

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

Luther Burbank
School of Humanities and Fine Arts
Executive Summary

Submitted on Behalf of the Luther Burbank Community School

January 11, 2009

Rationale for the Creation of the Luther Burbank Learning Complex

Transformational changes are necessary in order to better prepare the Luther Burbank Middle School (LBMS) students for high school, college, and the workplace. Our school community has agreed that the students and their families would be served best by using the LAUSD Pilot Model for schools.

Our school community has been exposed to the research of Richard DuFour, Doug 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, and the LAUSD Board of Education's approved policy on Pilot Schools. They have studied with interest innovative schools like Freeport Intermediate School in Brazosport, Texas, and Civitas School of Leadership in Los Angeles, California.

With these ideas in mind, LBMS staff, parents, and community have agreed to rename our school site to the Luther Burbank Learning Complex (LBLC). The LBLC will be made up of three small pilot schools and two currently existing magnet schools: The Science, Technology, English Arts, Mathematics 6th Grade Academy, the Environmental Studies Pilot School, the School of Humanities and Fine Arts, the Luther Burbank Police Academy Magnet, and the Luther Burbank Math Science Technology Magnet. The LBLC will address the educational, social, and emotional needs of the students of the Highland Park community.

1. Executive Summary (max 5 pages)

a. Assurances:

i. The Luther Burbank School of Humanities and Fine Arts will work on behalf of the students of our school for their immediate future and for many years to come. Our school plan, written by a design team made up of parents, teachers, administrators, and community representatives, is being developed without consideration for financial profit. The only expectation is that our school plan will better prepare the middle school students of Highland Park for high school graduation, college, and career choices.

ii. We will enroll all students who live within the boundaries of the current LBMS and any LAUSD-identified feeder school. Since we will meet the Modified Consent Decree criteria within our school, we welcome students with disabilities to join us as an important member of our community.

iii. We accept that our school will be representative of the student composition of the current LBMS. Our demographic makeup will match that which currently exists. No student will be excluded from attending our school nor rejected due to race/ethnicity, gender, socio-economic status, English Learner classification, Standard English Learner classification, disability, or foster care. Through a constant review of the demographics of our student body, we will work to maintain and reflect the overall composition of the Highland Park community.

v. We agree to adhere to the terms, conditions, and requirements of the Modified Consent Decree and to other court orders imposed by the District pertaining to special education. As a public school approved by the District, we will use the District's Special Education Policies and

Procedures Manual, the Integrated Student Information System, and Welligent, the District-wide web-based software system for online IEPs and tracking of related services provided to students during the course of their education.

b. Student Population

Luther Burbank Middle School (LBMS) is located in Highland Park, which is in the Northeast area of Los Angeles. The community is primarily Latino with small populations of Asian, Filipino, African-American, and White. Based on information from the Federal Meal Program and District data, low to middle income families form the base of the community. At least 35% of the parents are non-high school graduates. Over 85% of our students are on free/reduced meals. The students' primary language includes Spanish, Tagalog, Cantonese, Mandarin, and Vietnamese. The racial and ethnic make-up of the student body is: 1.7% African American, 2.2% Asian, 2.7% Filipino, 91.5% Hispanic or Latino, and 1.3% White. (Attached, *Single School Plan for Student Achievement*)

Luther Burbank Middle School currently houses grades 6th through 8th. Student enrollment is approximately 1,313 for the 2009-2010 school year; however, the enrollment has gradually declined over the last eight years. The feeder elementary schools are: Aldama, Annandale, Buchanan, Bushnell Way, Garvanza, Monte Vista, San Pascual, and Yorkdale. Special education students are 15% of the student population at LBMS. RSP students and learning disabled students also reside in our attendance area.

The Luther Burbank School of Humanities and Fine Arts is a newly formed entity that will be staffed by experienced certificated and non-certificated personnel who have a history and interest in working for the benefit of families in Highland Park. The student population for this new school will be drawn from the same student population currently attending LBMS.

c. Vision

Parents, teachers, and community members will work collaboratively to cultivate independent and thoughtful learners and to promote an understanding of what it means to be human—the struggles and aspiration, achievements and failures, values, and visions that help us make sense of our lives and our place in the world. We will support our students in their pursuit of a higher education and encourage them to become active and creative participants in their communities and the world.

Mission

Our mission is to create a personalized environment that supports each student's intellectual, ethical, social, and physical development through culturally relevant, thorough curriculum, authentic evaluations, presentations, and celebrations. Every student will have equal access to a quality education that will enable him/her to successfully navigate all assessments, and to effectively complete all graduation requirements from high school. In addition to the core subjects, dance, theater, music, and visual arts will be incorporated as an essential element of the curriculum.

Belief

Teachers, staff, administrators and parents believe in the equal worth and dignity of all stakeholders and in the right of every child to learn in a personalized, nurturing, safe, and orderly environment where they use their skills and imagination to create and manage their future.

Philosophy

Our philosophy is appropriately built upon the legacy of the late Mr. Luther Burbank who confirmed that inspiration through experimentation creates a relentless passion to seek mastery. We believe in the Seven Learning Principles accepted by our school staff and community. (Attached, *Seven Learning Principles*) These principles will be applied to the needs of our 7th and 8th grade students as identified in the school data, input from our parents, and the expertise and experiences of our teachers who have worked with the middle grade students of this community for many years. Each student will be exposed to the best teaching practices and learning experiences possible and will be given the opportunities to explore the possibilities available beyond middle and high school graduation through a college bound culture. It is our philosophy that every child can and will learn. We will build understanding through engagement, intellectual curiosity, challenging and an exploratory curriculum. Asking the questions that attributed to the great success of Mr. Burbank as “What can they become?” and “How can I improve them?” will serve to inspire meaningful lessons. We believe that in a culture of excellence, achievements and rewards are endless. Thus, through the relentless passion modeled by Luther Burbank, we, too, can imagine brilliant outcomes.

A Day in the Life of a Student

A day in the life of our students in the School of Humanities and Fine Arts will commence with a sincere personalized greeting that lets them know they are valued. Our students will be exposed to an inclusive environment that strengthens their talents and supports their needs. The day will be spent on engaging activities and conversations that aim to raise levels of artistic and academic achievement. The day is enjoyed amongst motivated and ethical peers and influential advocates. They feel safe and cared for by the support services available during and after-school. The day is lived feeling empowered by the collaborative partnership established between the home and school community. They will end the day not realizing instruction has concluded and will walk home humming a tune from music class as they imagine the possibilities.

d. Education Plan

The School of Humanities and Fine Arts will implement an educational program that will result in academic success for all students. The educational program will follow the scope and sequence established by the California State Standards for grades seven and eight. Each student will have an Individualized Learning Plan designed by the school, parent, and student and reviewed yearly. Using the *Understanding by Design* instructional model as our framework, we will design a culturally relevant, standards-based, rigorous curriculum in all subject areas.

