1:33-2:14 (41)		
Block 7	2:19-3:00 (41)		

Minimum Day

Block 1	8:00-8:51 (51)		
Block 2	8:56-9:47 (51)		
Block 3	9:52-10:43 (51)		
7th Brunch	10:43-11:03 (20)	6th Homeroom	10:48-11:13 (25)
7th Homeroom	11:08-11:33 (25)	6th Brunch	11:13-11:33 (20)
Block 4	11:38-12:40 (52)		

Jonathon B. Good's Schedule

Period	Course
1	**History**
2	**Math**
3	**English**
4	**Elective #1 (ESL/Reading180/MathLab/Elective)** These are the supplemental academic classes for certain students, higher achieving students will have an additional elective.
5	**Physical Education**
6	**Science**
7	**Elective #2** (Every student will have access to one "fun" and academic elective)
Homeroom	**Intervention**

How will Jonathon B. Good's Schedule work?

Block	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday
1	**Hist**	**P.E.**	**Math**	**Sci**	**English**	**Elec #2**	**Elec #1**
2	**Math**	**Sci**	**English**	**Elec #2**	**Elec #1**	**Hist**	**P.E.**
HR	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention
3	**English**	**Elec #2**	**Elec #1**	**Hist**	**P.E.**	**Math**	**Sci**
4	**Elective #1**	**Hist**	**P.E.**	**Math**	**Sci**	**English**	**Elec #2**

Teacher A's Schedule

Period	Course
1	**Conference**
2	**English**
3	**Humanities**
4	**History**
5	**English**
6	**History**
7	**Your Elective**
Homeroom	**Intervention**

M	T	W	Th	F	M	T	W	Th	F
1	5	Conf	6	3	7	4	1	5	Conf
Conf	6	3	7	4	1	5	Conf	6	3
3	7	4	1	5	Conf	6	3	7	4
4	1	5	Conf	6	3	7	4	1	5

M	T	W	Th	F	M	T	W	Th	F
M	T	W	Th	F	M	T	W	Th	F

6	3	7	4	1	5	Conf	6	3	7
7	4	1	5	Conf	6	3	7	4	1
1	5	Conf	6	3	7	4	1	5	Conf
Conf	6	3	7	4	1	5	Conf	6	3

M	T	W	Th	F	M	T	W
M	T	W	Th	F	M	T	W
4	1	5	Conf	6	3	7	4
5	Conf	6	3	7	4	1	5
6	3	7	4	1	5	Conf	6
7	4	1	5	Conf	6	3	7

f. Policies

As stated before, Cochran will have a progressive discipline policy. The goal of the progressive discipline policy is for students to take responsibility for their actions. Discipline is used to modify, correct, or improve students' behavior and starts with the least action reasonably calculated to change a student's behavior. The goal is for all students to learn from their mistakes and not to repeat them.

Also as we have stated before, the policies we have and will institute are a blend of rewards and consequences designed first to promote safety for all students and then to assure that each student maximizes his or her potential. [For the specifics on how we will achieve this, please see (B) (4) (a), (B) (4) (b), and (B) (4) (c).]

Cochran will align our retention and graduation policies with LAUSD policies and work hand in hand with the district to ensure that those policies are developed and supported in ways that will maximize student learning outcomes and objectives.

B-5. Parent and Community Engagement

Introduction

Cochran MS will define and institute a shift in its approach to the roles of parents and responsible adults in school life. We shall create an environment where parents are welcomed to provide an enriched academic situation in their homes and, importantly, parents will be given the support they need to create that situation. Cochran MS will communicate expectations clearly and give parents training, where needed, to show them how to be effective enablers of their children's academic success.

The Compensatory Education Advisory Committee (CEAC) and the English Language Advisory Committee (ELAC) will continue to be the bodies that advise the SSC and convey parents' wishes and concerns.

a. Background

Cochran MS closely reflects the demographics of the surrounding community. The school is roughly 80% Latino and 20% African American; the community is 48% Latino and 45% African American, combined with a small percentage of Asian Americans and Caucasians. The median household income is approximately $31,000 which is low for Los Angeles County. Our school understands the values and strengths of our specific low-income community and the cultural capital it brings to our institution, and we design our programs with cultural relevance as the first priority.

