

Environmental Studies Pilot

1. Executive Summary (max 5 pages)

a. Assurances

- i. This plan is developed without any concern for financial profit for anyone involved.

- ii. No student will be excluded from attending our school due to race/ethnicity, gender, socio-economic status, English Learner classification, Standard English Learner classification, students with disabilities, or students placed under foster care.

- v. We will meet the Modified Consent Decree criteria within our school. We welcome Special Education students as important members of our community. We plan to use the District's Special Education Policies and Procedures Manual, Integrated Student Information System (ISIS), and Welligent, the District-wide web-based software system to serve our Special Education students.

b. Student Population: LBMS is currently configured 6th-8th grade. Student enrollment is approximately 1313 for the 2009-10 school year. Enrollment has been declining over the last 8 years. LBMS opened a Math Science Technology and a Police Academy this year. Over 85% of our students are on free/reduced meals. Student body composition is 1.7% African American, 2.2% Asian, 2.7% Filipino, 91.5% Hispanic or Latino, and 1.3% White. There are a total of 204 (0.15%) students (either in GATE or high-achieving) in Honors classes. There are five SDC self-contained classes, one autistic class, one adapted physical education class, and four resource teachers that collaborate and service students in both English and Math classes. The school receives the services of an itinerant Speech teacher, one deaf and hard of hearing teacher, two DIS counselors, which includes one school psychologist. Our staff is stable and highly experienced in teaching the student population of this community. (See Appendix, School-wide Plan for Student Achievement)

c. Vision, Mission, Philosophy

Vision: Teachers, students and parents will work collaboratively to become a community of active investigators (learners), whose focus is on the environment, as it affects the lives of students and their families. At the forefront is the belief of thinking globally and acting locally using the State “content standards” to organize

our teaching and learning practices. Students will learn and use 21st century skills and applications, propelling them towards high school graduation and seeking higher education and employment that makes them continued stewards of their community. Students' acceptance of the responsibilities of citizenship, ability to use critical thinking and problem solving skills, as well as developing a strong interpersonal aptitude and resiliency will be the natural byproducts of this process.

Mission: To create a personalized environment that builds relationships among students, parents, and teachers. This community of learners will set high academic expectations, create support structures, and monitor progress to achieve that end. Leadership, self-direction, innovation, and demonstration of *learning* will be cultivated and valued. Diverse backgrounds and intellectual differences will be respected, and learning gaps will be addressed early and effectively to motivate new and continued learning.

Philosophy: As Luther Burbank believed, it is also our philosophy that every child can and will learn through direct experiences with nature, especially since our school will have 3/4's of an acre dedicated to cultivation and xenoscaping. We believe in the Seven Learning Principles accepted by our school staff and community (See Appendix, Learning Principles). It is our philosophy that each student be exposed to the best and most 21st century-relevant teaching and learning experiences possible, in preparation for their high school, higher education, and beyond.

A Day in a Student's Life: In the Environmental Pilot School, the 7th or 8th grade student will enroll with less than proficient skills in core content areas, based on the educational data that has been reviewed. This student will need to be supported both in the home and school, and will require additional support from the local community. This student will begin school at 8:00 a.m. and go through a block-schedule day. The student will have a daily (or alternate day) Advisory period (with ideal class cap at 25) of 40 minutes where the student will engage in collaborative project and/or service-based learning focused on an environmental issue. Along with three content classes (95 min each, six content classes meeting on alternate days), the student will have daily, Intervention or Enrichment (55 min each), depending on academic progress. As a result of teacher collaboration, the student will recognize that there is one set of classroom policies and familiar practices in each classroom. Due to the care, patience, attention, and clear, high expectations of teachers, the student will realize that "Failure Is Not An Option." The student will be engaged by the rigorous instruction and questions that require deeper thought. Teachers will be adept at helping students connect learning to the child's life experiences. The child will learn methods of organizing information, evaluating his own data, setting academic goals, and achieving them. At 3:00 p.m, at the end of the school day, if the child still needs additional help, there will be staff, or community partners available after school to provide tutoring or additional support. The student may also choose to participate in a number of after-school activities.

d. Education Plan: Our instructional span will integrate the use of common, research-based approaches and methodologies with rigorous integration of the State content standards. Teaching practice will be collaborative, reflective, innovative, and connected through interdisciplinary Curriculum Mapping Protocol (see Appendix for Curriculum Mapping). Teachers will implement school-wide Student Led Conferences following staff-developed protocol; using data students will learn to reflect deeply on their academic progress, and be able to explain it to their parents. Teachers will be adept at using Inquiry-based, Project-based, culturally and personally relevant, and Differentiated Instruction to personalize instruction and maximize student interest and ability. In collaboration among parents, students, and school staff, each student will have an Individualized Learning Plan (ILP), which will maximize personalization and will be reviewed annually. Teachers will emphasize the development of student communication skills (listening, writing, reading, and speaking) in their lessons/units, and student work will demonstrate increasing fluency in these areas. In order to better address the Learning Principles, all instructional staff members will have knowledge of and collaborate on the development of strategies for teaching of 21st century skills. Ongoing professional development will bring all teachers to mastery level in delivery of 21st century-relevant instruction. We will also offer one semester of Technology Skills to assist students in learning practical skills for creation of work products in different digital media.

The school will create a "Pyramid of Interventions" for students that are not meeting State content standards and/or failing. First line of intervention will be to identify students that need intervention by way of teacher or other staff-generated referral. Teacher teams (that share a common student), along with the counselor, will track students who are not demonstrating success and determine whether the causes are academic and/or social/emotional. Identified students will be given an Intervention Period within the school day to address specific standards and skills. Students that are still struggling during/after Intervention Period will be evaluated by teacher teams, counselor, and parents, and a tailored plan of action will be created. Follow-up of the effectiveness of tailored plan will be examined after a pre-determined interval of time. Students that are continuing to fail despite Intervention Periods and tailored plans of action may need further intervention. Depending on availability of funding from the State and/or District, after school extended day learning and summer school may be offered as additional supports. Teachers will also be expected to be available outside of class time when needed by students.

e. Community Impact and Involvement: The community of Highland Park trusts the school and the school staff to do what is expected in preparing their children for high school, college, and the workforce. The LBMS faculty has been stable for many years and feels a strong commitment to the welfare of the children. There is no educational entity in the Los Angeles area that feels closer and cares more about the families of Highland Park than the staff who will teach in Environmental Pilot School.

There are a number of resources that have served the Highland Park community. The Los Angeles Police Department has made strong connections to the LBLC and helped to initiate the second middle school magnet school police academy in the District. The Hathaway House has provided social, educational, and emotional support to the students for many years. They work on campus with Luther Burbank students, and students go to their facility that is about ½ mile away. The Los Angeles Probation Department for many years has worked closely with the school to find ways of keeping students off of drugs and out of gangs. They continue to participate in the Highland Park Community Council that is housed on the LBLC campus. Occidental College and California State University, Los Angeles have been and will continue to be outstanding educational partners to this site.

f. Leadership/Governance: The school governance plan will provide an equitable and sustainable process for all community members to support and comment freely on the creation of a culture that places equal importance on the needs of all stakeholders. The Board of Trustees, School Site Council, and LBLC Building Council will be in place to ensure the realization of our vision. The role of the Board is to verify that all elements of this school plan are effectively being implemented. When a target is missed, when the budget is no longer viable, when the connections between people are not acknowledged, the Board will report to the principal and School Site Council (SSC) of the short coming. They will be able to make recommendations to the SSC, but have no power to make decisions. Following the responsibilities of the Shared Decision-making Council that is outlined in the LAUSD/UTLA contract, the SSC will have the responsibility for decision-making on the most important educational issues within the school: overseeing the budget; the instructional program; and all aspects of school life. They will have final approval on most systemic decisions as well as oversee the work of the principal. All advisory councils (Bilingual and Title 1) will be maintained and make recommendations to the Principal, who in turn will make recommendations to the SSC. LBPS for Environmental Studies, along with the other two schools and two magnets on campus, will participate on the LBLC Building Council. This Council will have the responsibility of meeting at least once per month to review activities and programs that cross school lines.

g. Fiscal Plan: Our fiscal plan will align to the academic achievement goals, our school's vision, mission, and overall strategic development. The budget will be transparent, and decisions will be made democratically in the School Site Council. Although our budget is yet to be determined, we will place priority on items that will align with the mission, vision, and overall strategic development of our school. Items will include: Hire teachers to lower the student-teacher ratio to 27:1; Professional Development prior to the start of school; Summer school program; Intra-staff visitation coverage for peer observation.

**Operating New Schools and Improving Underperforming Schools
2009-10 Application Cover Page**

APPLICANT CONTACT INFORMATION

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PROPOSAL OVERVIEW

Model:	_Pilot		
Number RFP proposal pages:	29	Number of appendices pages:	68
Applying for other PSC schools?	NO		

APPLICANT CONTACT INFORMATION

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Applying for other PSC schools?	NO	If yes, please list those other schools:	

LUTHER BURBANK LEARNING COMPLEX
A Community that Supports All Students
As They Prepare for High School, College, and Careers

Luther Burbank Environmental Studies
Intermediate Pilot School Application

Submitted on Behalf of the Luther Burbank Community
January 11, 2010

Rationale for Creation of the Luther Burbank Learning Center

As a result of the Public School Choice resolution of the Los Angeles Unified School District Board of Education, dated August 29, 2009, a careful review of the Luther Burbank Middle School (LBMS) student achievement, non-academic data, and recent middle school best-practices research was initiated by the school staff, parents, and community partners of LBMS. It was determined, after many hours of group discussions, that bold educational changes were necessary in order to better prepare the LBMS students for high school, college, and the workplace.

This school community has been exposed to the research of Balfanz and MacIver from J. Hopkins University, K. Cotton, J. Epstein, R. DuFour, D. Reeves and many other experts in the area of middle school education. They have reviewed the California Department of Education's middle school portal, Taking Center Stage Act II; the Schools to Watch criteria; *Turning Points* middle school reform model, and the LAUSD Board of Education approved policy on small schools. They have studied with interest Freeport Intermediate School (Brazosport, Texas), a National Blue Ribbon and Schools to Watch school, Tefft Middle School (Illinois), a National Breakthrough School, and the California Schools to Watch schools such as Millikan and Holmes Middle Schools in LAUSD.

The school community has agreed that through the use of the LAUSD Pilot Model for schools, all of the necessary goals could best be achieved. To better address the educational, social, and emotional needs of the students of the Highland Park community, LBMS staff, parents, and the community have agreed to re-structure the present LBMS site by dividing it into three small pilot schools while continuing to share the site with the two currently existing magnet schools: Police Academy and Math-Science & Technology. The LBMS school site will be re-named as the Luther Burbank Learning Complex. This school reform plan is being submitted for the Environmental Studies Pilot School that will be housed in the LBLC.

1. Education Plan:

Jacob, Heidi (2006) emphasizes that "The success of a student's learning experience (student performance) rests on his/her language capacity, his/her ability to read, write, listen, and speak." Teachers will re-culture themselves and the students to incorporate communicative skills in daily activities across the curriculum for achieving content standards proficiency. Our instructional span will integrate the use of new approaches and methodologies that are explorative, collaborative, cooperative, reflective, and above all, connective. Students' progress using the four communicative modes will be evident in every classroom through student portfolios, inquiry-based learning and student-directed projects, student journals, cooperative learning, peer reviews, group discussions, whole-class discussions, think-pair share, presentations, and gallery walks.