(Attached, templates of *Understanding by Design*).

In order to produce students with 21st century skills, all teachers will use strategies such as graphic organizers, thinking maps, scaffolding, and other proven instructional methods. In order

to meet the performance goals of all students (GATE, ELL, SEL, SWD, and those at-risk), teachers will be using differentiated instruction, multiple modalities, and those strategies found in the Response to Intervention program. (Attached, *21st Century Skills*)

Using a mixture of formative and summative assessments, teachers will gather data on student success. Professional development sessions will help teachers learn how to interpret this data in order to prepare lessons that will personalize the educational experiences of students in all identified subgroups. Teachers will incorporate the Arts into the curriculum and will build upon a student's knowledge of what it means to be a human being living in a culturally diverse community; the goal is connecting to their life experiences.

e. Community Impact and Involvement

The community of Highland Park is underserved when it comes to the humanities and the arts. Since art and culture is in abundance in the community, the current school curriculum could be improved with humanities and the arts as its focus. Our new school fulfills the community's desire for a rigorous curriculum that will prepare students for high school, college, and careers. We will accept all students regardless of ability.

Our school plans to establish beneficial partnerships with our local community college and local businesses. We will maintain transparency in the running of our school, and we will welcome the input of parents and community members at public community meetings. Since our school is committed to building positive relationships with parents and the community, we will encourage their participation in our governing councils and at all school events.

f. Leadership/Governance

Our school's leadership team has more than a century of experience when it comes to teaching at an urban school. All of the teachers on the team are fully credentialed and meet or exceed the NCLB's definition of a highly qualified teacher. Leadership roles in the SSC and the LSLC have been held by many of those teachers. Our leadership team is joined by parents and community members who are equally passionate about improving student achievement. Our team feels qualified in making decisions regarding curriculum, budget, and school governance.

The governance model being put into place 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 be made in the educational program at any time.

Our governance model has multiple levels. At the highest level, there is a Board of Trustees, made up of representatives from all stakeholder groups, that has the responsibility of overseeing the progress made towards our academic goals. The Board will make sure that the vision and mission of the school is being carried out in the school plan. Governance will be in place to provide sustainability over time. The next level is the School Site Council (SSC), which will be the overarching decision-making body. The last level consists of state mandated advisory councils for Title 1 students and Bilingual students. These advisory councils will make recommendations to the SSC and are open to all parents and community members.

g. Fiscal Plan

Our fiscal plan will be utilized in defining our academic goals as it will be align with our school’s vision, mission, and educational plan. As a pilot school, we will have the budget autonomy to directly fund the programs, personnel, and operations needed to run a successful school. The budget planning process will be transparent and will include input from parents, teachers, staff, and community. Depending on our school budget, our school will fund the necessary resources as pre-opening professional development for Understanding by Design training, and planning a unified mission for advisories and content classes.

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2. Curriculum and Instruction

a. Curriculum Map and Summary

The existing LAUSD course requirements and the associated California State Standards will guide the instructional scope and sequence for each 7th and 8th grade class. Teachers will be well versed and knowledgeable of the State Standards, will know the goals of the Learning Principles, and will become transformational leaders as they continuously build mastery of their instructional practices and content area. (Attached, *Learning Principles*) Common strategies, practices and procedures will help design a rigorous curriculum. Students will be trained on how to be active learners, and will build on their own prior knowledge and personal experiences. Critical to student learning is the ability for students to learn and use 21st century skills (Attached, *21st Century Skills*). Strategies that will equip students with 21st century Skills include:

- Use of common academic vocabulary in all classes
- Small group and cooperative learning
- Project-based and problem-based learning opportunities
- Public speaking opportunities ranging from presentations to peers and community partners, to student led conferences
- Utilizing technology as a tool for learning and communicating, and being taught to evaluate and analyze
- Use of Thinking Maps to enhance a range of skills as pre-writing, critical thinking and reading comprehension and to promote creativity and organization
- Self evaluation of the levels of questions asked by the teacher and students throughout instruction are based on Bloom's Taxonomy and the AVID Costa Level of Inquiry models (Attached, *Bloom's Taxonomy, AVID Costa Level of Inquiry Models*)
- 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 public presentations to peers, parents, and community partners

The instructional model *Understanding by Design* (UbD) by Wiggins/McTighe, will be used as a framework to design quality curriculum units, performance assessments, and instructional planning that will create valuable learning experiences and lead students to a deep understanding of content. (Attached, *Understanding by Design*) The goal is to maximize student achievement,

staff performance, and team productivity. Teachers will be trained on how to effectively implement the UbD model and will routinely collaborate on the design of the curriculum to identify the desired results and create essential questions that will help access the core content. The UbD lesson will be published for students to utilize as a guide for clear expectations and to be shared with parents. The quest to *imagine the possibilities* will be the driving force in our curricular planning to help assure that students are given various opportunities to display evidence of their learning through demonstration, exhibition, and explanation. We will use the UbD model which is aligned to the philosophy of small schools for it works well to support the transition from middle school instruction to the high school level.

Analyzing student data regularly to assess student needs and implementing a reading program will build academic language and acquisition for all language learners. We also pledge to promote social interactions and create classroom settings conducive to reciprocal engagement. We believe language is the key to self-expression, communication, and building relationships. Subsequently, social interactions amongst students will be an ongoing topic in professional development. This strategic plan combined with the arts program will serve to strengthen language proficiency.

Our highly qualified librarian, who possesses a Masters degree in Library Media, will transform the library into a forum of literacy via Internet, reading circles, exhibits, and presentations. Students will learn how to efficiently utilize the library as a resource for building basic skills and competency.

b. Track Record of Proposed Curriculum:

We will design our curriculum in accordance to the California State Standards and LAUSD requirements to encourage the highest achievement of every student. It will be an effective curriculum as it will be supported by applicable research-based strategies, such as UbD, that will be utilized to achieve grade level objectives and grasp grade level knowledge, concepts and skills. Strategies as differentiated instruction and scaffolding and SDAIE, embedded intervention and re-teaching, interactive cooperative grouping, and a variety of assessment tools that will be used to help students of all learning abilities access the core content and make appropriate accommodations where needed.

c. Addressing the Needs of All Students:

The school will implement a variety of supports to meet the needs of all students who are not making or are at-risk of not meeting grade level standards. Richard DuFour speaks about the need for educators to answer three questions, “What do we want students to know and be able to do? How do we know if they know it? and What do we do if they don’t?” The latter question will serve to consider alternative assessments and seek recommendations from of counselors and parents. Addressing the intervention needs of all students requires a depth of knowledge that allows educators to truly differentiate the support provided to students in need.