The community is like our extended family. Every teacher at Cochran MS has experienced the joy of seeing sibling follow sibling through the school, which allows faculty and staff to get to know those families in a deep and enduring way. Teachers get to know, and frequent, family businesses in the community, whether it be the Salvadoran restaurant on Venice, the Guatemalan restaurant on Pico, the family-run bakery, the neighborhood landscaping service, or the auto-repair facility.

Cochran MS is lucky to sit amid its rich community with its many religious institutions, an outstanding public library, and neighborhood businesses.

b. Strategies

Workshops for Parents

School-wide strategies for parental and community involvement fall under the purview of the Parent Center, led by two Parent Representatives.

Part of the goal at Cochran MS is to teach the parents in our community the academic language and skills necessary to succeed in a 21st century professional environment. We have the following workshops for parents and community members:

- Planned Parenthood, which provides workshops on the health and safety of families;
- Positive Parenting, where district partners give tips on family relationships, establishing boundaries for teens, and creating a supportive home environment;
- Reading to Children, a workshop led by the public library that emphasizes the importance of reading and gives parents culturally relevant resources to support reading at home;
- Computer Skills Class, led by our technology specialist which teaches computer skills ranging from basic to advanced; and
- Community Resources, a variety of culturally relevant workshops that introduces parents to community resources that assist in job placement, homelessness, childcare, medical care, and adult education.

Volunteer Opportunities

Although our mission is to provide opportunities for parent growth, achievement, and success, just like the students, Cochran MS also sees parents as valuable resources in the community. Therefore, we encourage parent involvement at the school through volunteer opportunities, such as:

- Supervision of hallways, restrooms, cafeteria, and school entrances;
- Assistance in parking lots and drop-off areas;
- Decorating bulletin boards;
- Campus beautification;
- Assist the Parent Representative in contacting other parents; and
- Chaperone field trips.

Parents of At-Risk Youth

For parents of at-risk students, Cochran MS hires a PSA counselor to serve as a liaison between the school and parents, especially in cases of excessive absences and tardiness. Outside of school positions, parents can find other avenues of support for their children through our partnerships:

- Share and Care Counseling, a Cedar-Sinai counseling service;
- the Los Angeles Conservation Corps Afterschool Programs, such as cheerleading, soccer, Step Team, theatre/drama, basketball, poetry reading and writing, homework club, games club, film-making, the only Fife and Drum program west of the Mississippi River, and music/DJ;

- Asian American Drug Abuse Program, which provides afterschool tutoring and counseling; and
- Red Coats, which also provides tutoring.

Afterschool programs and outside resources like those above not only help at-risk students through activities and academic tutoring, but also provide the parents valuable support.

Strategies for Improvement

Changes in parent engagement initiated in the 2011-2012 school year, including an expanded orientation program for all grades and a revised Back to School Night, have already shown increased parental involvement. While this improvement has been observed and noted by those in the Cochran MS community, our school will track the hard data more closely, especially specific numbers of people in attendance at every community function; it will be the responsibility of event organizers to provide this data to the Parent Representatives, who will then be responsible for organizing and tracking the data.

Even though parent engagement is a clear strength of Cochran MS, we can improve parent involvement through better publicizing and reassessment of services. Automated telephone messages, bulletin boards on our website, the school-specific parent e-mail database, in-school announcements, sending messages home with students, and posting flyers in community businesses will expand the reach of our programs. The Parent Representatives will be responsible for monitoring the use of these communication pathways. And to best serve the needs of our community, Cochran MS regularly reassesses our classes and programs through school-produced parent surveys and the district's annual School Report Card. Once the Parent Representatives review the survey results, they can make recommendations for changes to ELAC and CEAC, two of the parent counsels.

c. Key Community Partnerships

Cochran MS understands that parents are not the only stakeholders in our community. Therefore, we have a variety of other avenues for community involvement beyond the student family. Here is a quick list of the community activities we will *continue*:

- Local Radio Station Lunch Visits: play music and offer giveaways during student lunch time;
- Grants for Parent Programs / Workshops: seek community agencies to provide grants;
- Local Business Career Talks: local businesses come in and provide info on career opportunities;

- Local College Talks: college representatives come in to provide information on academic opportunities;
- UCLA Early Academic Outreach Program: mentors from UCLA provide academic enrichment, academic advising, test preparation, and UC educational workshops;
- Fundraisers on campus such as Candygrams, Car Wash, and Carnivals;
- Cedar-Sinai Mobile Medical Clinic: a van that provides medical services such as vaccinations and health information;
- Free Vision Care and other health care services; and
- Free uniforms for students in need.

The name-change from Mt. Vernon Middle School to Johnnie L. Cochran, Jr. Middle School perhaps best symbolizes our school's growing partnership with the community. Deceased alumnus Johnnie Cochran, Jr. began his pursuit of a legal career at Mt. Vernon. We use Mr. Cochran as the model for what a Cochran MS student can accomplish; it is a clear signal to our students and the community of the high expectations that permeate our school.

Our relationship with the deceased activist Johnnie Cochran goes even further, as we have created an 8th grade Debate Curriculum that uses the expertise of the attorneys at the Cochran Law Firm. The lawyers from the Cochran Firm instruct our students in persuasive techniques, both written and oral, and public speaking practices. The work culminates in a professionally moderated public debate, wherein the students dress in professional attire and the lawyers judge the debate according to standard debate rules. Our goal is to grow the Cochran Firm's involvement beyond the debate into more active community involvement.

Besides the Cochran Firm, we also have an ongoing relationship with the UCLA School of Education. UCLA student-teachers have come to Cochran to see the latest pedagogical theories in action and to get guidance from the experienced faculty. Several UCLA students also mentor students as members of the MOSTE and TeamWorks programs.

These two organizations – the Cochran Firm and UCLA – symbolize the involvement of public and private institutions in the life of Cochran, but they are not the only current relationships. As outlined above, other social outreach programs that we will continue include AADAP, Cedars-Sinai Medical Center, the Los Angeles Conservation Corps, and Red Coats.

Cochran MS will now expand upon that strong and vital foundation and establish new partnerships among these local resources:

- Tom Bradley Family Source Center, which includes the Community Finance Resource Center, Southern California Counseling Center, Community Build Worksource Center, Project Tech and Mid-City Chamber of Commerce, LAUSD Adult Education;

- Family Crisis Center, which includes the Children's Bureau, Challengers Boys and Girl's Club, Community Financial Resource Center, Jeffrey Foundation,

Legal Aid Foundation of Los Angeles, Public Counsel, St. John's Well Child and Family Clinic, Strategic Actions for a Just Economy;

- St. Paul's Church, which many students and their families attend; and
- Washington Irving Public Library, which has a comprehensive children's library and allows free access to computers.

These community and parental partnerships are pivotal to our mission of Growth, Achievement, and Success for all stakeholders.

B-6. School Governance and Oversight

a. School Type

School governance exists to implement our vision of Growth, Achievement, and Success. Our governance model gives stakeholders input and control over:

- Structuring teacher collaboration at content, course, and interdisciplinary grade levels;
- Providing multiple opportunities (before start of school year, weekly, after-school and Saturday collaboration) for common planning time and focused professional development;
- Requiring staff to adhere to shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction;
- Re-sequencing of content standards to integrate Project-based Learning approaches;
- Opportunity to develop common formative assessments in each subject area as needed; and
- Providing opportunities for students to demonstrate their own learning through faculty development of performance-based assessments.