The teachers will collaborate with 7th and 8th grade interdisciplinary teams to establish common structure, routines, practices, and strategies where students have multiple opportunities for student engagement: For example, using the model set forth by Tefft MS (Illinois), school-wide implementation of Student-Led Conferences (SLC's) will be carried out. Teachers will develop consistent and uniform approaches that delve deeply into the students' academic progress and

experiences. Students will learn how to prepare and lead their own conferences following specific protocols. SLC's will be driven by the students' own data and their journals. Our goal is to have 80% or more parent attendance during Student-Led Conferences, which may be extended to a one-week window. Another example, is Differentiation of Instruction: "The notion of students selecting something will give them a sense of autonomy which in turn results in motivation" (Blumerfeld et al, 2006). In small groups, students will have a choice of activities to select from with set parameters, to encourage students to think independently. Teachers will select content appropriate activities for students to choose from, incorporating a wide selection of materials. All practices and strategies will be guided by data.

Proven Strategies:

Teachers at the Environmental Studies Pilot School plan to adopt the following methodologies and strategies, found by Dr. Langer (2000) to be effective, to raise the performance level of our students in English Language Arts across the curriculum: Students will raise questions and challenge each others' ideas and responses to create new responses; students will extend literary understanding beyond initial interpretations; students will research and discuss issues generated by literary texts and by students concerns, weaving even unexpected intrusions into integrated experiences; teachers will provide support during the discussions and group work, moving from group to group, modeling and encouraging questions and comments that would cause deeper discussions and understanding of the text; teachers will overtly teach the overarching strategies for planning, organizing, and reflecting on the content or activity; teachers will plan lessons that connected with each other, with test demands, and with student' growing knowledge and skills; and lastly, teachers designed models and guides that lead students to understand how to approach each task, and providing rubrics that students reviewed, used, and even developed. (Langer et al, 2000)

The school will create a "Pyramid of Interventions" for students that are not meeting standards and/or failing. First line of intervention will be to identify students that need intervention by way of teacher or other staff-generated referral. Teacher teams (that share a common student), along with the counselor, will track students who are not demonstrating success and determine whether the causes are academic and/or social/emotional. Identified students will be given an Intervention Period within the school day to address specific standards and skills. Students that are still struggling during/after Intervention Period will be evaluated by teacher teams, counselor, and parents, and a tailored plan of action will be created. Follow-up of the effectiveness of tailored plan will be examined after a pre-determined interval of time. Students that are continuing to fail despite Intervention Periods and tailored plans of action may need further intervention. Depending on availability of funding from the State and/or District, after school extended day learning and summer school may be offered as additional supports. Teachers will also be expected to be available outside of class time when needed by students.

2. Curriculum and Instruction

a. Curriculum Map and Summary:

Using Curriculum Map Protocol (Attached, Curriculum Map Protocol), the teachers across disciplines will meet on a regular basis to review and compare standards to look for overlap of key concepts and academic vocabulary. The goal is to create thematic or parallel units to reinforce related concepts among disciplines.

The core subjects within LAUSD course requirements and the associated California State Standards will guide the instructional curriculum. **In the 7th grade**, students will enroll in 7th Grade Mathematics, English Language Arts (ELA), Life Science, Social Studies and History, Physical Education (PE)/Health, Intervention or Enrichment Class, and a Humanities elective for one semester (Art, Music, Multicultural Studies, Dance, Student Leadership, or Student Service) and a Technology Skills (Partnership for 21st Century Skills; <http://www.21stcenturyskills.org/>) elective (Keyboarding, Applications, and Library/Research Skills) for the other semester. **In the 8th grade**, students will enroll in Algebra 1 or Algebra Readiness, 8th grade ELA, Physical Science, Social Studies and History, PE, Intervention or Enrichment Class, a Humanities elective for one semester, and a Technology Skills elective for the other semester. Our program is flexible enough that students can easily move in and out of the Intervention/Enrichment classes through out the school year depending on student proficiency. During 7th and 8th grade Advisory, students will engage in Project-Based Learning and/or Service-Learning using STEM (Science, Technology, Engineering, and Math) focus.

Instructional Materials:

Environmental Studies Pilot School will use the same district mandated textbooks and supplementary materials that align to the core content for 7th and 8th grade ELA/ELD, Mathematics, Science, and Social Studies/History. Students will be supplied composition notebooks for journaling in the core content areas. Needed books, materials, and supplies will be bought with Title 1 funds, Economic Impact Aid and State Compensatory Education (EIA/SCE) Programs, and Bilingual (EIA-LEP).

Curricular Strategies:

Throughout the instruction/learning day, teachers will use common practices and formats in all courses; consequently, students will experience consistency from one class to another.

Within this structure, students will have knowledge of individual learning objectives, set content standards goals as well as personal goals (with the awareness that set goals can be changed), and be able to articulate and evaluate the objectives and goals. The students will use multiple methods of learning, approaches, strategies, technologies and medias to view, manipulate, and assess the content material. Teachers will pace and connect the content standards with interdisciplinary conceptual-themes while weaving in and out remediation skills into the course work. The teachers will plan, develop, support, model, and encourage and provide repeated opportunities throughout the instructional day for students to engage in *discussions*, explore open-ended questions using content texts and from different points of view, involving the whole class and in small groups, with ample time for collaboration to enhance motivation and satisfy "students' needs for relatedness which in turn enhances student interest, participation and academic effort and improves their confidence" (Davis, 2003; Wentzel, 1997).

Students will participate regularly in peer review to improve writing skills, content knowledge, reading comprehension, and evaluating their learning using class-designed assessment rubrics. As students evaluate and compare other student work with their own, students will grow as learners when exposed to other ways of solving a problem. Using data, students will chart their own academic progress in their journals (Tefft MS, National Breakthrough School, IL). Students will develop self-awareness of personal abilities/skills and their level of academic performance.

Students will be engaged in culturally/personally relevant, Inquiry-based, Project-based, and Differentiated Instruction (Education Reformer Carol Anne Tomlinson) across the curriculum to maximize engagement and potential. Learning will be active, student-directed, and personalized to meet individual interests, abilities, and needs.

Assessment of student progress will be accomplished through a variety of assessment tools, including project rubrics, informal questioning and responses, multiple choice aligned to what students will see on the CST, peer feedback, embedded writing assignments, and presentations to other students, parents, and community partners. Self-evaluation of the levels of questions asked by the teacher and students during instructional times will be based on Bloom's Taxonomy (http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm) and the AVID Costa Level of Inquiry model (Attached, AVID Costa Level of Inquiry model).

Student transition from STEAM 6th Grade Academy to our Environmental Studies Pilot school will be made more seamless for students through collaboration among teachers of the two schools. Through Curriculum Mapping Protocol, 6th and 7th grade teachers will share common strategies and practices, so incoming students to our Pilot will see consistency and familiarity. A large number of our Pilot's 8th graders will feed into Franklin High School, and their themed Small Learning Communities are aligned with our philosophy and themed small school.

b. Track Record of Proposed Curriculum:

The Current LAUSD curriculum meets the requirements presented for plan acceptance. It will be an effective curriculum when presented in a way that addresses the needs of each student through the use of differentiation, embedded intervention and re-teaching, scaffolding of learning, highly motivating classroom experiences, celebration of both small and large learning successes, ongoing assessment, and all within a coordinated and teacher team organizational structures. There is no need to alter the curriculum at this time, but through improved delivery and feedback of effectiveness, increased parent involvement, and strategic use of data to redirect the instructional efforts, students of this school will reach the expectations that they set for themselves as well as expectations that their teachers and parents hold for them.

c. Addressing the Needs of All Students:

As a result in changes in program structure, instructional design and curricular objectives, intervention in our school program will be based on data supporting students' needs. This need will be defined by quantifiable test data and by other informal measures. The Intervention will be provided within the classroom instructional period. Through the use of the Early Intervention option in My Data, school counselors will identify students who require early intervention support and will work closely with the parents in providing the necessary support whether it is academic or social/emotional interventions. Academic and emotional/social intervention strategies will be employed in assisting students identified with needing additional support. Intervention will provide support in acquisition of academic learning, whereas emotional/social support will be provided by teachers, counselors, parents, and outside agencies if needed. Depending on budget allowances, summer school may be offered. Parent assessment of their child's progress will be used to in conjunction with teacher(s) assessments in developing a school/home intervention strategy. In this Pilot school, parents will no longer be outsiders to their own child's progress.

Hathaway-Sycamore Child and Family Services will be housed on campus in order to for the school and community partners to develop strong school/community relationships that will support early intervention efforts and will allow the providers to work more closely with the students, parents, and classroom teachers. Occidental College's Women and Youth Supporting Each Other (WYSE), is an effective and successful tutoring and mentoring support for female at risk students on the LBMS campus after school. One LA Industrial Areas Foundation has undertaken an innovative project between LBMS and Franklin High School. The Young People's Project was developed this past year to target at-risk 8th grade students to be involved in a special algebra project during their first year at Franklin High School. These students will be provided intensive classroom instruction and after school tutoring and counseling to guarantee academic success for their high school experience and preparation for college. Summer bridging programs for the most at risk students moving to Luther Burbank Middle School from the eight feeder elementary schools will be put into place. This program will be mutually supported by community partners and LAUSD. It will provide academic, social and emotional support for these students prior to their entrance into LBMS.

Students will produce a digitalized portfolio of their best work during their years at Burbank. They will track their own data, and periodically set goals and objectives. This will promote continuous learning for students, educators and parents and build 21st century communication skills. The digital aspect of the student self-assessment will be facilitated by ubiquitous access to the tools of digital communication for all students and staff.

d. Accelerated Learning:

GATE students will be enrolled into Honors content classes, where students of similar tested aptitude will be clustered in groups of 15-25 in an ideal setting with teachers well-trained to meet their unique needs (Winebrenner, Susan, 2002). Teachers will differentiate instruction to meet individual student abilities, talents, and interests by differentiating content, process, and product. Teachers will plan instruction for students based on the Gardner's theory of Multiple Intelligences (Heacox, 2002) and current brain-based research.

Academic content for GATE students will allow students to go deeper within a subject or content area topic. Teachers will vary pacing; allow students to move ahead in content area by independent study; accelerating and compacting the curriculum; student groupings by proficiency of specific skill/content; or skipping direct instruction and moving directly into skills application and problem solving.

GATE students will produce work that requires more complex or more advanced thinking.

Inquiry-based and Project based-learning, independent study, career explorations (Partnership for 21st century skills), collaborative and group projects will be used as instructional activities that provide for in-depth student learning. GATE students will also have daily opportunities to work in interdisciplinary, project-based collaborations with a mixed ability population in Advisory and Enrichment courses. Since our Advisory and Enrichment periods allow students to take on challenges beyond what is normally found in school, we expect to find more students to recommend for testing into GATE.

GATE teachers must fulfill yearly minimum State/District requirements for professional development in addressing the needs of GATE students. GATE teachers will be encouraged to pursue certification in teaching of GATE in order to offer most effective delivery of GATE differentiated instruction.

e. Instruction Strategies

Teachers will use anchoring activities designed to keep all students, including identified GATE, students with disabilities, English Learners, Standard English Learners, and students of poverty, engaged, challenged, and motivated within mixed ability classrooms. These anchoring activities will include a variety of strategies: learning contracts; student interest and student designed proposals and projects; collaborative and independent learning projects; peer tutoring; flexible grouping; accelerating/ decelerating instruction; adjusting questioning; compacting the curriculum; and tiered assignments of varying complexity (Appendix, "Instructional Strategies for GATE Students").

3. School Culture

a. Description of Culture:

The Environmental Studies Pilot School developed from the shared ideas, middle school research, and analysis of data of the entire school community. There is a greater understanding of the connection of academic learning and a personalized environment. This will promote a more positive and caring environment for students to learn, for teachers to teach, and for parents and community to be actively involved. A culture of collective learning and co-accountability will be established. It is imperative we form close working relationships among parents, teachers, and community support agencies. The new school's Learning Principle #6 (Attached, 7 Learning Principles) states, "Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning." Therefore, it is the expectation that all classrooms will focus jointly on intellectual learning and the social and emotional development that provides context for each child's depth of understanding.