Intervention practices will support our vision. Intervention in our instructional environment implies a change in program structure; instructional design and curricular objectives and will be driven by data indicating areas of need. This need will be defined by quantifiable test data and by other less formal measures. Intervention will be a regular part of the academic experience

during and outside the school day and will be used to monitor growth.

The instructional team of our school will employ the full range of intervention principles and techniques of Response to Intervention and Instruction (RtI²) to meet the needs of each student. Through training, all teachers will attain professional mastery of the *My Data* online system for tracking student information. We will use this information to guide and strengthen our first instruction and intervention efforts.

Our intervention programs, as RTI², will always consider the desired outcomes for each child, including what is addressed on their IEP and Individual Learning Plan, and the targets of proficiency levels in the core content areas of the standardized tests. Intervention programs will be designed with the objective to help access the core curriculum.

Students will use a variety of meta-cognitive processes to monitor and control their learning. They will assess the task at hand, evaluate their own strengths and weaknesses and plan how to undertake the task. Self-reflection will be routinely encouraged. All classes will conduct student-led parent conferences and will be a way for student to show their own academic growth.

Parents will be encouraged to be involved in their child's assessment process and progress and to share first hand insights, make recommendations and in joint effort with the school staff design a personalized school/home intervention plan appropriate to his needs. (Attached, sections with 7th and 8th grade Academic Metrix)

d. Accelerated Learning:

Students with exceptional needs: GATE

GATE students will be programmed in general education classrooms with non-GATE students. Teachers will differentiate instruction by manipulating the environment within these mixed ability classrooms. Teachers will plan instruction for students based on Gardener's theory of Multiple Intelligences (Heacox, 2002), and individual learning styles. Instruction will be built around differentiating content, process, and product.

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, or skipping the direct instruction and moving directly into application of skills and problem solving.

The learning process will incorporate activities and strategies that will provide GATE students a variety of opportunities to adequately explore and manipulate concepts. These paths may include graphic organizers and thinking maps of varying complexity, displays, charts, maps, diagrams, oral presentations, or multimedia projects which will be used to demonstrate comprehension. Varying the complexity of these paths will effectively facilitate differing levels of cognitive processing for students of differing ability. Project based learning, independent study, career explorations, collaborative and group projects, will be used as instructional activities that will be the vehicle for in-depth student learning.

Through differentiated instruction, students will have the opportunity to demonstrate competence in a variety of ways. Project-based learning, student independent and collaborative presentations, will be used to differentiate the student product. GATE students will produce work that requires more complex or more advanced thinking. Teachers may assign or students may choose the desired work product, such as designing and experimenting, writing a computer program, presenting opinions in editorial or cartoon format, letter writing, or other selected assessments.

Teachers will be encouraged to differentiate instruction for students who are not identified as GATE students, but who need more of a challenge in the classroom. All students will be encouraged to develop areas of talent, skill, and individual interest. The school will promote opportunities for enrichment for all students. Teachers and staff will recognize and develop talents and higher-level critical thinking skills, particularly among minority students and students with disabilities. (Attached, *Strategies for Differentiating Instruction for GATE and Accelerated Students*)

e. Instructional Strategies

Teachers will use research-based strategies, such as UbD, integrated into the curriculum. Strategies as anchoring activities (Tomlinson 1999) 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, including: 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.

3. School Culture and Climate

a. Description of Culture:

...Upon entering the School of Humanities and Fine Arts one will immediately notice the hospitality and kind assistance. Teachers, staff, students and parents greet each other by name. Displays of student work and activities decorate the hallways revealing student involvement and high expectations. Everything about the school environment is inviting ranging from the well-groomed landscaping to the aesthetically clean buildings. Benches are strategically placed for visitors to relax and admire the academia around them. There are celebrations for success and rewards for effort. Doors are opened. Hallways and offices are full of motivation and college-bound attitudes. There are voices of inspiration and spirits of imagination. Students are involved in learning, leaving little room for mischief and are often found in the library either immersed in the latest best-seller or engaged in literature circles. All the while various musical tunes fill the spirit of the campus...now just imagine the overall possibilities through reform.

This is the kind of inclusive culture envisioned and crafted for the School of Humanities and Fine Arts. In our established culture, students will have a range of opportunities to beautify the school with their voices, artistry, and musical talents. Our legendary Mr. Luther Burbank analyzed the social development of students and noted, "A good environment not only breeds

great learners but is also the best way to remake human society.” Our new school will incorporate his passion for humanity and use it to cultivate great minds and partnerships.

Through mutual understandings, it became evident that all stakeholders envision a campus that will not only promote academic excellence but will also share in a reciprocal partnership between teachers and parents with the objective of empowering students’ learning experience. A culture of ownership and shared accountability will be established and honored. This blend of aspirations will promote a compassionate environment conducive to effective learning and consensus building. Consequently, learning will be influenced by the culture established. Hence, Learning Principle #6: “Students current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.” Thus, students must be supported as they engage in self-discovery and seek for deep understanding.
(Attached, *Learning Principles*)

Our school will house between 400-450 students in 7th and 8th grade. The classified and certificated staff members will maintain consistent collaboration, interact regularly, and develop a common understanding of the effort required to implement our plan. All staff will be expected to accept and commit to the developed vision of our school in order to establish the culture envisioned. By working in close proximity, the staff will have many opportunities to communicate in small groups to develop strong working relationships, to build trust through honesty, and to become co-creators and guardians of the goals established by each child with the support of their family. Through a personal and collaborative teaching process, we can realize that we are all connected and be able to reflect on how our own lives have been influenced by the past, but be able to use life’s lessons to influence our future.

This model of education as imagined in the middle school bible, *Turning Points* (Anthony Jackson, 2000), will come to fruition through commitment to the school’s vision, recognizing the needs of the students of our community and constructive collaboration with shared accountability. Ethical choices and behaviors of the whole school community will be guided by the district’s Code of Ethics as well as by the simple yet so insightful student-friendly rules noted in *All I Really Need to Know I Learned in Kindergarten* (Robert Fulghum, 1993). Our plan, compiled by the collective values of our school community, will include an on-going effort to shape students of ethical character with integrity, morals and respect for diversity.

b. College and Career Readiness:

It is our mission to adequately prepare our students for college and careers. Our future leaders of tomorrow will be exposed to an inspiring academic experience that will enrich their world views and perceptive of the future.

