

Public School Choice 4.0

Harte Preparatory Middle School



**Submitted by
Harte Preparatory Middle School
PSC 4.0 Design Team**

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A. VISION AND INSTRUCTIONAL PHILOSOPHY

1. What is your school's vision for the child or youth who will matriculate from your school?

The vision for the Harte Preparatory Middle School student is a student educated as a whole person. Our students will have mastery of academic and social skills as self-directed learners. Through self reflection, the Harte Prep students will approach content areas with critical thinking skills in order to be successful lifelong learners. By understanding how the past and present coincide to shape their future, our students will become socially responsible, academically proficient, and contributing members of society.

2. What is the vision of the school that will help achieve the vision of the successful future graduate described above?

The vision of Harte Prep Middle School is to create a personalized learning environment that meets the academic, social, and creative needs of each individual student. To engage all students and have them take ownership of their learning, staff will cultivate an environment of continuous learning, open dialogue, and provide purposeful feedback through collaboration that guides our students to a concrete pathway to higher learning.

As a school community we have instituted and will enhance collaboration in Professional Learning Communities (PLCs), intensify implementation of school wide instructional strategies, and initiate facilitation of service learning to meet the needs of our students as accomplished individuals. Our strategic five year plan will open with the inauguration of block scheduling, curriculum based advisory period, and vertical teaming.

As a staff we will commit to ensuring that our vision of our students becoming accomplished individuals will be met. In order to accomplish this vision, our faculty will commit to regular use of formative, summative, and diagnostic assessments to ensure that achievement gaps are examined and addressed. Additionally we will give purposeful feedback to students ensuring they are taking ownership of their own progress and learning. Also student advancement towards their learning goals will be regularly communicated to pertinent individuals to address the individual needs of the students are met.

3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

Harte Prep Middle School is a community that firmly believes every child has the capacity to learn through strategic instruction. Through focused instructional strategies that meet the modalities of each child we will nurture our students' academic and social development. We firmly believe our instructional philosophy of literacy is key to achieving our vision. Teachers are the model that our students aspire to, learn from, and emulate. Through daily interaction with students, teachers will motivate, nurture, and cultivate every student's beliefs in their capabilities and their possibilities in the world around them. This will ensure that the Harte Prep student has the amplitude to be a 21st Century Learner.

B. SCHOOL DATA PROFILE/ANALYSIS

1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

Currently Harte Prep Middle is school wide Title I. Of the approximately 1,000 students 70% are Hispanic and 30% are African American (Table 1, p.17). Of the approximately 700 Hispanic students 27% are English Language Learners 83% of our English Language Learners (ELLs) are Long Term English Learners. About 10% of Harte Prep students are Students with Disabilities and 47.6% of Students with Disabilities (SWD) are served through our Resource program. Of Harte Prep's SWDs over 50% are ELL students.

Over the past five years our student transiency rate has consistently been about 30%. Last year our transiency rate reached an all time high of 34% (Table 2, p.17). Many Harte Prep students move during the school year, some return towards the end of the school year losing months of instructional time. This disruption of instructional time for students has been detrimental in keeping the consistency of instruction and maintaining classroom culture.

Another key factor in keeping consistency in instruction and maintaining classroom culture is our staff absentee rate (defined as 96% or above attendance). Our staff absentee rate is 53.8% and our students' is 59.9%. When our teachers are absent they are not available to provide the consistent high level of instruction that our students deserve. This is evident through classroom observation data and focus walks. In some classrooms consistency is evident through teacher and student behavior as well as student academic growth, however other classrooms show a lack of constant instruction which translated into student behavioral problems in the classroom.

Over the past five years Harte Prep Middle School has made minimal gains in all content areas with the exception of algebra where there has been significant decline. The majority of our three sub groups, ELL, SEL, and SWD, continue to perform at below basic and far below basic levels. Student achievement continues to be hampered by a lack of consistent rigorous teaching practices, lack of uniform high expectations for students, and below average teacher and student attendance.

Over the past three years our strengths have been a consistent 3% gain in ELA, general math (6th and 7th), science, and social studies. However, over the last 3 years we have had no significant areas of improvement.

Over the past five years ELA has made a gain of 14% to 31% of students achieving at the proficient or advanced levels, but in the past year we only gained 5% (Tables 6&7, p.19). Through data examination of 3 main subgroups is it clear that not all subgroups have been affected equally by the gains. The achievement gap is widening by the minute. Seventy percent of LEP students are still performing at or below a below basic level.

General math has made a gain of 11.1% over the last five years. Twenty-five percent of 6th and 7th grade students are performing at proficient or above. Fifty percent of Harte Prep Students are performing at below basic or far below basic levels in general math.

Student performance in algebra has varied over the last five years. In 2007-2008, 4.75% of our students were proficient, in 2008-2009, 6.23% of our students were proficient, in 2009-2010 13.5% of our students were proficient, 2010-2011, 14.22 were proficient and in 2011-2012, 10% of students were proficient. Unfortunately, this has left 78% of Harte Prep Students are performing at below basic or far below basic levels in algebra (Table 5, p.18).

The delivery of instruction, lack of vertical articulation, and most significantly attendance are the underlining root cause of our problems. Teacher attendance is associated with the majority of our problems such as discipline, student attendance, and truancy. The lack of uniformity in delivery of instruction has led us to begin professional development on expectations and how to meet them. Modeling best practices and peer to peer observations have helped to unify delivery of instruction. The lack of instructional communication among Professional Learning Communities (PLCs) affects our ability to perform vertical articulation. This is being addressed by monthly PLC meetings.