Teachers will be expected to be available outside of class time to provide assistance or sponsorship. For example, once a week (or some regular interval of time), teachers may volunteer to sponsor a club (student-initiated) at lunchtime, facilitate academic programs after school or on weekends, or be available after school for "Office Hours" to meet with parents and students. Parents may lead afterschool activities or projects if prior arrangements were made with the school administrator. Teachers will be willing to turn their classrooms into "Lab Classrooms" (Appendix, Anthony Jackson, *Turning Points*), with doors open for peer observation. Professional development will be seen as an essential component of a school day, with regular time for staff to meet and systematically evaluate student work, determine effectiveness of methods, and lesson/unit plan.

Teachers will dress appropriately for a professional workplace. Students and families will adhere to the uniform dress policy. Ideally, our school will have a distinguishing color of shirt and the bottoms will remain dark navy blue.

b. College and Career Readiness:

The two most important areas of preparation for our students to have the option of college or university are academic preparation and personal belief in their own capabilities. Students need to be thinking about and preparing for college starting in 6th grade. With the help of teachers and the counselor, students need to be aware of high school courses that are most important for college/university acceptance and begin building the skills to be able to succeed in those classes. For example, students that take algebra and geometry early (by the end of 8th and 9th grades) are much more likely to go on to college than students who do not. In order to make college a reality for our students, it is imperative they are developing age and grade appropriate skills, and that Intervention is provided to help students reach grade level proficiency (<http://www.ed.gov/pubs/GettingReadyCollegeEarly/step2.html>). Parents need to be actively involved in ensuring student remains focused. When it comes to college preparedness, there is no substitute for taking the right courses and working hard.

This campus will present each student with a college going culture that will support the agenda for our school. Field trips to local colleges and bringing college students (in particular former students of our school and neighborhood) to the campus as mentors and presenters will allow students to better view themselves as college students of the future.

Providing students with the 21st century skills will do more than prepare our students for college, it will also help them to transition more smoothly into high school where all high schools are emphasizing Multiple Pathway (CDE) strategies that are also based on the 21st century skills. The Multiple Pathway effort approved by the LAUSD Board of Education in 2008, will provide all students with learning experiences that connect their educational experiences to the world of work. This exposure to the world of work will begin in the 7th grade as recommended by the California Department of Education in the *Career and Technical Education State Framework* published in 2007. It will include bringing outside community business people to the classrooms to discuss business needs in the 21st century, and will culminate with ongoing conversations between parents, students, teachers, and their counselors as students develop Individual Learning Plans that will be carried with them from the intermediate school into their high school.

c. School Calendar/Schedule:

The Environmental Studies Pilot will maintain the currently accepted LAUSD traditional school calendar. During its first year of existence, stakeholders will review the benefits of this school calendar and challenge their own thinking as to how a change in the school calendar will benefit the students to the greatest extent possible. We leave open the possibility of finding a calendar that will more likely meet the educational needs of our student population.

The daily schedule for this school will be altered to address the learning needs of our students. We are presently on a 3X3 block schedule with a daily advisory period. We plan to alter this daily schedule in order to create the opportunity for all students to receive both Enrichment and Intervention within the school day. Our new schedule will place us on an alternating day schedule of three content classes each day, an Advisory period daily (or alternate day), and a daily Enrichment/Intervention period. The total instructional minutes will continue to meet or exceed the minimum requirement of 62,160 minutes.

This daily schedule will allow us to offer students additional support in mathematics and English Language Arts (and other core content areas as well) as has been found necessary based on our analysis of school data for the past five years. We will also be able to address specific learning weaknesses for students requiring intervention experiences. By utilizing the research of Richard DuFour in his highly acclaimed study of top educational institutions in the United States, *Whatever It Takes* (Appendix, R. DuFour), the intervention program will be built into the school day using “short term, specific, and immediate” intervention strategies for supporting student learning.

This schedule provides time for teachers to meet together during their daily conference period to plan interdisciplinary lessons, meet with parents, and address the other needs that are part of being a responsible member of a small school community. The anticipated bell schedule will have the same or more minutes as required by the District (Attached, Bell Schedule).

d. Describe how you will offer athletic programs and other extracurricular programs at your school to meet the needs of all students.

There are a variety of co-curricular and extra-curricular activities that will be shared by all students who are in attendance at the LBLC.

Included in the list of extra-curricular activities are:

Our students participate in Kids Club Italia Soccer League and Anahuak Youth Soccer Association use the LBMS playing fields at the end of the school day and weekends to run soccer leagues year round. Beyond the Bell programs will continued to be offered on this site. Youth Service competitive sports teams including but not limited to soccer, basketball, flag football, softball, and track and field will be available. Programs will be provided by our community partners, such as the Hathaway House and the Highland Park Police Explorers. Occidental students will provide tutoring and mentoring support for at risk students on the Luther Burbank campus after school.

Shared facilities will be made available to students beyond the school day, as well.

The Library Media Center will be available for research, homework, or quiet working opportunities. The Library Teacher will be available to deepen students understanding of the research skills needed to successfully produce student projects in their core courses. The Technology Lab will be available for students to use the current available technology to complete or do research for course presentations, or to learn or further develop the student’s technology skills.

e. Describe your approach to student discipline and creating a safe, clean and respectful campus which is in alignment with the Board approved District Discipline Foundation Policy.

Student discipline will be seen as “Student Learning Experiences” in most cases. Our school will look at student actions, both positive and negative, as learning opportunities. Only in the most severe cases will discipline have a punitive appearance. Examples of the most serious cases leading to punitive responses will be possession and/or use of a weapon on campus; possession and/or sale of drugs, paraphernalia, or alcohol; or assault and battery that would be deemed to be beyond the normal adolescent actions that are not acceptable, but are common to this age.

Other behaviors that are often identified as disciplinary in nature will be handled through the school team and parents as “learning opportunities.” Learning opportunities will bring parents, school staff, and community partners together, in order to help students to learn from a negative experience so that the behavior is not repeated. Consequences could include parent conference, detention, paper pickup, and suspension.

The small size of the school provides great opportunities for minimizing students’ need to act in inappropriate ways. Since all students are well known and recognized by the school adults in their life, and since the school and parents have positive and constructive relationships, students will feel less need for acting out.

f. Describe how you will meet the health mandates and the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.

Although Section 504 Plans and IEPs will continue to be used as required by District, State and Federal mandates, these plans will be developed by the team working with the child everyday, and will be implemented as a function of preparing the student to meet the goals established by the school community. These plans will no longer be seen as a hindrance to the educational process, but rather will become a useful and valuable tool that will benefit the student, teachers, and the family of each student.

g. Describe how you will meet the nutritional needs of all students.

The nutritional requirements established by LAUSD will continue to be invoked through the cafeteria, student store, and in all classrooms.

4. Assessments and School Data

a. Educational Goals and Metrics:

School data, found in our School Single Plan, indicates that for the last five years, Burbank Middle School’s growth in the number of students proficient in English Language Arts has been minimal. The growth in ELA proficiency has averaged approximately one percent per year. CELDT data indicates that 200 students had not progressed in language acquisition. Students may be moving from the lower bands (Far Below Basic to Below Basic) however, students are not successfully reaching grade level in ELA. Student data also indicates that the enrollment of ELL students has dropped by almost 50 percent and yet, reclassification or CELDT score improvement has been slight.

School data relating to mathematics showed even less academic growth when compared to ELA. Students, regardless of sub-group, are still struggling to attain the mathematic concepts that will allow them to reach a proficient level or higher. A bright spot in data reviewed was the academic growth in social studies and 8th grade science.

Data analysis by subgroups indicates that Latino, Socio-economically-disadvantaged, English Learners and Students with Disabilities have not moved towards proficiency. For instance, it would take 19 years for the Latino subgroup to meet last year’s proficiency target defined by Adequate Yearly Progress in ELA within the current school environment.

Student attendance has increased within the last two years and student discipline declined (approximately 30% less suspensions). Students are attending at higher rates and student

discipline has declined, but achievement has not improved. We will work to raise our AYP each year by improving our instructional practices in order to move students up the proficiency levels that have been established, with long term goals of moving all students into the proficient and advanced levels based on the CST. We support the continuous growth report model of the API, where we expect that our API scores will continue to make growth each year over the next five. However, due to implementation of this small school structure, we believe that our metrics should extend beyond these two State and Federal accountability indicators, but we wish to look at areas that will benefit from the smallness (Appendix,C. Kathleen Cotton). We expect to see a continuous increase in our student and staff attendance rates; increase in the number of students being redesignated out of ESL; increase in students moving successfully out of PRP into the regular education program; continued reduction in student discipline; and an increase in parent involvement.

The Environmental Pilot School will be using the goals already established in *Luther Burbank Middle School's Single Plan for Achievement 2009-2010*. Alterations to the single plan for student achievement will be made during our first year in operation. Our agreed upon quantifiable educational goals and metrics for each of the first five years of the pilot school include:

- Achieve a 10% increase in the percentage of students scoring Proficient or Advanced on the CST in the areas of ELA and Math.
- Achieve a 10% increase in the percentage of students scoring Proficient or Advanced on the CST in the areas of Science and Social Science.
- Decrease by 10%, the percentage of students who score at Far Below Basic and Below Basic on the CST in ELA and Math.
- Increase by 6% the number of students identified as Gifted in the school population.
- Increase by 10% the performance of students identified as Standard English Learners (SEL)
- Increase by 3% the percentage of English Learners making annual progress in learning English.
- Increase by 5% the percentage of English Learners scoring Early Advanced and Advanced on the CELDT.
- Meet or exceed the percentage of English Learners scoring Proficient or Advanced on the CST.
- Increase by 5% the EL reclassification rates at the middle school level.
- Increase to 35% the percentage of SWD performing at Basic and beyond on the CST in ELA and Math.
- Achieve a 95% monthly attendance rate for students and staff.
- Decrease by 25% the non-mandatory suspension rates.

Burbank's *Single Plan for Student Achievement Accountability Matrix* provides the details of the strategies/activities that will be used to make school-wide progress towards these goals. Throughout the school year, administrators, teachers, counselors, and coordinators will be using the District's Periodic Assessments, CST results, student work/portfolios, student progress reports, student interviews, and informal and formal teacher assessments to measure the effectiveness of those strategies/activities used. A change in curriculum or instruction may occur as a result of seeing the assessment results.

b. Student Assessment Plan:

We will initially use the State and LAUSD developed assessments to inform our instructional practices and to determine whether students are successfully moving toward standards-based proficiency. We expect to alter the delivery dates of some Periodic Assessments in order to better align assessments to timing of content delivery. Eventually, some departments plan to develop their own embedded assessments to replace those currently available from LAUSD. We will use the ongoing assessments as a way to early identify students in need of intervention.

Each school year will begin with a review of CST, CELDT, and Periodic Assessment scores in order to evaluate the specific needs of the students.

The following chart lists the national, state, district, and classroom assessments to be scheduled each year. The exact dates and testing windows will be determined by the guidelines of the national, state, and district-testing program in June.