The preparation strategies for future success will be supported by the acquisition of 21st Century Skills (Attached, *21st Century Skills*) that are globally essential to success in the workforce and collegiate life. These skills include:

1. the ability to utilize technology to store and organize information, conduct research and create presentations
2. the ability to gather and share information and knowledge in creative and compelling ways, both orally and in written formats

3. the ability to use information critically and systemically
4. the ability to generate high level questions around the learning concepts, formulate a plan, and find solutions to real life problems
5. the ability to collaborate and develop interpersonal working relationships with those of diverse backgrounds and interests
6. the ability to take initiative and risks, lead with courage and confidence, monitor individual progress and reflect constructively

We will create a culture where our students will be confident in their aptitude. Preparing our students to matriculate successfully on to high school to earn their diploma will be a way of invoking the desire and belief that college is not only the next step in their future but a feasible and well deserved goal. Subsequently, our program will expose students to a college-bound culture as expressed in our mission. College paraphernalia, field trips to local colleges, college mentors and advisors, thought provoking conversations of college and future careers will be embedded into the college-prep curriculum allowing students to feel connected to such a life. We will also invite local business people to our school during career days.

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 (Link to Learning, CDE) strategies that are also based on the 21st century skills. This curriculum transition will be most beneficial for all students. 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 begin with conversations in all classes connected to the course content. 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 to their high school.

Confidence in their own abilities comes with each child finding success in their academic progress, believing that they have the tools and competency to take on any task, and experiences that lead them to create long term goals for themselves as continuing their education beyond high school. Students should see themselves as the architects of their own futures and must set long term goals while realizing that college is not the end result. Goals must be on-going and so should imagining the possibilities.

c. School Calendar/Schedule:

The School of Humanities and Fine Arts 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 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 classes per day and a daily enrichment/intervention period. 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*, the intervention program will be built into the school day using “short term, specific, and immediate” intervention strategies for supporting student learning. The total instructional minutes will continue to meet or exceed the minimum requirement of 62,160 minutes. (Appendix, *Whatever It Takes*)

Students who are proficient in all content courses will have the opportunity to extend their learning experiences within the school day. During their enrichment period they will be provided the opportunity to take their learning to levels of skill development beyond what is normally offered in their core classes. Students will use this time to make real life connections between the State Standards, to their own personal experiences, and to the environment of this locality and city. The goal is for all students to take advantage of the enrichment opportunities made available to them.

This schedule also provides for time to be made available in each period supportive of engaging student learning using the strategies and practices agreed to by staff members. This schedule provides time for teachers to meet together during their daily conference period to plan engaging and rigorous interdisciplinary lessons, meet with parents, and address the other needs that are part of being a responsible member of a small school community.

d. Athletic Programs and Other Extracurricular Activities

Although there is no formal athletic program, as exists in the high schools of Los Angeles, there are a variety of co-curricular and extra-curricular activities that will be shared by all students who are in attendance at the Luther Burbank Learning Complex. Some of our extra-curricular activities will include the Beyond the Bell program, Youth Service competitive sports teams including but not limited to soccer, basketball, flag football, softball, and track and field for both boys and girls, and services from the Hathaway House and the Highland Park Police Explorers. 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 conduct research for course presentations, or to learn or further develop the student’s technology skills.

Through District and community organizations, extracurricular activities and support services will be offered. We will address emotional and social needs through partnerships with Hathaway House, the Impact Program, and other community agencies. We will also address academic needs through an after school tutoring and a Saturday tutoring program.

e. Discipline

All students will be valued and respected. Tolerance, forgiveness, and compassion will be the core values taught and enforced in our school. The climate of embracing differences will be a high priority in and out of the classroom. By bringing parents, school staff, and community partners together, we have the best opportunity to turn negative behaviors into learning opportunities that will serve the students well for the rest of their lives. Learning opportunities do not imply being without consequences, but they do have the outcome of helping students learn from a negative experience so that the behavior is not repeated. Consequences could include anything from a parent conference, to detention, to paper pickup, to suspension as determined on a case-by-case basis with input from all involved.

Student discipline must be met with in a proactive tone. Teachers will be trained on viewing infractions as an opportunity for a teachable moment. Discipline will not be punitive but rather a process for guiding improvement on one's humanity. Only in the most severe cases will discipline be punitive. Student discipline must be met with a proactive tone. Teachers will be trained on viewing infractions as an opportunity for a teachable moment. Discipline will not be punitive but rather a process for guiding improvement on one's humanity. Discipline will be about shaping and healing the individual soul with alternative choices. The school will model ethical choices and incorporate ethics into the lessons. The object is to teach students that to understand others is to understand and appreciate oneself. As humanitarians, the dignity and respect of all individuals is paramount.

Our approach to school discipline will reduce many of the anti-social behaviors that comprehensive middle schools see and are unable to address. 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 the positive power that comes with this type of support. Much of the need for acting out behaviors will be reduced or eliminated in this school setting.

Discipline issues will be handled through various behavioral supports especially the LAUSD policy bulletin which includes Cantor's *Assertive Discipline* techniques, which are used by all staff school-wide and reviewed in Professional Development classes. These and other supports are agreed upon and shared consistently by all throughout the school. As students meet or exceed expectations they should be acknowledged for their efforts of improvement. The Arts will serve to encourage the social and emotional learning that is necessary for positive behavior. Bullying and other forms of aggressive behavior are addressed in Advisory and/or PE classes and are followed up in all classes. Along with clear expectations regarding rules and procedures, which may vary from class to class or activity, there is also a Code of Conduct which is uniformly expected of all students. This Code emphasizes taking responsibility and being respectful, both of which they will need to demonstrate throughout their lives, at work, and at home. (Appendix, *Assertive Discipline*)

Safe, Clean and Respectful Campus

Students will have a clean and safe campus by learning the importance of caring for one's environment, not being wasteful and learning how to reduce, reuse and recycle. The school will enforce the recycling program already in place. Teachers will also model cleanness by practicing clutter-free regiments. Teachers will be asked to be more vigilant about reporting tagging within

the classroom and around school. Active supervision will be encouraged in the classroom and around school campus. Enforcing the uniform dress code will promote safety. (Appendix, LAUSD's Discipline Foundation Bulletin)

f. Health Mandates and the Health Care Needs

Due to the relationships that exist in this pilot model school, the health and health care mandates that are often a stumbling block for students, families, and the school will be minimized as teachers and parents will work as a collaborative team from the beginning of 7th grade until the child successfully completes the intermediate school experience at the end of the 8th grade. 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. 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. The health and well being, both now and for their future, is of the utmost importance of every adult within the school community.