The Expanded School-Based Management Model (ESBMM) is the best option for Cochran MS (LIS Waiver #1 & #14). ESBMM allows the Leadership Council to use input from all stakeholders when implementing strategies and opportunities for our students by:

- Using per pupil funding to address student learning needs. This will allow us to decrease teacher-to-student ratio to provide more individualized and personalized instruction, as well as utilizing out-of-classroom personnel to support staff and students;
- Selecting and evaluating administrative, certificated, and classified staff who are committed to the kind of professional culture we have set forth in this plan (see B-2. Professional Development), and evaluating staff performance in a more localized, tailored fashion;
- Implementing a curricular and instructional program that allows for a degree of autonomous curriculum and assessment development in order to innovatively address our goals for student achievement (see B-1. Curriculum and Instruction and B-3. Assessment and School-wide Data); and
- Designing professional development and teacher collaboration to align with the instructional foci and key instructional strategies (see B-2. Curriculum and Instruction).

The transition to ESBMM includes self-nominations, candidate statements, and elections for Leadership Council, as per the LAUSD/UTLA collective bargaining agreement. Cochran MS will comply with the requirements of the Education Code and the UTLA/LAUSD collective bargaining agreement to operate, according to state and federal laws and District guidelines pertaining to all Categorical Committees. The ESBMM Leadership Council will review and advise the School Site Council in the development and approval of the Single Plan for Student Achievement.

B. School Level Committees

The following committees exist to implement the school vision of Growth, Achievement, and Success.

School Site Council (SSC):

Role: Per state law, this committee is responsible for creating and monitoring the Single Plan for Student Achievement (SPSA) and the categorical budgets, which are informed by data and recommendations from the various parent advisory councils and other school level committees. The SSC will exercise jurisdiction over the Single School Plan for Student Achievement. In the end, SSC will be responsible for making judgments on the direction and focus of the school in order to meet the measurable accountability. SSC will also approve all categorical budgets with input from the CEAC and ELAC.

Membership: The parent advisory councils include the Compensatory Education Advisory Committee (CEAC) and the English Learner Advisory Committee (ELAC). The SSC will be comprised of 50% staff and 50% non-staff members. Membership on the SSC will be based on elections for all but named positions. SSC staff members will serve for two years. SSC non-staff members will serve for one year.

Decision Making: The SSC meets the second Thursday of every month. A quorum is defined as 50% of the members present, plus one. The Committee shall follow Roberts' Rules of Order.

Position in School Governance Structure: The SSC is the ultimate decision-making body at Cochran MS. It decides which recommendations can be implemented according to the SPSA and the school budget.

Leadership Council (LC):

Role: The Leadership Council exists as a forum where stakeholders can bring up issues and/or present programs for the betterment of our students. Each Leadership Council meeting will include formal updates from each academic department, students,

classified employees, administrators, parents, and any other entity that the Leadership Council deems necessary.

The Leadership Council uses school-wide data to develop and implement interventions designed to assist faculty, staff, parents, and students in improving school culture and climate.

Additionally, the Leadership Council is responsible for recruiting, hiring, and training new employees of Cochran MS. The Leadership Council holds the power to create a subcommittee that can search for and recommend potential candidates.

The role and responsibilities of the School Site Council (SSC) will be broader than the Leadership Council established under ESBMM.

Membership: The Leadership Council will include 13 members:

- 1 Principal
- 1 UTLA Chapter Chair
- 3 Parents/Community Members
- 5 Certificated Teachers
- 1 Classified Staff Member
- 1 Certificated Support Staff Member
- 1 Student (or Parent/Community member if a student is unable to participate)

The ESBMM Leadership Council will be formed and will function according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement.

Decision Making: The LC will meet at least four times a year. A quorum shall be defined as 50% of the members, plus one. Per the LAUSD/UTLA collective bargaining agreement, decisions will be based on consensus.

Position in School Governance Structure: The Leadership Council reports to the SSC. The Leadership Council will hold at least four public meetings where stakeholders can bring up issues and/or present programs for the betterment of our students. Each Leadership Council meeting will include formal updates from each academic department, students, classified employees, administrators, parents, and any other entity that the Leadership Council deems necessary.

Public School Choice Design Team:

Role: The design team members that participated in writing the PSC Proposals can participate in subcommittees for the duration of the plan implementation. The team's familiarity with the PSC Plan can help other subcommittees make decisions that follow the school vision of Growth, Achievement, and Success.

Membership: Those elected to the Design Team during the 2010-11 school year will hold their positions in the Design Team.