Tests	Frequency	Rationale
Annual CELDT	Yearly in September-October	Required state test that identifies students who are English learners
Initial CELDT	As needed from September-June	Required state test that identifies a student's level of English proficiency
BEST	As needed from September-June	Required state test that identifies the students eligible for Title 1 funding
CST and CMA Writing Field Test	Yearly in September	Required state test for 8 th grade students to determine college readiness and to identify career possibilities
NAEP	Yearly from January-March	Required national test to determine the yearly progress of 8 th grade students
CA Physical Fitness Test	Yearly from February-April	Required state test for 7 th grade students to measure health and fitness

CA Writing Assessment	Yearly in March	Required state test for 7 th grade students
CST	Yearly in May	Required state test to measure mastery of state standards
STS	Yearly in May	Required state test for Spanish speakers
CMA	Yearly in May	Required state test for students needing modifications
CAPA	Yearly in May	Required state test for students identified as needing specific modifications
Periodic Assessments for each of the core academics	Three times per year in Oct.-Nov., Jan.-Feb., and Apr.-June	Test demonstrates mastery of the state standards
Summative Tests	As needed by the curriculum from September-June	Tests demonstrate mastery of the curriculum and inform instructional practices
Formative Tests	As needed by the curriculum from September-June	Tests are used to check for understanding and to inform instructional practices
Renaissance Place Star Test	Yearly in September	Test establishes reading goals for students using the Accelerated Reader program
Visual Art or Performance Art	As needed by the curriculum from September-June	Original student work that demonstrates mastery and talent
Accelerated Reader Computer Assessments	Ongoing throughout the school year	Supports student literacy progress and increases reading skills

c. Data Team and Instructional Team:

Our educational model calls for the school staff (including administrator and counselor) to meet regularly around the work and needs of our students. The review of student data on an ongoing

basis allows us, as a team, to reflect on our own work and the progress that we are making for the good of our students. All assessment results will be shared among faculty, students, and their family. Adjustments to the instructional program will be made after a consensus of the faculty within the same subject matter. Through team data reflection, professional development needs will be determined by the teachers in order to improve their teaching practices. Data analysis will assist in identifying student progress that requires celebration and recognition; and also will identify student needs that require increased staff parent interaction.

d. Data Systems:

We will continue to use the LAUSD Modified Consent Decree indicators to measure the progress of our students with disabilities. Special day and resource teachers will help staff to understand addressing all of the Consent Decree indicators, provide staff with information about specific students, and help to implement IEP's more effectively.

The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System ("ISIS"), and Welligent (District-wide web-based software system for online IEPs and tracking services provided). All teachers will attain professional mastery of My Data online system for tracking student information. Any will be given professional development time to become competent users of the technology.

e. LAUSD School Report Card:

Initially we will continue to use the LAUSD mechanisms and information for tracking purposes found in the LAUSD School Report Card. Over time, we expect that with the assistance of our SSC and other governance groups that we will create surveys and other assessment tools that best meet the needs of our education community.

f. Research and Evaluation:

We understand that our successes can become beneficial for the educators, students, and families from around the district. We have no problem sharing our experiences for the continuous learning experiences of everyone. We have learned from others in developing this plan. We expect to continue to learn from others over time. We all want the same thing, which is the best education possible for every child in LAUSD. We will proudly be part of everyone's learning experiences. To this end, Environmental Studies Pilot will be working with Dr. Ronald W. Solorzano, Professor and Chair Department of Education at Educational College as a vehicle to research and study the practice of teaching and learning in small schools. Dr. Solorzano has expressed an interest for his graduate students will be the relationship of the three schools and the impact particularly to the Latino community of Highland Park. Dr. Solorzano has been very generous with his time and support with research his students are currently undertaking. (e.g. High Achieving Middle Schools for Latino students in Poverty, Journal of Education for Students Placed at Risk).

g. Operational Goals and Metrics:

As stated previously, we will hold ourselves to the NCLB as a primary way of measuring progress. We further understand the need to use the LAUSD Modified Consent Decree

Indicators in order to measure the progress of our Students With Disabilities. Our metrics for progress are clearly delineated in the appendix. (Appendix, Operational Metrics)

5. Professional Development Program

a. Professional Development:

Teachers will be trained periodically to provide in-classroom modifications and accommodations to support students in danger of not meeting standards. To provide consistency and thematic learning, same grade and interdisciplinary teachers will plan units around common environmental themes.

Professional Development (PD) will be organized and facilitated by a teacher-team, and when necessary, find outside experts to lead/train the staff. PD will be driven by data obtained from State, district, and school developed assessments; teachers will employ data-analysis, of formative and summative assessments, to update instructional practices to better serve our identified sub-groups, English Learners and special education students. In order to better address the Learning Principles, all instructional staff members will have knowledge of and collaborate on the development of strategies for teaching of 21st century skills.

In the summer, prior to school, teachers will meet to evaluate CST and/or Periodic Assessment results. Based on patterns of student performance, the teachers will determine the direction of next year's curriculum. Starting at the beginning of the school year, same grade-level teachers will look at the first 10 weeks or so of their frameworks, create curriculum maps, and determine how to create thematic or parallel units among the disciplines. These teachers will continue to regularly evaluate the effectiveness of their lessons, analyze student work, and revise their methods/approaches if necessary to ensure student mastery of standards. Professional development will support the school vision and the Learning Principles established by the school/community.

Content literacy and comprehension will be a high priority of PD. Teachers will meet in their inter-disciplinary teams to reflect and discuss how to implement research-based strategies. Teachers will share student writing samples from all content areas and provide evidence (podcasts, video) of students actively using academic language and content vocabulary embedded in their class presentations/discussions/activities. Teachers will share strategies, evaluate for effectiveness, and implement what provides evidence of student success.

Using *Turning Points* guidelines, professional development will be an ongoing collaboration and reflection process on the realities of what is planned and happening in each classroom. It will not be business as usual. The first year is crucial to establishing the consistency and flexibility that is required in meeting the projected learning successes of our at-risk students. Using journals of daily teaching practice, samples of student work, and other appropriate data, all staff will participate in designing, revising, and refining the approaches, methodologies, and strategies that take place inside the classroom. The goal will be "Whatever It Takes" for all of our students to succeed and the measure of our success will be tangible in test scores and overall enthusiasm.

To raise the level of questions by teachers and students in the classroom so that at least 50% of

the questions are at the higher levels of Bloom's Taxonomy. The goal is for at least 80% of questions to move from low to high levels on the Taxonomy.

This Pilot will increase the constructive feedback used for learning within this small school. Teacher feedback to students and peer-to-peer feedback should be ongoing, regular, constructive, and supportive. Common understanding of language and school culture will be developed. In order to have a commonly shared culture, it is necessary for the educators to have a common vocabulary that is aligned with practice. Therefore, if this small school defines rigorous instruction, the practices identified as rigorous must match the verbal definition used by the educators (Appendix, Elmore, Rounds). A safe and caring classroom environment must exist where students feel that it is safe to ask questions. Inappropriate behavior that undermines safety will be routinely used as learning opportunities. Strong relationships will be developed between teachers and students in each class. These relationships will become a motivational tool for students, especially for at-risk students.

Professional development by content areas will bring content teachers from each of the small schools together. This will allow for teachers to deepen their own knowledge of their content and their content specific pedagogy. This cross-school professional development will also assist in the transition work between schools from elementary to the 6th grade to the intermediate school and onto the feeder high school. Transition of students from one school to the next has been determined by research to be a major issue for under-performing students, so professional development between the schools, from elementary to high school will be important for seamless educational transitions to occur. We anticipate using a multi-level approach to articulation that is spelled out in the appendix (Appendix, Larry Tash, Transition Points). Through a blending of small school instructional opportunities, content specific training, and transitional work between teachers of different educational levels, we believe that the teaching and learning practices of our small school will increase the academic achievement for all students.

b. Teacher Orientation:

All staff that opens the school will be accepting of the school vision. Since training for the opening of this school will begin February 2010, all teachers opening this new school will have time to prepare themselves for this new experience. The induction of new staff will become an important role shared by all members of the community. The school administrator, counselor, teachers, and parents will all be asked to take an active role in bringing new staff into the school. Each new staff member will accept the culture, understand the culture and know what is necessary to support the culture of the school.

The culture of the Pilot school is clearly delineated within the five addendum items approved by the Pilot Office of the LAUSD. Staff entering the community will be given early understanding of the expectations. Established teachers will be asked to mentor new teammates. The administrator will provide additional support and monitoring of the new staff member. Parents will meet and greet new staff members to provide the new staff members with a clear understanding that parents are part of the educational team. This is a community that holds itself and all of its members to the highest possible expectations.

New teachers will be asked to clear their calendar for two weeks prior to the opening of school. During that time, the school plan will be explained in detail; the most significant teaching

strategies will be explained by members of the teacher's team. Mentor teachers will be identified based on voluntary submission. Mentor teacher names (and their respective on-line professional portfolios) will be available to new teachers and they may request the guidance of more than one mentor teacher. New teachers will be given curricular maps for their content area. Consistent and regular support for new teachers will contribute to the stability of the school.

c. PD Calendar:

Professional development will occur regularly through out the school year. There will be 3-5 days of UTLA/LAUSD contract paid professional development (depending on budget allowances) in the summer, prior to the start of the new school year. There will be ongoing professional development through out the school year. One day per week, Tuesdays, will be set aside for staff driven professional development. Two days per week, at minimum, teachers will use time during their conference periods to work closely with their teammates to discuss, share, and create improved instructional opportunities for the students that they are responsible for at that time.

On Tuesdays, the normal starting and ending time school schedule will be altered. School will be dismissed early on this day to accommodate the professional development requirements for the school staff. These minutes will be made up on Monday, Wednesday, Thursday, and Friday each week in order to bank sufficient instructional minutes to allow for this time to be available within the constraints of the instructional minutes requirements of LAUSD and the California Department of Education.

d. Program Evaluation:

The evaluation of Professional Development will be ongoing. The educators will voice their comments in individual written evaluations and in public educator planning meetings. Since this is a team of teachers within a single small community, constructive and honest responses to the work of the school will be accepted, appreciated, and acted on. Also, by chronically reviewing student data, the direction of the professional development can be changed quickly as needed.

For evaluation purposes, the teachers, staff, parents, students, and members of the community will participate in collaborative reflection and brainstorming during PD whenever it is deemed necessary to identify patterns of strengths and weaknesses of the proposed instructional program. We will develop a criteria or rubric to use in measuring the effectiveness of the proposed overarching school-wide instructional program, school-wide instructional strategies, and any planned changes.

6. Professional Culture

a. Professional Culture:

All teachers who accept working within this Pilot school will be expected to support the California Standards for the Teaching Profession. The six areas of focus for these standards are: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student Learning; and Developing as a Professional Educator.

Additional details explaining each of these areas can be found at <http://www.ctc.ca.gov/reports/cstpreport.pdf>. These six areas will provide the basis for evaluation by the school administration and self-assessment on a regular basis. Through regularly planned classroom visits by the school administrator and regularly scheduled conversations for improvement between the administrator and the teacher, teacher practice will continually improve and meet the expectations of the State Department of Education, LAUSD, the peers that each teacher works with, and the parents of the students who each teacher is responsible for educating.

All teachers will be expected to accept leadership and mentorship opportunities within the school community as appropriate. The development of a professional portfolio (to be also available online) detailing each teacher's academic training, personal educational accomplishments, leadership, and student achievement data will be made available to the public and used as a public relations tool for our school. Teacher portfolio will contain examples of past student work, project rubrics, and alternative assessment strategies.

Ongoing professional growth opportunities will be provided based on ongoing analysis of student achievement data and student work analysis, as well as teacher self-identified growth. Included in this new personal growth model will be "Intra-staff visitations" which is defined in more detail in Section 6b.

b. Evaluation:

All teachers will be evaluated on a regular basis by the school administrator using the LAUSD Teacher Performance Evaluation Form (until a new and more valuable tool is developed and approved). The administrator's final evaluation will be based on his/her own observations of the teacher based on the California Standards for the Teaching Profession, review of the peer assessment tool used by all staff, the required student/parent community surveys, teacher/parent interaction log, and student data that shows whether students are making continuous improvement in a variety of measurable areas, both academic and non-academic in nature.