4. Assessments and School Data

a. Educational Goals and Metrics:

The School of Humanities and Arts will be using the goals already established in *Luther Burbank Middle School's Single Plan for Achievement 2009-2010*. (Attached, *Single School Plan*) Some of the quantifiable educational goals and metrics for the first five years of the pilot school are:

- Achieve a 95% participation rate for all state assessments.
- 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.
- 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.

(Attached, 7th and 8th grade Academic Metrixx)

Burbank’s *Single Plan for Student Achievement Accountability Matrix* and our own visionary goals provide the details of the strategies/activities that will be used to make school-wide progress. We acknowledge that as a small school we could accomplish greater outcomes with an ongoing review of our achievement plan. 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:

The School of Humanities and Arts will administer summative and formative assessments that measure students’ mastery of the state standards. 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
EXPLORE	Yearly from October-November	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 needing 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	On-going from September-June	Tests demonstrate mastery of the curriculum
Formative Tests	On-going from September-June	Tests are used to check for understanding and to inform instruction
Renaissance Place Star Test	Yearly in September	Test establishes reading goals for students using the Accelerated Reader program
Visual Art or Performance Art	On-going from September-June	Original student work that demonstrates mastery and talent

c. Data Team and Instructional Team:

Classroom teachers will use formative assessments on an ongoing basis to gauge student progress. Summative assessments, such as the Periodic Assessments, will be given at the appropriate time to mark the end of units of curriculum. All assessment results will be shared among faculty and with the students and their family. Adjustments to the instructional program will be made after a consensus of the faculty within the same subject matter. At least once per month, the faculty will be using Common Planning Time sessions to look at test results and determine the appropriate instructional practices. Instructional teams will meet regularly to identify kids for intervention.

d. Data Systems:

The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System ("ISIS"), and Welligent, which is a District-wide web-based software system for online IEPs and for tracking of related services provided to students during the course of their education. Any staff members not fully trained in these resources will be given professional development time to become more prepared. The District's Modified Consent Decree (MCD) will be followed.

e. LAUSD School Report Card:

LAUSD's own system will be leveraged to track the information needed to fulfill the requirements of the LAUSD School Report Program. During our first year, we will use surveys to collect data that supports the school report card.

f. Research and Evaluation:

The faculty will collaborate on the best practices to use in the classroom. Our school agrees to participate in research and evaluation projects in partnership with LAUSD, local colleges or universities and other research organizations. Participation may include surveys or interviews as we strive to find the best strategies for raising student achievement. In fact, we will be working with Ronald Solorzano, professor and Chair of the Department of Education at Occidental College, as he researches the practice of small schools.

g. Operational Goals and Metrics:

Our plans will use NCLB accountabilities to measure progress as well as LAUSD Modified Consent Decree Indicators to measure progress of Students with disabilities. Since we are an internal team, our school will use the District's guidelines, the NCLB accountabilities, and the LAUSD's Modified Consent Decree Indicators. The NCLB accountabilities will measure the school's overall progress, and the LAUSD's Modified Consent Decree Indicators will measure the progress of students with disabilities. The input of parents, teachers, staff, and community members will be needed in establishing the school's operational goals and metrics. Some of the school's operational goals may include maintaining a 100% financial solvency, achieving a 95% employee retention rate, ensuring that 100% of the faculty are highly qualified teachers. Every year, the operational goals and metrics will be used to monitor the school's progress, and corrective action will be taken when necessary to ensure a successful school. (Attached, 7th and 8th Grade Academic Metrix)

5. Professional Development Program

a. Professional Development:

“Closing the achievement gap” of our student population is our first priority and will depend heavily on the viability of our Professional Development program. This program will be continuously redesigned as the needs of our students and teachers are identified through analysis of performance and assessment data. The School Site Council will ensure that our instructional program is standards-based, academically rigorous, research based, and aligned with the vision and mission of the Humanities and Fine Arts School. The needs of the students are determined by the staff. The Schools to Watch Criteria will guide selection of topics and formats for professional development opportunities. (Appendix, *Schools to Watch Criteria*)

In this program common planning times, workshops, and conferences will be scheduled, interdisciplinary teams and departments will be formed among teachers, administrators and out-of-classroom personnel with the goal of providing personal and leadership growth opportunities that will positively impact the classroom.

b. Teacher Orientation

Aside from becoming familiar with the practical logistics of the physical campus, becoming thoroughly acquainted with the school’s culture and becoming a contributing partner in the attainment of the vision and mission of the school will be goals of the new teacher. To assist in that process, established teachers will be asked to mentor and guide their new team mate as they take on their new responsibilities as teacher and member of the school community. The administrator will provide additional support and monitoring of the new staff member. Parents, as part of the educational team of each child will meet and greet new staff members.

New teachers will be asked to clear their calendar for two days prior to the scheduled professional development for the rest of the staff. The first two days will allow time for individualized orientation and preparation before the arrival of the full staff. Paid professional development time is contingent on budget funding. During this time, the school plan will be explained in detail, teaching strategies will be reviewed by members of the teacher's team; collaborative curricular planning will take place, the classified staff will provide the information on logistics and technology; workshops will be designed to define the culture and expectations of School of Humanities and the Fine Arts. In this collegial, personalized and nurturing environment, everyone on campus will be expected to collectively support and encourage all new staff.

c. PD Calendar

Professional development will occur regularly throughout the school year. There will be a one week period of professional development prior to the opening of school each year. There will be ongoing professional development throughout the school year. One day per week, Tuesdays, will be set aside for data driven professional development. Two days per week, at minimum, teachers will use time during their conference periods to work closely with their team mates to discuss, share, and create improved instructional opportunities for the students that they are responsible for at that time. On Tuesdays, the regular 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.

d. Program Evaluation

The PD program will be reviewed and updated on a continuing basis, allowing for any new strategies and innovations that develop. The program will measure the outcomes against our goals in order to determine success. It will also be modified by any special needs or problems that might arise requiring implementation of additional strategies and/or training.

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. (Attached, *California Standards for the Teaching Profession*)

We agree to support these California Standards for the Teaching Profession by: protecting the health and well being of all students, continuously learning to improve our classroom practices and content knowledge, collaborating with peers to benefit teaching and learning practices, collaborating with parents as our partners in support of student learning, building strong and lasting relationships with each student in order to support their academic achievement, supporting each staff member as we work to reach the goals of high expectations for ourselves and our students, providing an educational experience that meets the differentiated needs of each child, jointly accepting ownership and responsibility for student outcomes, and including parents as educational partners. Additional details explaining each of these areas is found at <http://www.ctc.ca.gov/reports/cstpreport.pdf>.