Decision Making: The Design Team will only make recommendations to other committees.

Position in School Governance Structure: The Design Team is independent of the other school subcommittees and serves as an advisory council.

School-Based Leadership Team (SBLT):

Role: This committee is responsible for determining our curriculum, instruction, and professional development by:

- Guiding our instructional practices;
- Making curriculum recommendations to the leadership council;
- Attaining stated academic goals;
- Promoting student learning;
- Improving instruction;
- Developing professional development;
- Determining the content of professional development workshops;
- Analyzing collected data; and
- Overseeing the implementation of the Secondary Periodic Assessments.

Membership: SBLT will consist of the instructional specialist (administrator), department chairs, certificated support staff, and UTLA Chapter Chair.

Decision Making: Decisions will be made by general consensus.

Position in School Governance Structure: SBLT reports to the SSC through transparent proposals.

Budget and Finance Subcommittee:

Role: The Budget and Finance Subcommittee is responsible to assure that resources are allocated in equitable and legally appropriate ways. Resources will be managed transparently to provide instructional and operational support of the school to meet student needs.

Membership: The subcommittee members will be determined by the SSC.

Decision Making: Decisions will be made by general consensus.

Position in School Governance Structure: The Budget and Finance Subcommittee shall make recommendations to SSC.

Success for At-Risk Students Subcommittee (SARS):

Role: This subcommittee is responsible for providing positive behavior support, academic support, and opportunities to improve student achievement and behavior for at-risk students.

Membership: The subcommittee members will be determined by the Leadership Council, Dean(s) of Discipline, and academic counselors.

Decision-Making: The committee makes decisions according to general consensus.

Position in School Governance Structure: SARS makes recommendations to the Leadership Council.

B-7. School Leadership

a. Principal Selection

Effective leadership is needed to transform schools traditionally viewed as low performing. According to Northouse (2004), leadership is a process in which an individual influences and leads a group of individuals to achieve a common goal. Cochran MS seeks a principal who is intelligent, knowledgeable, and capable of ascertaining and meeting the needs of the school. Furthermore, the principal is called upon to be resourceful and to build capacity within the stakeholder groups. Most importantly, the principal must be a sound instructional leader who can optimize teaching and learning on campus to improve student proficiency in all content areas; culmination rates; staff and student attendance; parent and community engagement; and school safety. This person is an agent for change who possesses the skills to lead a dynamic learning institution.

Cochran MS is looking for a person who:

- establishes direction by supporting our school vision;
- understands the intricacies of financially managing an urban public school, including the variety of public and private funding sources;
- serves as a mediator between the district and the staff;
- sets strategies to achieve our school mission;
- communicates clear goals;
- guides coalitions and teams; and
- empowers teams and coalitions to meet the needs of the school community.

As the leader of Cochran MS, the principal must support the faculty's instructional practices, especially since the most important variable in successful student learning is the classroom teacher. Strong leaders are never complacent; the principal is the agent facilitating the instruction of our students and leading the relationship with the community.

b. Leadership Team

The success of Cochran MS's instructional program lies in the strength of relationships between the staff, parents, and students. We will build a culture that uses Shared Invitational Leadership practices. Shared Invitational Leadership rests on an invitation to join in a common enterprise. It means sharing power and authority and inviting others to reinforce the vision.[11] Our leadership structure will create a trusting

[11] Stoll and Fink (1996)

environment in which we value the input of all stakeholders. This will take place through regular communication between administration, coordinators, counselors, deans, instructional support personnel, department chairs, parents, and community partners at regularly scheduled meetings. Such meetings will be geared toward the Growth, Achievement, and Success of the Cochran MS community.

The leadership structure uses committees and councils with specific areas of focus. The SSC is the top of the leadership structure; the LC and SBLT then report to the SSC. In accordance with the ESBMM model of governance, our LC, which includes members of the school staff and larger community, will focus on staffing and school culture, as outlined in Section B-6. The SBLT, made up of department heads and academic coordinators, concentrates on instructional matters and professional development. Although we are maintaining the district's guidelines on selecting department chairs, coordinators, deans, instructional coaches, etc., the LC maintains the power to make necessary adjusts for the betterment of our students' education (LIS Waiver #11). The SSC, LC, and SBLT make our school vision a reality.