Intra-staff Visitations: Depending on budget allowances, teachers observe each other delivering lessons at regular intervals (intervals to be determined). Teachers will be compensated per LAUSD/UTLA contract for observing delivery of a lesson during their conference. Coverages, if necessary, will be provided for teachers to conduct observations. Visiting teachers provide feedback to teachers based on faculty-derived criteria. The intention is to create consistency within the school, to observe best practices and learn from each other, to provide solicited feedback, and offer opportunities for teacher to self-correct and refine. Teachers will establish the focus for each class visit. Teachers will share what they have learned and will identify areas of support that the principal can provide, if needed. In this model, a teacher will welcome a trusted peer to their class. (<http://pandora.cii.wvu.edu/dialogue/issue9.html>, <http://www.ntlf.com/html/lib/bib/94-2dig.htm>)

Staff will explore the usefulness of mid-year peer reviews. The format will be the result of collaboration of the staff. Process may include a mid-year self-evaluation followed by solicited peer reviews. Peer reviews will be based on multiple modes of input, such as review of teacher's professional portfolio, conversations about teaching philosophy, and multiple Intra-staff

visitations. Peer reviews will be based on National Benchmarks for teaching, documentation and evidence, collaboration and familiarity with the colleague's work, and questions may include: "What do you consider to be this person's top 3-5 work related strengths?", "What are the 3-5 major areas that you think this person can improve on and how might they do that?"

Teachers that are identified as "less effective/struggling" will be provided multi-tiered supports. Initially, instructional team/mentors would visit the teacher, model effective strategies, and debrief their observations with the teacher in question. The administrator may also provide the teacher coverage time to observe peers, followed by a debriefing with involved parties. Instructional team/mentors may be asked to co-teach with the teacher for a period of time. If the desired changes are not made by the teacher, then the Peer Assistance Review (PAR) process will be initiated. Ultimately, if desired changes are not evident, the teacher may be released at the end of the school year.

c. Feedback:

Staff will explore the usefulness of student evaluations of their teachers. Evaluations will need to be designed to be age-appropriate and provide constructive information about how to best reach and motivate students. Student evaluations may be anonymous. Student evaluation questions occurring at the end of units (or lessons) may include: "What was I asked to do that helped me learn the most?", "What did I enjoy doing the most in the _____ Unit?", "I wish that we did more of _____.", "I wish we did less of _____."

If student evaluations are to be used, evaluations are to be collected by administrators, and administrators will collate results and provide positive and constructive feedback to each teacher individually. Teachers will use results to help refine their teaching. Like all other aspects of this school, evaluation is a learning opportunity, not a punitive practice.

7. Serving Specialized Populations

a. Specialized Instruction:

Teachers will be knowledgeable about accommodations and modifications to help Special Education students overcome their disabilities and access core curriculum. Collaborative/co-teaching between Special Education and General Education teachers will provide students with more teacher time and attention, reduced teacher-pupil ratio, and opportunities for individual assistance.

All students with disabilities will receive instruction in the least restrictive environment according their IEPs. A culture of high expectations and inclusion that values and celebrates the successes and accomplishments of all students will be developed around the practice of collaboration between general education and special education teachers and students.

The school will be staffed with Resource Specialist Teachers (RSP), Special Day Class (SDC) Teachers, and a Moderate/ Severe Special Day Class Teacher. RSP teachers will be assigned to learning teams with Gen. Ed. Teachers for collaboration and co-teaching. SDC teachers will co-teach and collaborate with Gen. Ed. Teachers to provide assistance for students with specific learning disabilities and moderate to severe disabilities within a mainstream setting as much as possible. Students with disabilities will receive instruction with their non-disabled peers as

appropriate. All students will participate in the Advisory class, PE, and Intervention periods with disabled and non-disabled peers.

Strategies that teachers will use to adapt the content include: teaching specific cognitive strategies to help students learn curriculum; chunking instruction; modified or shortened assignments; providing students with study guides and/or supplemental reading materials; adapted texts and worksheets; supplement reading materials; and **planning** vocabulary lists for academic courses. Special education staff and Gen. Ed. teachers will use accommodations that include the following: frequent assessment and progress checks with immediate feedback; additional time for assignments; providing explicit and specific instructions in multiple ways (written and spoken); modeling tasks the first time; use of calculators, rulers, multiplication charts, word lists; graphic organizers; manipulatives; cooperative/ collaborative learning; use technology to enhance instruction. Teachers will adapt the student work product, or assessment, to show mastery of standards. Examples of adaptations include: modified written assignments; extended time for assessments/ assignment; access to dictionary, word list, journal notes, math aids during assessment; providing structured opportunities for students to reflect on their own learning.

iii. Describe how the proposed school will provide extended school year services to eligible students with disabilities.

The LBEI will provide Extended School Year to students whose IEPs indicate their eligibility. School IEP teams will follow district and state guidelines in identifying eligible students.

iv. Explain how the proposed school will identify and meet the needs of English Language Learners and Standard English Learners, including curricula and instructional strategies/practices to accommodate this group in a way that is culturally relevant.

The goal of all English Learners will be to reclassify as Fluent English Proficient. In order to achieve proficiency in English, all ELs will have daily direct instruction in English Language Development (ELD). This instruction will be specific to the student's ELD/ESL level based on the State ELD standards. Students who are reasonably fluent ELD level 5, including ESL 3, 4, and PRP) will continue to receive specific ELD instruction to help them meet CELDT reclassification criteria. (Lessow-Hurley, 2005). Students below reasonable fluency will receive sequential, rigorous instruction in ELD.

Special attention will be paid to Preparation for Redesignation (PRP) students who have been classified as English Learners since elementary school, but have not yet met the criteria for reclassification. These students, having low literacy skills, are at highest risk for dropping out of high school. All core content and ELA/ ELD Teachers will use strategies in class specifically to address the learning gaps and language needs of these PRP students.

Teachers of English Learners will use specific scaffolding and Specially Designed Academic Instruction in English (SDAIE) strategies to help students access core curriculum and master grade level standards (See Appendices, SDAIE and Scaffolding Strategies). The focus of content area instruction will be to build content literacy and academic vocabulary in the content area (Appendix, Scarcella 2003). The following scaffolding practices will be used to help students access the core: building background knowledge; explicit instruction of cognitive

strategies; modeling; use of comprehensible input and the use of advance organizers; creating opportunities for student interaction using English; teaching academic vocabulary; bridging and building on prior knowledge; and developing metacognition.

Reclassified English Learners will continue to receive these instructional supports in the classroom in order to sustain and continue to develop their skills in English. Reclassified students will be monitored closely, and school-wide interventions will be provided to ELs making less than adequate progress as measured by teacher assessments, state and district assessments, students work samples.

The needs of Standard English Learners will be addressed within the general education classrooms. Teachers will use instructional practices to build lessons and deliver instruction using Culturally Relevant, Scaffolding and SDAIE as appropriate (LAUSD Academic English Mastery Program, www.learnmedia.com/aemp/index.html). Responsive Education (Appendix, LAUSD AEMP). Teachers will be knowledgeable of the interconnectedness of culture, teaching, and learning and have high expectations for SEL students (Appendix, Geneva Gay, Culturally Responsive 2000). Materials and strategies selected by teachers will support rigorous and culturally relevant instruction.

7b. Meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues.

The school will support high expectations for at-risk students by working with stakeholders to remove and alleviate factors that impact student academic success. Academic and non-academic supports will be made accessible to students with history of low academic achievement, behavioral issues, truancy and poor attendance, drug and alcohol use, teen pregnancy, sexual identity, and emotional issues.

Intervention will address all students not meeting State content standards, and will be particularly beneficial in providing academic support to our at-risk students. Non-academic supports (emotional, social) will be provided by the shared nurse and psychiatric social worker. Additional community supports like Hathaway House, and Occidental (Women and Youth Supporting Each Other) WYSE Organization will continue to be a valuable resource for students and families.

8. Family and Community Engagement Strategy

a. Identification:

The community of Highland Park trusts the school and the school staff to do what is expected in preparing their children for high school, college, and the workforce. The LBMS faculty has been stable for many years, feels a strong commitment to the welfare of the children, holds pride in this community, and wants to provide the best education possible for each student. The faculty and parents of this school community have come together to the greatest degree over the past fifteen years in studying the school data, listening to each others concerns, and drafting this plan for three small pilot schools. There is no educational entity in the Los Angeles area that feels

closer and cares more about the families of Highland Park than the staff who will teach in Environmental Pilot School.

There are a number of resources that have served the Highland Park community. The Los Angeles Police Department has made strong connections to the LBLC and helped to initiate the second middle school magnet school police academy in the District. The Hathaway House has provided social, educational, and emotional support to the students for many years. They work on campus with Luther Burbank students, and students go to their facility that is about ½ mile away. The Los Angeles Probation Department for many years has worked closely with the school to find ways of keeping students off of drugs and out of gangs. They continue to participate in the Highland Park Community Council that is housed on the LBLC campus. Occidental College and California State University, Los Angeles have been and will continue to be outstanding educational partners to this site.

The decision for this small pilot school to have environmental studies as its theme gives understanding to the fact that many students, parents, and staff love this community and want to protect it and make it better. Work with local and global environmental, cultural, and social organizations will expand as a result of this plan being implemented. If feeling a connection to a community (and its members) makes a difference in educating students, then the teachers and staff of this school are the most qualified to meet the demands and expectations of this stakeholder group. This plan has been developed by representatives of the entire community based on their review of student data, common experiences, and a shared hope for providing each child with the best chance to succeed in high school, college and the workforce.

b. Family and Community Engagement:

The parents, school staff, and community partners have crafted the Family and Community Engagement Plan from information gathered from surveys, community leaders, small group and individual/parent conversations. Student safety (particularly at the end of the school day) is the single biggest issue for a majority of the parents in this community. The influence of the gang culture is a major concern for the parents of elementary, middle, and high school students. The influence of the Avenues and Highland Park gangs are legitimate. The latest data from Northeast Los Angeles Police Department shows a marked decrease in crime in the Highland Park community, but random violent gang incidents have continued to reflect the impact of gangs. Community groups play an important role in addressing this issue: The Northeast Los Angeles Police Department in conjunction with Los Angeles Unified School District has monthly, “Safe Bridges” community meetings at their police station to update and provide current crime statistics and ongoing safety measures undertaken in the community. The Church of Los Angeles-Northeast is another community organization that has monthly meetings to devise proactive approaches to community crime. For example, “Peace in the Northeast Community March and Resource Fair” is an annual event that accentuates the need to showcase community resources and awareness to counter gangs. In order to foster community relationships, the school has hosted several events: This past November, Anahuak Youth Soccer Association sponsored a Thanksgiving Dinner event and in December, Kids Club Italia sponsored a “Posada” food basket and dinner event. The Greater Highland Park Neighborhood Council (GHPNC) and the Kiwanis Club of Highland Park are an influence at LBMS. In addition, this past December, the Neighborhood Council recognized two classroom teachers for their exemplary work in the

classroom, and the Kiwanis Club will sponsor “Key Club” (a youth club that works in developing young leaders for the future) to be supervised by a classroom teacher.