Ongoing professional and personal growth opportunities will be provided based on frequent analysis of student achievement data, student work, and teacher self-identified growth. Included in this new personal growth model will be “intra-staff visitations.” Educators knowing educators well, feeling trusting of your colleagues, showing respect for all, and accepting your role as a teacher and learner at all times will lead to the professional growth needed to dramatically change the culture and practices in this educational community.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Teachers will have ongoing and regular time for common planning, analysis of student work, and lesson study based on core content standards. This time will be seen by all in this school culture as highly valued and protected for the good of the students’ education.

b. Evaluation:

Until a more useful tool is developed and approved, administrators will evaluate teachers using the traditional evaluation form. 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 to meet the expectations of the State Department of Education, the LAUSD, colleagues, parents, and community. The administrator’s final evaluation will be based on his/her own observations of the teacher and based on the California Standards for the Teaching Profession.

During intra-staff visitations, teachers will have many opportunities to observe each other delivering lessons. Visiting teachers will provide feedback to their teacher peer based on faculty-derived criteria, including the California Standards for the Teaching Profession. The intention is to create consistency within the school, to observe best practices, to learn from each other, and to cultivate collegial and collaborative responsibility. Intra-staff visitations are teacher-driven for each teacher's own professional growth. Teachers will establish the visitation criteria, the focus area for each class visit, and a way of supporting all future learning based on the visit. A culture requiring this type of activity will necessitate a sense of trust and honesty between staff members where each educator sees themselves as both teachers and learners.

All educators will be expected to play the role of mentor, school leader, and teacher as learner at some time during their work within this community. Learning Teams and interdisciplinary instructional teams will be the formal groups within which each teacher works to improve their practices, but many other informal learning opportunities will develop within the smallness of this community. It will be expected that the educators and other school staff members have an open, respectful, and trusting relationship that will allow these bold changes of school culture to succeed. In fact, the instructional team will model good teaching and will support any teacher who has less than effective teaching practices. The supportive administration will provide those teachers with visitations and debriefings after observations. If more support is needed, co-teaching with peer partners may take place. Finally, the Peer Assistance Review may be called in to give added support.

c. *Feedback:*

Using criteria agreed upon by staff, parents, and students will have the opportunity to participate yearly in informal surveys of teachers and other support staff. Administrators will collate the results and will provide positive and constructive feedback to each teacher or staff. Teachers and staff will use these results to help refine their own professional goals as it relates to their teaching and learning practice. Teachers and staff willingly will share what they have learned from their peers as a result of the intra-staff visitations and will willingly identify areas of support that the administration can provide during staff development.

7. Serving Specialized Populations

a. *Specialized Instruction:*

To address the special needs of English Learners, Special Education, GATE, and Standard English Learner Students, our school will implement specific instructional practices that will be used to deliver the core curriculum to specific student groups. Our intervention plans and summer school opportunities (when financially available) will support all student sub-groups.

7ai. *Monitoring:*

We will implement and monitor special education process including assessment, IEPs, and provision of special education supports and services utilizing the LAUSD Policies and Procedures Manual as required by the Modified Consent Decree. The School of Humanities and Fine Arts will implement and monitor the special education process including assessment, IEPs,

and the provisions of special education supports and services using the LAUSD Policies and Procedures Manual as required by the Modified Consent Decree.

7a.iii. Free Appropriate Public Education:

We will provide Free Appropriate Public Education in Least Restrictive Environment to all students with disabilities, including moderate to severe. Special Education students working toward grade level standards will have access to the core curriculum. Teaching staff will design and deliver instruction that will provide accommodations and modifications that will help student's access grade level content. Teachers will be knowledgeable about the strategies to help students overcome their disabilities. Collaborative/ co-teaching 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. Both Special Education and General Education Teachers will have high expectations for students with disabilities, and students will have the opportunity to participate in a range of educational placements. A culture of 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. By working together, all teachers can ensure better alignment of IEP goals and objectives to grade level standards.

Resource Specialist Teachers (RST) will provide services within the general education setting. RST will be assigned to learning teams so that they may collaborate and consult with general education teachers in planning and delivering instruction for students with disabilities within the general education classroom.

Special Day Class (SDC) teachers will provide services to students in both small group and large group settings. Special Day Class teachers will co-teach and collaborate with general education teachers on lessons to provide students with specific learning disabilities with access to the core curriculum within a mainstream setting for a portion of the week. SDC students with disabilities will receive instruction with their non-disabled peers as appropriate.

SDC teachers for students with mild disabilities will be paired with content teachers so that students participating in Special Day Class programs will have the opportunity to receive instruction in general education classrooms on a regular basis. The SDC teacher will collaborate and co-teach with the general education teacher. The daily schedule will be flexible and adjusted as necessary by the general education and special education teachers.

The SDC teachers of students with moderate to severe disabilities will collaborate with general education teachers and will co-teach within the general education classroom on a regular basis so that students with moderate to severe disabilities are included in the general education classroom setting as much as possible. The SDC teacher will be paired with General Education Content area teachers, and students will participate in the mainstream instructional program as appropriate. All students will participate in the Advisory class, Physical Education, and intervention periods with disabled and non-disabled peers.

Students with IEPs will have access to school-wide interventions and supports as well as those provided by their IEPs. General education and special education teachers will provide appropriate instructional accommodations and modifications to allow access to the core curriculum for students with disabilities. Teachers will adapt content, process, and student product. (Attachment, *Instructional Strategies for Students with Disabilities*)

Strategies that teachers will use to adapt the content include: identifying and teaching essential standards; 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.

Teachers will adapt the learning process so that accommodations will be used as a bridge to skill development. Special education staff and general education teachers will make accommodations for students with disabilities 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 to be used 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.

7aiii.ESY

The School of Humanities and Fine Arts 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.

7aiv. Needs of EL's and SEL's

English Learners:

The goal of all English Learners will be to reclassify as Fluent English Proficient, sustain and build proficiency in English, and to master grade level core content area standards.

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. Students who are reasonably fluent (PRP, ESL 3 and ESL 4) will continue to receive specific ELD instruction to help them meet CELDT reclassification criteria. Students below reasonable fluency will receive sequential rigorous instruction to build English language skills and vocabulary. The curriculum for all ELD will be based on state ELD standards.

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 are at highest risk for dropping out, having low literacy skills, and being unprepared or underprepared for high school and post secondary education. All core

content and ELA/ ELD teachers will use strategies in class specifically to address the language needs of these PRP students. (Attached, *Scaffolding Strategies for Instruction for English Learners and Standard English Learners*).