Keeping in line with Shared Invitational Leadership practices, leadership duties are distributed among all stakeholders. Teachers and community members are actively involved in the decision-making process at Cochran MS through the SSC, LC, and SBLT, as well as the smaller subcommittees. Ultimately, the SSC is the final voice in all matters of policy.

B-8: Staffing

a. Staffing Model

In order to create a school where all students have an opportunity to Grow, Achieve, and Succeed, Cochran MS's staffing needs are listed below. These numbers are based on projected student enrollment and funding. We comply with the following QEIA grant requirements: all core academic classes will be a 22:1 for eighth grade, a 25:1 ratio for seventh grade, and a 25:1 for sixth grade. Currently, teaching and support staff positions follow the guidelines in the LAUSD/UTLA Collective Bargaining Agreement, but can be adjusted through the LC (LIS Waiver #10).

Administrative Staff

- 1 Principal (District-funded);
- 1 Assistant Principal SCS (District-funded);
- 1 Instructional Specialist;

Certificated Staff

- 56 Classroom Teachers (based on enrollment and QEIA mandates);
- 7 Special Education Teachers (District-funded, per student enrollment);
- 3 Resource Teachers (District-funded, per student enrollment);
- 8 Itinerant Positions (District-funded, per student enrollment);
- 3 Counselors;
- 1 Dean of Students;
- 1 Title 1 Coordinator;
- 1 Technology Coordinator;
- 1 Bilingual Coordinator;
- 1 Bridge Coordinator;
- 1 Nurse;
- 1 School Psychologist;
- 1 PSA Counselor;
- 1 Instructional Coach (District-funded);
- 1 AVID Coordinator;

Classified Staff

- 1 Microcomputer Technology Specialist;
- 2 Bilingual Assistants;
- 1 Bilingual Resource Aide
- 8 3-hour Campus Aides for health/safety needs (District-funded);
- 1 8-hour Campus Aide (District-funded);
- 1 6-hour Campus Aide (District-funded);
- 1 Library Aide (District-funded);
- 2 Educational Aides; and

- 1 School Police Officer (District-funded)

Student enrollment determines the number of certificated teachers and classified aides that the District provides for students with special needs. Cochran MS offers an array of educational services to meet the requirements of students with special needs as identified on their Individual Education Plans (IEPs). For the 2011-2012 school year, Cochran MS special education enrollment requires the staffing of the following:

- 1 Teacher, self-contained Special Day Class for students with eligibility of mild/moderate mental retardation;
- 1 Teacher, self-contained Special Day Class for students with eligibility of emotional disturbance;
- 4 Teachers, self-contained Special Day Class for students with specific learning disability;
- 3 Teachers, Resource Specialist Program;
- 8 Itinerant Certificated Staff (e.g. Adaptive Physical Education, Language and Speech, DIS Counseling); and
- 10 Special Education Assistants.

b. Recruitment and Selection of Teachers:

Cochran MS's hiring committee is the Leadership Council, or a subcommittee determined by the LC. The Leadership Council will interview for all positions that fall under the authority of the ESBMM. Cochran MS will look for individuals that understand and will work actively to support the school's mission and vision and instructional goals by signing Cochran MS's Elect "Commitment to the Cochran MS Plan" (LIS Waiver #9). All teaching positions will be filled by a highly qualified teacher. All positions should be hired 30 days before the beginning of the school year. The ideal candidate will:

- Share the mission, vision, and core beliefs as outlined in the instructional plan;
- Understand the challenges of working in an inner-city middle school; and
- Possess appropriate credentials and authorizations.