School to parent communication is the second biggest issue for a majority of the parents in this community. To address this issue, the following communication plan will be implemented: A common understanding of language between the school and parents is imperative for any relationship or trust to exist. Therefore, professional and competent translation (oral and written) will be provided. Use of the ConnectEd communication system will be increased and messages from school to parents will become a weekly update tool for identifying and describing all events (and other important information) occurring at the school during the coming week. The school web page will become a way for parents to stay aware of the school calendar and student/parent activities and programs coming to the school during the following month. Access to computers will be made through the local public library, and the school library for families that do not have a computer available. The school web page will provide an easy way for teachers to make parents aware of classroom assignments, homework, and assessment schedules. This will allow parents to better support the classroom teacher. Through the Family Conversation Program (appendix), all parents and children will be required to participate in a weekly conversation at home around topics suggested by the school administrative staff. Family Conversations will support parents in passing their own values toward education on to their children. Parents will accept this mandatory requirement because they know that they are responsible for helping their child to develop a strong set of values, otherwise, their child may develop their personal values from others who do not have the child’s best interests at heart. The school will become a transparent environment for parents. Parents will be welcome to visit their school and their child’s classes freely, using the established protocols in order to not disrupt the educational process. The school staff will view themselves as working for the children and parents, and will use this time to share with parents how and what students are doing. Through the use of the Early Intervention option in My Data, school counselors will identify students who require early intervention support and will work closely with the parents in providing the necessary support whether it is academic or social/emotional interventions. Contacts in this model between teachers and parents will lead to increased academic achievement and greater collaboration between the school staff and parents on how to best support the child’s academic, social, and emotional development.

Through a distributive and the multi-layered governance model, parents will have authentic involvement in school operations and decisions. (See School Governance)

Support services will be provided to students and families as necessary. These support services will include: A trained and credentialed educational counselor to work with children and parents on students' educationally related issues; A school nurse to help identify and support social and emotional issues of the students; Family and mental health support provided through community partnerships that are developed between the school and health providers; Clubs and educational support programs available beyond the school day; Parent organizations that provide opportunities for parents to find ways to connect to the school in a less formal yet meaningful ways (for example, helping parents to understand the teaching strategies being utilized in all classrooms, supporting parents in their knowledge of working with adolescent children, or providing computer skills courses to assist parents in staying connected to the school and the

teachers through the school web page and e-mail). Parents will be peer leaders in supporting each other in their children's education.

By bringing the school, parents, and the community together, LBMS will play the role of being the center of the community. The facility will be used by school and community groups to benefit parents and children. The expectation will be that all activities and programs that occur within the LBMS community will be able to support the vision and goals of the school.

c. Key Community Partnerships:

Staff will build deeper relationships with community organizations and schools, so that we become a network of learning and culture. Designated staff will work strategically with our feeder elementary schools (Aldama, Annandale, Buchanan, Bushnell Way, Garvanza, Monte Vista, San Pascual, and Yorkdale) and with the high schools (Franklin, Eagle Rock) we feed into. Designated staff will work strategically with Occidental College, Cal State LA, and other community colleges to create educational outreach and support for our students.

Designated staff will cultivate educational outreach efforts with neighboring organizations that work with conservation of the environment and beautification, such as Debs National Park, Milagro Allegro Community Gardens, Huntington Gardens, Descanso Gardens, Los Angeles River Conservancy, and the Los Angeles Zoo. Students will have opportunities to participate in field trips to gain authentic experiences. Field trips may also be used as rewards and incentives.

Our staff has previously hosted presentations by community organizations such as Heal the Bay and Debs National Park. More collaborative relationship will be pursued and explored. New relationships with Generation Earth and Tree People will be pursued. Staff will enlist global organizations (may include Nature Conservancy, Gorilla Foundation, Sierra Club, to name a few) to help publicize and further our environmental stewardship goals. A more active role will be pursued in our existing membership to Jane Goodall's Roots and Shoots global organization.

9. School Governance

a. School and Advisory Organizational Charts:

The multi-layered school governance plan for the Luther Burbank Pilot School for Environmental Studies encourages parents, teachers, classified staff, the school administrator, students and community partners to play active roles in the implementation of this plan. It provides an equitable process for all community members to support and comment freely on the creation of a culture that places equal importance on the needs of all stakeholders.

LBPS for Environmental Studies will have a Board of Trustees that is made up of six representatives from each of the school community stakeholder groups (administration, staff, students, parents, teachers, and community partners). The role of the Board is to verify that all elements of this school plan are effectively being implemented. When a target is missed, when the budget is no longer viable, when the connections between people are not acknowledged, the Board will report to the principal and School Site Council (SSC) of the short coming. They will be able to make recommendations to the SSC, but have no power to make decisions. The overall observations and recommendations of this Board will provide input to the district evaluators on a yearly basis. In the first year of the Pilot School, members will be assigned to the Board by the

design team and current LBMS principal. After the first year, all stakeholders will select Board members that will be in place the following school year. This process will be jointly developed by the Board of Trustees and the SSC early in the 2010-11 school year. Members of this Board may not be official voting members of the SSC, or officers of any of the required school advisory councils. This Board will establish its own meeting ground rules, time schedule, and ways for verifying that the implementation plan for the school is moving as intended.

The LBPS for Environmental Studies will have a School Site Council (SSC) made up of representation of all stakeholder groups within this school. The make up of the membership will meet the State guidelines, guaranteeing that there is equal membership from the LAUSD employee side and non-LAUSD members. The specific number of members will include six members from each sub-group of the school. Included on the LAUSD side will be one administrator, one classified employee, and four teachers/counselor. Included for membership on the non-LAUSD side will be one student, one community partner representative, and four parents. Members should not represent their own issues and beliefs, but rather the groups they represent. The SSC will have the over-arching responsibility for decision-making on the most important educational issues within the school: overseeing the budget; the instructional program; and all aspects of school life. They will have final approval on most systemic decisions. They will oversee the work of the principal. This Council will define for the principal their expectations for successfully leading the school to reach the goals established in this plan. Although the SSC does not supervise or evaluate the teaching and classified staff, they do hold the principal accountable for the practices being implemented in the school by staff members. Should the SSC wish to alter any major sections of this plan, it will require a two-thirds approval of the SSC, the concurrence of the Board of Trustees, a majority vote of parents who are present when a community wide vote is held, and the majority support of the school faculty and staff. Minor improvements in the plan that do not alter the overall expectations for any individuals will not require this formal process. Usually the staff, parents, or the Board of Trustees will make their recommendations to the principal who will share the proposed changes with the SSC.

LBPS for Environmental Studies will continue to maintain all required advisory councils such as the bilingual and Title 1 councils that are required by the State Education Code and by LAUSD Board policy (Bul-41481, March 27, 09). They will be expected to discuss issues aligned to the purpose of their council, propose use of the funds appropriately, and actively support this plan. Members will represent all families that are covered by the specific funds. The oversight councils will be make recommendations to the principal, who will share these recommendations with the SSC. Members of these councils may be members of the SSC or Board of Trustees if they are selected.

LBPS for Environmental Studies, along with the other two schools and two magnets on campus, will participate on the LBLC Building Council. This Council will have the responsibility of meeting at least once per month to review activities and programs that cross school lines. Included in these areas of responsibility are: Use of shared spaces; campus supervision; emergency planning; LAPD and emergency service contact; crisis leadership; shared calendar oversight; dispute resolution between schools; student body finance; and student activities that overlap between schools. This council will be made up of three administrators, three teachers, and three parents representing each of the three schools on campus, plus one representative from

each of the magnets. Members of this council may belong to any other organization on campus as it is not a decision-making body.

10. Leadership

a. School Leadership:

Job Description for Principal: The Environmental Institute school leader, principal, will hold the required credential for a secondary administrator and will meet all LAUSD and California Department of Education standards for this position. Our principal will be an educational leader that has strong interpersonal skills that will allow the person to support the relationships among all stakeholders in our community. This educator will have to prove to the selection committee that he/she is highly knowledgeable in all instructional areas, including pedagogy, instructional practices, use of multiple assessments, and models of effective intervention. This person must willingly accept and support the vision, mission, goals, and plan accepted by the stakeholders of this school community.

As an intermediate school, this administrator should have previous experience in middle school education and the related initiatives. We expect this person to help our school become recognized as a California State Distinguished School (CDE) by adopting many of the attributes identified in Taking Center Stage Act II (<http://pubs.cde.ca.gov/TCSII/>). We expect to be identified as a California School to Watch (<http://www.clms.net/stw/>), by meeting the criteria established by the Schools To Watch national organization. This person will need to lead by example and show that they are an outstanding teacher, as well as administrator. As an outstanding teacher, the principal will understand the classroom and relate to the teacher. It is important that this person can connect to parents, and help parents support the educational effort of their children, as well as act as a liaison between parents and teachers if that is necessary. It is important that this educator be able to connect to students and help them to understand the value and purpose of school by working directly with students, and by supporting the creation of a warm and caring environment for students to attend school. We all are all expected to be learners and teachers, and we want our principal to be a learner and teacher as well. This person has to demonstrate excellent communication skills, both written and oral. We are looking for a candidate that is responsive, creative, innovative, proactive, and accessible; who can address issues quickly and effectively.

It is important that our leader be able to represent us well in the LBLC, and be highly knowledgeable in operational areas. The principal needs to be our advisor as we work to develop our school budget and able to assist staff in creating a master schedule. Our administrator should have experience with maintenance and operation issues in order to facilitate correction of problems efficiently.

b. Leadership Team beyond the Principal:

As of this time, all other leadership positions will be handled through a distributed leadership model, where we take advantage of the skills and knowledge of our total school staff, our parents, our students, and our community partners. These leadership positions will not be formal positions, but rather will arise to address needs of the school when appropriate.

c. Recruitment of Teaching Staff:

Job descriptions for teachers: All teachers in the Environmental Institute will accept the conditions for staffing identified in this plan. All staff members must agree to the vision, mission, goals, and other elements of this plan. Teachers must demonstrate diligence in cultivating relationships with colleagues, students, and parents. We are looking for teachers and staff who are collaborative and supportive of everyone in the community to bring this plan to fruition. We have established professional development requirements that must be accepted. Our educational program must be transparent, so we will expect that staff members will visit each other regularly, and that parents will be welcomed into all classrooms following the required visitation protocols. We accept the six California Standards for the Teaching Profession that are clearly delineated by the State Department of Education (California Standards for the Teaching Profession, <http://www.cde.ca.gov/pd/ps/te/>).

As a school we have developed a set of Learning Principles that will be implemented by each teacher. (Appendix, Learning Principles) Our teachers need to understand the developmental stages of our middle grade students, and show enthusiasm as we help them to grow academically, socially, and emotionally. Teachers will be creative in making sure that “Failure is not an Option”. Since we are an environmentally themed school, we expect that every teacher will look for ways to connect their content to environmentally related topics and to the life experiences of our students.

We accept that every teacher will have to meet the hiring conditions established by LAUSD, such as maintaining a balance in our staff diversity, and meet any credentialing requirements asked of them. We want excited and enthusiastic teachers to join us on this adventure of creating the culture and environment that we envision.

11. Operations

As an internal partner with the LAUSD, our school will continue to use all existing LAUSD operational services at our school site and follow the Collective Bargaining Agreements. We agree to enter into discussion regarding the viability of master service agreements. Our SSC will be responsible for identifying the personnel who will coordinate and lead all non-academic aspects of school management. The LAUSD’s School Management Services will work closely with us to ensure a successful school year. Our school also agrees to the operations plan being worked out with the LAUSD’s Workforce Stability Taskforce.

12. Finances

As an internal team, our school will receive funding via LAUSD’s transparent budgeting process (based on student ADA). We will develop a budget that supports our school’s educational plan and is aligned with our vision and mission. The budget will be directed towards meeting the needs of all students, including identified sub-groups. Through open public community meetings, our SSC will have input as they develop and approve the final budgets for each school year. By establishing an active PTA, we will be able to raise additional funds to support our school’s mission. Fiscal soundness and legal compliance are two desired outcomes for our school, and we will follow the LAUSD’s policies for monitoring our finances and for producing the required financial reports. The SSC will determine the well-qualified person responsible for generating our financial reports.