All English Learners will have access to the core curriculum. Teachers of English Learners will use specific scaffolding strategies and Specially Designed Academic Instruction in English (SDAIE) strategies to help students master grade level standards. (See the attached SDAIE strategies) The focus of content area instruction will be to build content literacy and academic vocabulary in the content area (Walqui 2006, 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, and student work samples.

As of the 2008-2009 school year, about 22% of the student population has demographic characteristics that are similar to that of Standard English Learners—African American or Chicano students with a home language of English, who may speak a non-standard form of English. 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 that evidence the quality indicators of Culturally Relevant and Responsive Education (Appendix Reference LAUSD AEMP). Teachers will teach to the needs and experiences of students to make learning more relevant and effective for them. Teachers will be knowledgeable of the interconnectedness of culture, teaching, and learning. They will have high expectations for their SEL students, and will recognize that student achievement increases to the extent that teachers use cultural referents of the students to whom it is directed (Gay 2000). Materials and strategies selected by teachers will support rigorous, culturally relevant instruction and use scaffolding and SDAIE strategies, as appropriate. (Academic English Mastery Program, <http://www.learnmedia.com/aemp/index.html>).

7b. Students in At-Risk Situations

In addition to academic supports described in sections 2e, c, d and 7a, the school will promote a safe learning environment for all students. There will be shared, clear expectations for student behavior on campus. The school will implement a school wide positive behavior support, with clear expectations for all students (Sprague and Golly 2005).

Parents, school staff, community members, and students will develop common expectations for student behavior on campus. Behavioral expectations will be established and agreed upon by all stakeholders, including students. Behavioral expectations will be taught and reinforced for all students. The staff will provide students with support includes preparation and support for transitioning between activities; delivering instruction that builds on student strengths;

establishing predictable structures and routines, and rewards and incentives for following expectations.

The school culture will promote a campus environment of respect, tolerance for differences, and support for all students, especially those in at-risk situations. Our program will offer an intervention period and after school tutoring to help achieve greater outcomes of success. The school will support high expectations for at-risk students by working with all stakeholders to remove and alleviate factors that impact student academic success. Academic and non-academic supports and services will be 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.

8. Family and Community Engagement Strategy

a. Identification Key Community Partnerships

The Luther Burbank Middle School serves the community of Highland Park, in the NE area of the City of Los Angeles. The Highland Park community is an old and established aggregation of neighborhoods where a number of families have lived for many generations. It is very common for the students and parents of this school community to have parents and grandparents, cousins, aunts, and uncles who have attended this school. This area has a strong economic and cultural heritage, and there are many artists who live and work here as well. The school plays a vital role in the lives of these families and the community, and the ties which already exist between them will be strengthened through the emphasis on art and the humanities.

The community and parents of Highland Park trust that the school and its staff will be effective in educating their youth, in preparing their children for high school, college, and the workforce. The highly qualified, professional LBMS faculty has been quite stable for many years and feels a strong commitment to the welfare of the children, has pride in this community, and wants to provide the best education possible for each student.

Our immediate priorities will address concerns raised by parents and the community: school-to-parent communication; student safety issues related to gang activity; and an excellent education for their children which will adequately prepare them for adulthood.

b. Family and Community Engagement

We will engage parents and the community in helping to achieve the Vision and Mission of the School of Humanities and Fine Arts. Here are the ways to engage parents and community:

- Include community support services as the Coalition of Faith based Leaders of the Northeast area which includes members of our school community
- The Advisory Board, School Site Council, Bilingual Advisory Council, Compensatory Education Advisory Council and other councils as needed will have parent, student and community representation.
- Use of the Connect-Ed communication system will be increased and messages from school to parents will become a weekly update tool for announcing all upcoming activities and events, mailing of report cards and any other relevant information.

- Family, students, staff and community will build positive relationships through mutual participation in student art exhibits, musical performances, plays, recognition ceremonies, and family activity nights.
- The school web page will provide a way for teachers to make parents aware of classroom assignments, homework, and assessment schedules. This will allow parents to better support their child and the classroom teacher. Activities, events, special meetings and conferences throughout the year will be posted on the site’s calendar.
 - Through the Family Conversation Program, all parents and children will be asked to participate in a weekly conversation at home.
 - Contact with local newspapers will be re-established to keep the general public informed about activities and events at the School of Humanities and Fine Arts.
 - Language accommodations such as translations will be made at school meetings.
 - A school newsletter highlighting events and activities, recognizing various individuals and groups who have made contributions, suggested tips for parents and other pertinent information will be published regularly.
 - Parent training classes that support the education and well-being of our students will be offered.
 - Parent/teacher/staff conferences will be scheduled on an ongoing basis.
 - Service projects will be developed that will help students connect classroom content with community needs.
 - A PTA will be established, to assist with fund-raising and other activities that will support the Mission of the school.

c. Key Community Partnerships:

- The Historical Highland Park the Kiwanis Club of Highland Park are organizations supportive of LBMS.
- The LAPD Explorers program, Hathaway Services, after school programs, providing access to service organizations and positive community role models will help to counter the negative gang related influence.
- After school community sports programs, Kids Club Italia Soccer League and Anahuak Youth Soccer Association are available.
- Local artists will continue to be involved with the school as in the past, helping with mural projects.
- Support services will be provided to students and parents as necessary, to include Hathaway-Sycamore Child and Family Services, already a strong community partner, a school nurse and a credentialed educational counselor.
- Occidental College is actively involved. Women and Youth Supporting each Other (WYSE), is an effective and successful tutoring and mentoring support for our female students.

9. School Governance

a. School and Advisory Organizational Charts

The school governance plan for the School of Humanities and Fine Arts will adhere to Article XXVII and will follow the Education Code regarding School Site Council. Parents, teachers,

classified staff, the school administrator, students and community partners will act in fair and equitable management and operate through democratic and ethical behaviors.

The school will operate with a Board of Trustees that is made up of one representative from each of the school community stakeholder groups. The groups being represented are the school administration, classified staff, students, parents, teachers, and community partners. The role of the Board of Trustees is to be the eyes and ears for the school community. They are not decision-makers, but the representative group identified to verify that all elements of the plan are effectively being implemented and all stakeholders are working in cohesion. The Board of Trustees will report actions that do not coincide with the school's vision to the principal and School Site Council (SSC) and submit recommendations. The overall observations and recommendations given to the Board will become important as they will be used to provide input to the district evaluators on a yearly basis. Thus, the role of the Board is to support the school and community.

The selection for Board membership will be by assignment of the existing design team and current LBMS principal for the first year. After the first year, a selection process involving all stakeholders will be held in the month of May for the Board members to be in place for the following school year. This process will be jointly developed by the Board and the School Site Council early in the 2010-11 school year. Members of the Board may not be official voting members of the SSC, or officers of any of the required school advisory councils. The Board will establish norms for its own meetings, a time schedule, and ways for verifying that the implementation of the school plan is on-going.