As an existing LAUSD school, Cochran MS will recruit, staff, and compensate personnel in all certificated and administrative positions in accordance with the following Articles from the LAUSD/AALA (administrative), LAUSD/UTLA (certificated), and LAUSD/SEIU (classified) Collective Bargaining Agreements:

- Article XIII – Reduction in Force/Reinstatement (LAUSD/UTLA);

- Article IX – Hours, Duties and Work Year (LAUSD/UTLA);
- Article XI – Transfers (LAUSD/UTLA);
- Article XIV – Salaries (LAUSD/UTLA); and
- Article X – Duties, Responsibilities and Hours (LAUSD/UTLA).

c. Performance Reviews

Teachers must be dedicated to working in an environment where students will become active members of the learning environment.

Cochran MS faculty will use its staffing autonomy to continue building a supportive community that is committed to ongoing feedback, evaluation, and professional growth. Teachers will be evaluated to determine their success in meeting student needs and to identify areas of professional growth.

The Leadership Council will use the district's STULL Evaluations and consider other district initiatives aligned with the California Teaching Standards. The foundation of the STULL system is sound. The system is designed to improve practice through observation, conversation, and follow-through; the purpose of the STULL is to provide feedback that leads to professional growth.

At Cochran MS, the STULL Evaluation will be supplemented by the SBLT's Peer Observation Program (POP), which is to be used for professional growth and not for evaluative purposes.

The SBLT will design the POP in collaboration with teachers and administrators to maximize teacher buy-in and ensure that the process is useful, not a checklist of teacher expectations. Though the details will be determined by the SBLT, here are the underlying principles of the POP:

- Teacher chooses an area of professional growth from the CSTPs;
- Teacher observes other teachers who are successful in the selected area of growth;
- Peers observe the teacher;
- Peers collaborate with the teacher to find ways to improve the selected area;
- Teacher implements changes;
- Teacher and peers reflect on performance and make additional changes as needed; and
- Designated personnel will keep all records pertaining to the POP.

Because the purpose of performance reviews is to improve practice through observation and reflection, the model for the POP will closely resemble the steps of RTI^2. The POP is not an instrument of hiring and firing.

By staffing the school according to the high expectation of Cochran MS, we can use the evaluation process according to its original intention, a system of feedback and professional growth.

Administrator Evaluation:

Cochran MS's administrators will be evaluated according to multiple measures using the California Professional Standards for Educational Leaders. These standards encapsulate the qualities and behaviors necessary to successfully implement Cochran MS's instructional plan.

Administrators, like students and teachers, will be evaluated according to multiple measures. The administration evaluation tool will be created collaboratively by administrators, teachers, parents, student and the Leadership Council. The tool will include:

- Self-assessments
- Artifacts/data to document achievement of goals
- Preliminary performance goals
- Annual stakeholder surveys

The administrator evaluative tool will be used to provide constructive feedback and accountability, and to determine professional development needs for school leaders. In addition, it will serve as a guide for administrators as they reflect upon their own effectiveness as school leaders.

Internal Management

C-1. Waivers

Cochran MS's intends to alter several of the existing rights of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA. Specifically, Cochran MS is submitting the following waivers to the CBA in order to support and ensure the successful implementation of our PSC plan. Outside of the LIS Waivers, we have submitted a request for an additional waiver below (LIS Waiver #15).

Design Team Placement

Members of the Public School Choice Design Team will remain employees of Cochran MS, regardless of their seniority in LAUSD (see Appendix D).

C-2. Budget Development

Outline School's Priorities from Start-up through Year Three

Here are our priorities for school budgeting:

- Maintain QEIA compliance (Class size, counselor ratio);
- Fulfill English Learner budget requirements (PD, parent involvement, IMA percentages);
- Fulfill Title One budget 0A56 requirements; and
- Fund items outlined in Single Plan for Student Achievement needed to increase students moving towards proficiency and increasing graduation and attendance rates throughout the school year.

Process for Budget Development

1. Evaluation of Single Plan for Student Achievement is completed prior to allocations.
2. Single Plan for Student Achievement goals outlined for all purchases.
3. Needs Assessment completed by CEAC and ELAC and all staff and faculty members.
4. CEAC and ELAC provide recommendations to SCC.
5. SSC develops budget based on recommendations and needs assessment results.
6. Title One Coordinator is responsible for completing justifications and maintaining compliance for the Single Plan for Student Achievement and the budget.