13. Facilities

LAUSD will provide the facilities use agreement that is being finalized by the Workforce Stability Taskforce. As an internal team, our school will follow that agreement.

Attachments to follow:

Luther Burbank Environmental Studies Academy

Election to Work Agreement

Vision:

Teachers, students and parents will work collaboratively to become a community of active investigators (learners), whose focus is on the environment, as it affects the lives of students and their families. At the forefront is the belief of thinking globally and acting locally using the State “content standards” to organize our teaching and learning practices. Students will learn and use 21st century skills and applications, propelling them towards high school graduation and seeking higher education and employment that makes them continued stewards of their community. Students’ acceptance of the responsibilities of citizenship, ability to use critical thinking and problem solving skills, as well as developing a strong interpersonal aptitude and resiliency will be the natural byproducts of this process.

Mission:

To create a personalized environment that builds relationships between students, parents and teachers as an essential element for cultivating self-development and self-awareness – academic, social, ethical, and physical. This community of learners will set high academic expectations, create support structures and monitor progress to achieve that end. Leadership, self-direction, innovation, and demonstration of *learning* will be the driving mechanisms by which development is measured. Diverse backgrounds and intellectual differences will be respected, and learning gaps will be addressed to motivate new and continued learning.

Philosophy:

It is our philosophy that every child can and will learn. We believe in the Seven Learning Principles accepted by our school staff and community. These principles are built around the needs of our students as identified using the educational data, input from our parents, and the experiences of our teachers who have worked with the middle grade students of this community for many years. It is our philosophy that each student be exposed to the best teaching and learning experiences possible, be provided opportunities to explore through a college going culture the possibilities available to them beyond middle and high school, and most importantly prepare each student to succeed and graduate from high school, be prepared for college, and be flexible and academically equipped to fit into the 21st century workforce.

Relationship to Existing LAUSD/UTLA Contract and Institutions:

Administrators, teachers, counselors, substitute teachers, and all other employees at this Pilot will fall under the jurisdiction of the appropriate bargaining unit and will follow their respective contracts in the area of seniority and tenure in LAUSD and shall receive, at minimum the salary and benefits articulated in the bargaining unit contracts.

Members of UTLA and AALA will be required to perform and work in accordance with the terms of this individual Pilot school election to work agreement which will be reviewed and renewed on a yearly basis. Changes to this agreement may only be made during the current school year through a formal submission process approved by a two-thirds majority of the impacted school staff who work under this agreement.

Employees of this Pilot will work on a voluntary basis and may choose to leave at the end of any school year. Employees who choose not to return for personal or professional reasons, or who are asked not to return, shall be ensured the right to transfer to another LAUSD site in accordance with their bargaining unit contract. No bargaining unit member may be released by the district as a result of the employee’s participation on the staff of this Pilot school.

LAUSD may choose to close this Pilot school at any time if malfeasance, fiscal irregularities, or violation of the District’s nepotism policy is proven to have taken place. LAUSD may choose to close this Pilot school if the goals for student achievement, or other significant measurements are not met, which could result in harm to students.

Work Conditions:

Although not an exhaustive list of alternative work conditions deemed by this school community to be significant for academic success of all students, it will represent the important terms and conditions for employment at Luther Burbank Environmental Studies Academy (LBESA):

Hiring:

Current staff at Luther Burbank Middle School who shows that they clearly accept and wish to implement the vision, mission, and goals of this plan will be provided the opportunity to work at this school. Staff will be asked to meet with a representative group of parents, teachers, administrator, a student, and a community representative, to discuss their philosophy of education, their approach to raising student achievement, and their attitude toward providing a safe and caring environment for every student. They will be asked to share how they will build strong relationships with their peers and their parents. They will be asked to share how they will prepare their students for high school, college, and the workforce.

School Calendar:

LBESA will follow the traditional LAUSD calendar for the initial school year. During the first year, the governance body will lead the community through discussions on whether this or another school calendar will better address the academic needs of the students. Should there be a decision to change from the current calendar; a proposal by the School Site Council will be made public no later than January 15 of the current school year. Public forums for parents and school staff will take place over the following two weeks, with a final vote taken on the first Monday of February. A 2/3 majority approval of parents who vote and of the school employees who vote will be necessary for the change in calendar to occur. It will be the responsibility of the School Site Council to notify the appropriate LAUSD office of the request to change.

Exceptions to the current school calendar will include:

- Staff will participate in five paid professional development days prior to the opening of school. These days will be used to focus on the opening of school and building shared understanding of the elements of the Pilot school plan. Should LAUSD provide paid pre-school days these would be in addition to the five days identified in this document. First year teachers will be asked to attend two additional paid days prior to the professional development days.
- Staff will participate in all other professional development experiences during or after the school day. Agendas for these trainings will be established by the teachers in order to support their needs in order to raise student achievement.
- Staff will attend a one week paid training during the third week of the winter vacation.
- Staff will attend the required four parent conferencing and open house meetings scheduled during the school year. Staff will select to participate in informal get-togethers with parents and community throughout the school year.

Workday:

Work hours for staff will begin daily ten minutes prior to the first class period and end ten minutes after the last instructional period of the day. Exceptions to the workday will include, on Tuesdays staff will be involved in professional development for one hour beyond the end of a regular school day. One additional day per week, each teacher will schedule intervention/tutoring time for students on their team after school for thirty minutes. This will allow for a team member to be available to assist students each day.

Additional Commitments:

- Staff will accept ownership, along with their instructional team, for the academic achievement of the students they work with.
- Staff will build strong positive working relationships with the parents of the students in their instructional team, and of the parents of students they have in advisory.

- Since a distributed leadership model will be put into place, all staff members will be asked to utilize their instructional and personal skills through participation on school committees. These committees will be determined by the school staff and/or by the governance groups on campus.
- Staff will be expected to participate in formal IEPs and SST as necessary.
- Staff will agree to cover classes when necessary, with the understanding that it is the responsibility of the principal to minimize disruptions to common planning and classrooms to greatest extent possible.
- Staff will accept teaching in-school intervention or enrichment class depending on the needs of the students.
- Staff will accept teaching and supporting the advisory program and the project-based efforts that will be tied into this educational experience.
- Staff will be expected to be an active and constructive members of the school and of the instructional team.
- Staff will be expected to maintain excellent attendance and punctuality.
- Staff will be expected to dress in a professional manner recognizing that they are role models for their students.

Dispute Resolution:

Should a dispute develop between any bargaining unit representative and this Elect to Work Agreement that cannot be resolved in less formal processes arise, the following dispute resolution protocol will be initiated.

- A three member committee made up of one UTLA representative, one administrator, and one member of the SSC will be identified and act as an appeal board.
- The objector shall present their case to the three member panel. The objector or panel members may ask other colleagues or school site representatives to provide additional support information.
- The committee decision will be accepted as final.
- All meetings regarding disputes shall be kept confidential by all involved.
- The committee will provide a written response to the objector within three work days, and will share the decision with LAUSD and UTLA.

Issues of Equity:

No person shall be discriminated against based on race, gender, religion or sexual orientation. If a staff member has concerns related to issues of equity at the school, that student should follow the dispute resolution process or report concerns to the appropriate UTLA or LAUSD office.

Excessing of Bargaining Unit Staff:

Any staff member who wishes to excess themselves from employment at this Pilot school for the following school year, may do so in writing to the principal by April 15 of the current school year. Should the bargaining unit member change their mind, they will have one week to pull the letter of request or will have to reapply for a position in the school.

Should it be necessary for the school to excess a bargaining unit member, the principal must notify any staff member of the need in writing by April 15. Included in the letter will be explanation as to why the excessing letter was necessary.

Performance Evaluation:

The performance evaluation process and procedures will be determined by the School Site Council. Issuance of formal evaluations to certificated staff will occur no less than once every two years. Probationary teachers will be evaluated every year during the probationary period. Classified staff will be evaluated on a yearly basis. All evaluations will be shared with the appropriate LAUSD Human Resources office.

Support for the School Pilot Plan:

- All staff members will work cooperatively to implement this school plan.
- Professional dress is defined as:
 - Men: wear dress shirts, ties, and slacks (no levis), or polo shirts with school logos, and hard soled closed toe shoes for safety
 - Women: wear well tailored, conservative, non-revealing attire, or polo shirts with school logo, and hard soled closed toe shoes for safety

By signing this Election to Work Agreement, I acknowledge that I have read all provisions, including the dispute resolution guidelines incorporated herein, and that I agree to all terms and conditions of employment stated herein.

SIGNATURE

Name of Employee

Employee #

Date

Accepted by: _____ Date: _____

Environmental Studies Pilot School Addendum Application

1. Overview

a. Pilot School Status:

The Luther Burbank Intermediate Pilot School for Environmental Studies is being established in order to address the conditions for teaching and learning of the 400-450 students who will be enrolled in this Pilot school. The parents, teachers, and community representatives who have come together to form the Design Team are in agreement that we can best meet the needs of our students if we have the autonomy to address our children's academic, social, and emotional needs in a way that is specific to this community. After reviewing our school data, reflecting on the practices within Luther Burbank Middle School, and reviewing the best practices research, we have concluded that the Pilot model gives us permission to address many of the sticky and unchangeable issues that have existed for many years in the old established culture.

We believe that when students are learning within an educational culture that is healthy and supportive, with caring adults who act in caring ways, can we best expect each student to reach their potential and meet the high standards and expectations that we set for them.

We will provide our students with a 21st century learning experience that will propel them into high school with the skills, motivation, and belief that they can and will succeed. We will instill in our middle school aged children that every one of them is important, capable, and able to reach for the loftiest goals in our society. This requires that every child have the kind of learning experience where they find success and enjoyment in learning; where they are supported and celebrated for their successes; and where they feel that they are part of a community that will show care and concern no matter what the situation may be. This school must be able to take students from where they are when they arrive and develop a continuous learning experience for them, so that they are confident that they will succeed in high school and beyond.

This school community feels that without all adults sharing a common vision, and without all adults understanding and accepting the common practices, procedures and strategies that will be put into place, the educational outcomes for students will not be positive. Having the choice to work with LAUSD policies, or building our own approaches to meeting the needs of the students gives us the best hope for exiting successful and well-adjusted students.

We believe that over time, we will see and act on changes to this plan and to district policies that we have chosen to implement for now. As our experience working as a team increases, we will find what specific issues are in need of alteration. The Pilot model opens doors of creativity and problem solving for the adults of this community that have not been opened previously. We see this as a powerful opportunity that we will not take advantage of, nor minimize its value. We, as a community, will grow, and as we do, so will this school. Change is not easy, but our recommendations for our small school will lead to both evolutionary and revolutionary change to our community of learners.

b. Equity

All students will be provided 21st century skills learning experiences that offer all students the opportunity to successfully graduate from high school or enter college and the workforce. We expect to build the background knowledge for all students through academic and hands on experiences. Every student will be have an Individual Learning Plan that is known by their teachers and considered as differentiated instructional opportunities are generated.

High expectations for every student will be the norm. Identifying and celebrating success will be the norm. Providing support to each child will be the norm. The new norm for this Pilot school is that the child is the center of the school.

2. Curriculum and Instruction

a. Curriculum and Instruction Autonomy: Many of the Pilot school curricular and instructional practices being put into place through this plan have been tried at Luther Burbank Middle School in the past, but have never stuck because the school culture did not support these often times non-traditional approaches to middle school education. The recommendations made in the seminal research by the Carnegie Foundation in Turning Points 2000 have been introduced without success. Now, this community has the opportunity to implement those same recommendations successfully because we are in the position to create the teaching and learning environment that will benefit our students.