Our School Site Council will consist of membership from all stakeholders of the school community. The make up of membership will meet the State guidelines, guaranteeing that there is equal representation of members 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. Included for membership on the non-LAUSD side will be one student, one community partner representative, and four parents. Members of the SSC will represent all stakeholders of the school community. They represent the issues and beliefs of the school community.

The School Site Council (SSC) will have the responsibility for decision-making on the most important educational issues within the school. They will be responsible for overseeing the budget, the instructional program, hiring the principal, and all aspects of school life. They will have final approval on most systemic decisions that are required to be made. They will oversee the work of the principal, who is responsible for oversight of the day to day operations of the school. The 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 schools 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 principal and staff, the parents, or the Board of

Trustees will make their recommendations to the principal who will share the proposed changes with the SSC.

The School Site Council will adhere to Article XXVII-Shared Decision-Making and School-Based Management. An agreement has been reached by parents, teachers (including the UTLA Chapter Chair), and administrators that the School Site Council and the Shared Decision-Making Council are one and the same. All obligations specified in the LAUSD/UTLA contract will be followed.

The School of Humanities and Fine Arts will continue to maintain all required advisory councils as the Bilingual and Title 1 councils that are required by the State Education Code and by LAUSD Board policy. All required elections and membership announcements will be met. These councils will have specific advisory responsibilities. 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. They do not represent their own personal wishes and beliefs. The recommendations made by these oversight councils will be made directly to the principal, who will share these recommendations with the SSC. Members of these councils may be members of the SSC or Board if they are selected.

Our school, along with the other two schools and two magnets on campus, will participate on the LBLC Building Council. The Council will have the responsibility of meeting at least twice 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; shared technology maintenance and instruction; and student activities that overlap between schools. The 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. This council will meet a minimum of once per month. Members of this council may belong to any other organization on campus as this is not a decision-making body.

10. School Leadership & Staffing Plans

Our internal proposal adheres to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. We have also adhered to the Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

Leadership Team Capacity:

a. The leadership team is comprised of teachers currently acting as leaders of the school or who have taken leadership roles. Our team has the collective capacity to successfully perform all tasks needed to lead and transform our school. Our leadership team is comprised of motivated parents, highly qualified teachers, and involved community members who have a wide range of leadership experiences from advisory councils, coordinatorships, Local School Leadership Council, School Site Council and student body government. Our leadership team is joined by parents and community members who are equally passionate about improving student

achievement. Our team feels qualified in making decisions regarding curriculum, budget, and school governance.

(Leadership Team resumes attached)

b. Staffing Model:

To ensure proper functioning and maintenance of our school from start-up through year five, our staffing needs will be contingent on the district's allocation of funds. It is our intention in the first year to be no higher than the district norms. As we become more aware of our budget, we will reduce class size and provide additional teachers to support the Humanities and Fine Arts. We will accept district services and staffing for IEP services such as interpreters, translators and special education assistance. We will share the school nurse, psychologist, librarian, and a technology teacher. We expect to fund our principal, two full clerical positions, and 16 teachers. Our school budget will determine the number of personnel needed to fulfill academic and non-academic positions.

c. Compensation:

As an internal team, our school will maintain the District's current salary schedule and benefits package.

d. School Leadership:

Job description for the Principal

Our 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 educator will need to demonstrate to the selection committee that he/she is highly knowledgeable in adolescent development and in all instructional areas: pedagogy, instructional practices, use of multiple assessments, and models of effective intervention. Since we are a small school sharing the site with other schools, it is important that our leader be able to represent us well, and be highly knowledgeable in operational areas. The principal needs to be our advisor as we work to develop our school budget. Our principal needs to be able to assist staff in creating an efficient master schedule. Our administrator should have experience with maintenance and operation issues in order to help issues in these areas to be addressed by LAUSD as quickly as possible.

Eligibility will be based on the qualities of a transformational leader, one who can inspire others to be leaders and supporters of the vision, mission, goals, and plan designed by the stakeholders of our school community. Our leader must possess high expectations aligned to the relentless work ethic of Mr. Luther Burbank; be collaborative, cooperative, caring, and understanding of the needs of all members of our school community.

Our principal will be ethical and proactive. He/She will bring people together, and help move the organization forward in order to meet our vision. This person has to demonstrate excellent communication skills, both written and oral. We are looking for a candidate that is responsive and accessible so that when issues arise, they can be addressed quickly and without drama.

As an intermediate school, it is important that this administrator have a strong background and previous experience in middle school education. We will strive to be recognized as a California State Distinguished School by adopting many of the attributes identified in *Taking Center Stage*

Act II. As we establish a college-bound culture, we will be integrating the criteria established by the *Schools To Watch* national organization with the goal of becoming a California School To Watch. This person will lead by example and show that they are an innovative instructional leader. It is important to our school community that the principal value connecting with teachers, empathizing with the daily experience of a classroom teacher. It is important that this person can connect to parents, and help parents to support the educational effort of their children, as well as act as a liaison between parents and teachers if that is necessary.

Our selection process for hiring a principal will begin January of the prior school year. Our principal needs to be selected in time to prepare for the commencement of the school year.

e. 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.

f. Recruitment of Teaching Staff:

As an internal team, we will follow LAUSD Collective Bargaining Agreements. All teachers must meet or exceed the NCLB requirements for highly qualified teachers and be knowledgeable of the California State Standards. All teachers who teach the special needs population will be credentialed to teach in that field. Our staff values and respects staff diversity. We strive to practice equitable recruitment.

All teachers, both veteran and newly experienced, should be trained in culturally relevant and responsive pedagogy. Our teachers will implement innovative strategies that will motivate learning to support a college-bound culture and philosophy for learning. Part of the criteria for a teacher in our school will be to implement the vision, mission, and goals of our plan. The recruited staff will align their teaching to the six California Standards for the Teaching Profession and align their curriculum to the Learning Principles. (Appendix) To ensure quality education, the recruitment of potential teachers will begin as soon as our school plan is approved. So that we will meet our professional development timelines, all teachers need to be under contract with our school prior to the commencement of the school year.

Our school is promotes strong relationships, so building connections with every student and parent is paramount. Collaborating with one's peers is expected. We want our teachers to know our community. We want excited and enthusiastic teachers to join us on this adventure. We will all have to work to create the culture and environment that will give every student the best opportunity for success in our school, in high school, through college, and the world of work.

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 partner applying for pilot status we will accept the funding sources as determined by LAUSD. 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.

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