Through the implementation of our school's seven learning principles (Attached, 7 Learning Principles) and with our goal of preparing all students to understand and be able to use the 21st century skills, we will create an instructional environment that is active not passive; that builds off of the experiences that students bring to school from their personal life; and that supports the best practice research for middle and intermediate schools. We recognize that our educational program must be culturally relevant and responsive to motivate our students to learn. Through cooperative learning groups, building of academic vocabulary, teacher modeling, and the use of graphic organizers and mind maps, our students will be assessed by producing authentic projects and through a variety of alternative assessment tools. We know from Howard Gardner that students have different learning styles and strengths, so our teaching practices and our assessment practices must allow for all students to be able to show their knowledge and skill development in a variety of ways.

b. Student Outcomes: *List what students will be expected to know and be able to do upon matriculation. What essential skills, knowledge and attributes will allow students to be successful adults in the 21st century?*

The set of 21st century skills that we have adopted (Appendix, 21st century skills) will give us a means of looking at our content, our teaching strategies, our essential questions based on our school-wide theme, and the necessary professional development that teachers will require in order to teach in a way that is more effective but different from their traditional practices. By creating an environment that supports a new teaching and learning experience for students and educators, we will create the opportunity for our students to reach their educational goals and the goals that we have established for them.

3. School Culture and Climate

a. Scheduling Autonomy: *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff. In addition to the description of student schedules, provide a faculty calendar and schedule.*

The traditional use of time has not changed in many years. Our educational system has created a situation where "time is the constant and learning is the variable". It is our expectation that our bell schedule will change that situation so that "time is the variable and learning is the constant". This may sound simplistic, but we know that if we are going to provide students with the 21st century skill set that they will need to succeed in high school, college, and the workforce, we have to change the instructional paradigm where students are passive learners, mostly listening and then responding to low level questions. Our bell schedule will provide time for active engaging learning to occur and where student produced outcomes are the norm for all classes.

For this to occur, teachers need to have mutual time to meet with their team members for planning and addressing the educational needs of each student. In order to improve classroom practice, professional development must be driven by the teachers who understand what they need to learn. Students need to be in class and in school to be able to learn. They must be motivated by adults, and they must have developed long term goals for themselves where they see the advantage of getting their education in order to reach their personal goals.

The school calendar for the first year will follow the calendar for LAUSD traditional calendar schools. During this first year, the school community will determine if a unique or altered schedule would better meet the needs of the students. Teachers will work an eight hour day, most at school, some outside of school and the hours that are spent will be determined by the school team in order to best address the needs of their children. It would not be unusual to see teachers working together, or tutoring students on any day before, during or after school. For these teachers, the

education of their students is their number one professional concern. They will do what it takes to address the needs of each child.

Teachers will have time provided to work with their team members on a regular basis during the school day. There will also be professional development time within the school day, where students begin school one hour later on Tuesdays so that instructional teams can learn from each other, learn from experts, and work together to develop the interdisciplinary experiences that research tells us motivates our students and leads to increased student achievement. Strategies such as project-based learning, use of mind maps and graphic organizers, development of other common strategies will occur during this time. The teaching staff will determine their professional growth needs and will organize themselves in order to address those needs.

From the first day of school, teachers and students will begin the important relationship building that will lead to honesty and trust. Students will feel that they are the center of the school's universe and all instructional and operational decisions will be made in their best interest. By knowing students well, it will be easy to identify early students in need of intervention. The interventions could be academic or social/emotional support. In either case, students will not be allowed to fail. This school will have a "no student fails" policy with the supportive practices and resource help necessary to make it real.

b. Personalization: Describe how the school will ensure that all students experience individual support within a supportive learning culture. Describe how the school and its students will develop an appreciation of diversity, civic participation and conflict resolution.

Personalization relates to building strong interpersonal relationships between the student and school adults, between the parents and school staff, between students and their peers, between teachers and their colleagues, but it also has to do with creating a relationship for the student between the content that they are expected to learn and their own personal life experiences or the experiences common to the Highland Park community.

Through the small school setting, the use of advisory programs, the constant discussions about students between school staff and parents, and through the intervention/enrichment support that will be provided, every student will be well known by the adults in this community and no child will be allowed to feel anonymous. This is a great challenge that is only possible in a small school setting with the authority provided through the Pilot model.

In the advisory class that students will attend regularly, student service projects will be a common fixture in the curriculum. Students will learn of their connection to their environment and how they can favorably effect their environment. Students will work to make the living conditions of the school and of Highland Park better. The most and least academic students have the ability to bring important and valuable contributions to the table when a problem involving their school or community is posed. It then becomes the responsibility of all students in the advisory to solve the problem for the good of all.

This school will help each student to make a personal connection between the content of each class and their lives. Building off of the school theme of environmental studies, interdisciplinary understanding and student projects will become commonplace. Student skill development will be built in a variety of ways to take advantage of the opportunities that are opened up in this new school setting. Parents become teachers, community partners become teachers, and students become teachers in this school. It will be apparent that teaching and learning occurs within the walls of the school, but also outside of those walls, and all teaching and learning is seen as a good opportunity to raise student levels of knowledge by adding experiences to their young lives. The formal learning will build off of all prior learning, not just based on classroom experiences.

Since learning occurs in all areas of our community, and everyone accepts the role of teacher and learner, it will provide students with new life experiences that prove that diversity and differences help to make us better people. When a child with a learning disability plays the role of teacher for students who do not share that identification, the eyes of every child are opened up. When the elderly pass on life stories that students can relate to, the students learn that people with experiences beyond their own should be honored. When parents and teachers work together to create learning opportunities for students, the student sees that everyone wants what is best for them. Developing

the understanding and acceptance of people with diverse and unique backgrounds is very important, but it must be made a learning experience, it will not happen just because we tell students that they should value diversity.

If we expect students to resolve problems and disagreements in a socially acceptable way, it is our responsibility to be sure that they have the tools and choices available to make the right decisions. Teacher modeling for students by creating safe and caring classroom environments will assist students in building tolerance on campus in the classroom. Too frequently in our schools, we state the rules to our students without ever teaching them what it means or how it looks. can utilize advisory time for this purpose, or we can build learning experiences directly into our core content.

4. Assessments and School Data

a. Assessment Autonomy: Describe how the school will use assessment autonomy to maximize student learning, including your proposed plan to assess student performance beyond the California Standards test.

b. Graduation Requirements: For middle and high schools, describe proposed graduation requirements including how student progress will be measured to determine that they are ready to graduate.

Student assessment will be very important, as it will impact the instructional practices within the classroom. Beyond the CST and LAUSD Periodic Assessments, the staff will be using a variety of assessment tools that create multiple measures to determine student progress. Embedded assessments will be developed by each instructional team, that requires students to experience on demand assessments. Since we will be expecting all students to exit having strong ability to know and use the 21st century skills, our exhibitions and projects will reflect their grasp on the skills.

Matriculation requirements for the first year will match the accepted matriculation requirements in place in LAUSD. During the first year the staff will determine whether any changes in requirements are necessary for students to show that they are prepared to matriculate on to high school.

Pilot School Application Addendum 5

5. Professional Development Program

a. Professional Development Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

Professional development will be determined by the faculty in order to address their skills in working with their students. Each instructional team may find it necessary to focus on areas of their need specifically as a result of their students. This school will be a professional learning community where staff will have time during and beyond the school day to meet, hold conversations, and constantly review the data that will drive the instructional program.

As a result of high levels of collaboration, a trusting and respectful relationship will develop between all staff members. Intra-class visitations by teachers in the school, followed by group debriefings will be an ongoing practice that will help all staff to support the common practices, procedures and teaching strategies that are expected to be put into place.

6/9. Professional Culture and Staffing Plan

a. Staffing Autonomy: Describe how the school will use staffing autonomy to create the optimal learning culture for students and fulfill the school's instructional priorities. Detail how your staffing pattern will ensure adequate instruction and services to all students including specialized populations as defined in Section 7.

Having the autonomy for staff selection gives us the best possible opportunity for all staff members accepting the vision, mission, and goals of our school. Without this requirement, we cannot expect our students to have the opportunity to achieve at the high levels that they are capable of. Our staff will hold high expectations for everyone,

our teachers will differentiate within their instructional program, and every student will have the support required in the classroom and through intervention to reach the established goals. Through a selection process that includes personal interviews and a review of teacher's knowledge of pedagogy and content; and their understanding and ability to build the required relationships, a stringent, but fair protocol for selection of staff will be used.

The school culture is one of creating strong personal relationships between all of its members. Students and staff will build strong bonds to benefit student learning and create added student motivation. The staff will be collaborative and aligned in their work. Parents and teachers will work as partners in educating their children. The community will support the educational efforts of this school.

9/10. School Governance and Leadership Plan

a. Governance Autonomy: Describe how the school will use governance autonomy to create a culture of shared leadership and decision making focused on high expectations for student performance. Describe the process for gaining faculty input into decisions.

The governance model being put into place (appendix) is quite in depth in order to be inclusive to all stakeholders in our school. The governance model will allow us to judge ourselves and be self-regulating. There are multiple ways that parents, teachers, students, and community partners can have a say in the workings of the school. It is our expectations that because of the relationships that will be developed, open and honest sharing of ideas and concerns can take place that provide necessary input for changes to made in the educational program at anytime.

b. Governing Council: Describe the composition of the Governing Council and how members will be selected.

Our governance model has multiple levels. There is a Board of Directors made up of representatives from all stakeholder groups that have oversight as to the progress toward plan implementation. They have the responsibility to constantly review plan implementation and make recommendations to the principal and School Site Council. Selection of members to this body will be by stakeholder group.

The School Site Council (SSC) will be the decision-making body within the school. They will take on the responsibilities of the Shared Decision-making Council that is outlined in the LAUSD/UTLA contract, and have decision-making power in all other areas of school life, as well. This council is represented by all stakeholders following the State Education Code requirements of a equal balance of LAUSD employees and non-employees. The school administrator, teachers, classified staff, parents, students, and community partners will all be represented. Selection of council members will be by the stakeholder group.

Our governance includes the required advisory councils for Title 1 and Bilingual who will make recommendations directly to the SSC and principal. Other advisory committees will be established as necessary. These groups are voluntary and open to all school and community stakeholders.

c. Principal Hiring and Evaluation: Describe the process by which the principal will be selected and evaluated annually by the Governing Council.

The SSC will have the responsibility for selecting and evaluating the principal. Evaluations of the principal will be completed on a yearly basis. The SSC will take input from all stakeholders in the selection and evaluation process.

All stakeholders will be given the opportunity to meet the candidates for principal, at a public forum in order for the community to gain trust in the candidate who is selected. This public forum experience will allow the SSC to see how the candidates handle themselves in front of large groups in an uncomfortable setting.

The evaluation process to be used by the SSC for the principal will require that specific recommendations and commendations be made directly to the principal, and presented in writing as part of the final evaluation. This evaluation will be shared with the LAUSD administrator assigned to supervise this school. Although a principal may be removed from the position of principal at the close of a school year, there must be substantial cause for the removal. It is the expectation that the principal who is selected by the community will have great ownership for this plan, significant concern for the academic achievement of the students, and deep understanding of the importance of

parents and community support that is required. The principal should be the point person for creating a culture that allows for the sustainability of this plan and this school for many years.

12. Finances

a. Budget Autonomy: *Describe how the school will use budget autonomy to maximize improved student performance and a professional, collaborative learning community.*

State how the school will maximize learning through directing

Budget autonomy will allow the school to develop a budget that is supportive of the school educational plan. Since a weighted student formula is used, funding can be directed toward the identified needs of student learning.

All students, including identified sub-groups, will be considered in the budget planning process. The SSC will have responsibility for developing and approving final budgets for each school year. Input to the budget will be allowed through open public community meetings.