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

Achieving our vision of having Harte Prep student as a socially responsible, academically proficient, and a contributing member of society is a priority; the most central issue in achieving this priority is the lack of student success in algebra. CST data continually shows that our students take a drastic decline from 7th grade math to 8th grade algebra. Seventy percent of the tested 8th grade algebra students performed at far below basic or below basic strand this has been consistent over the past 5 years. Classroom observation and formative assessments also show inconsistency in academic rigor, and a lack of addressing different student modalities.

Our lack of success in algebra correlates with the lack of mastery in general math (6th and 7th grade), our second central issue to achieving our vision of the Harte Prep student. About 30% of Harte Prep students have been performing at basic level in general math and 50% have been performing at or below basic for the last five years. Our students' lack of mastery of general math skills inhibits from being 21st Century Learners.

To be successful 21st Century Learners our students need to have mastery in reading, writing and comprehension. Data has shown that our lack of success in ELA has contributed to Harte Prep students' difficulties in all academic areas making this our third central issue. Only 31% of Harte Prep students are proficient in ELA, about 33% are basic, and 36% are below basic or far below basic. Closer examination of the data shows that our students consistently score lowest in reading comprehension and writing applications. In order to address this challenge and to achieve the vision of the future successful graduate teachers will provide meaningful feedback that guides our students towards a firm pathway to higher learning.

Our baseline data that is provided in the performance index shows 3 main target areas of growth: algebra, general math, and ELA. Our target percentage in algebra is to increase our proficient and advanced students by 10% the first year and 10-15% each year thereafter. Our target for

general math is to increase the percentage of students performing at proficient or advanced levels by 10% the first year of implementation and by 10-15% each year thereafter. Our target in ELA is to increase the percentage of proficient and advanced students by 10% in our first year of implementation. We will continue to increase the percentage of proficient or advanced students by 10-15% yearly.

Keeping with our philosophy and our firm belief that every child has the capacity to learn, our three target areas specifically focuses on every child that comes through the gates of Harte Prep Middle School. Recognizing the three priority areas deal with instruction, in the turn-around we will also strategically address behavioral and operational needs of the Harte Prep community.

C. SCHOOL TURNAROUND

1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school?

As a community school established in 1929, Harte Prep has a long history of striving to meet the needs of our ever changing neighborhood. Understanding our role as a liaison to our students and parents; we are aware we have been unsuccessful in certain aspects of educating the whole child. To become effective in educating our students, we have identified strategies, practices, and programs that must be implemented to fidelity in order to reach our three priority areas: Algebra, General Math, and English Language Arts (ELA).

In the transformation of our school turnaround, multiple strategies have been identified based on our three priority areas noted above. Currently, two strategies are being implemented: collaboration based on the Professional Teaching and Learning Cycle (PTLC), a six step lesson study model, and a questioning method based on Socratic Seminar. In August 2013, we will begin implementation of service learning, a hands-on teaching method, which allows for our students to actively participate in their understanding, integration, and application of knowledge across the content areas.

The PTLC model aligns curriculum, instruction, and assessment to the California Common Core standards leading to student achievement. PTLC lesson study model is comprised of 6 steps of teaching and learning. In step 1 teachers work in collaborative teams to examine data and set learning goal expectations aligned to the common core. In step 2 the collaborative team identifies the instructional strategies and resources to meet the needs of students also to determine appropriate assessment. We will include Specially Designed Academic Instruction in English (SDAIE) and Culturally Responsive Relevant Education (CRRE). We, as a school site, specifically identified SDAIE and CRRE instructional strategies teachers will implement: appropriate Thinking Maps, sentence frames, call and response, and movement. In step 3 the collaborative team designs a common core lesson incorporating agreed upon strategies and determining the criteria for student work samples that will guide further instruction. During step 3 teachers will include the five Es (Engagement, Explore, Explanation, Elaboration, and Evaluation) instructional model. In step four, teachers will implement the planed lesson recording data in regards to what was successful and what did not meet their expected outcomes. In step five, collaborative team will examine students' samples and discuss whether standards were met and discuss weaknesses and strengths for future lesson development. In step six, the collaborative team reflects based on student samples discussions on how to improve practices and the lesson.

PTLC model will guide our teachers in data driven lesson planning, effective delivery, examination of student work (data), and re-teaching based on data. When this is fully implemented for content areas such as Algebra and ELA, students will benefit from the level of

rigor incorporated into lessons and delivery. The six step collaborative process brings to the forefront the strength and weaknesses of each teacher. Through this collaboration weaknesses will be diminished while strengths will be bolstered. Rigorous standards based instruction allows us to meet the individual needs of each student. Implementation of the 6 step lesson study model will lead to consistency in academic rigor in delivery of lessons, increased academic student achievement, and maximization of instructional time. The underlying theory that supports the 6 step collaboration model is that teacher collaboration and reflection leads to student achievement.

Another strategy of implementation to target our three priority areas is the Socratic Seminar questioning method (Ball P.3). Socratic Seminars allow for students to systematically question, examine issues and articulate opposing views with evidence. Learners have the responsibility to study the text carefully, listen actively, to share ideas and questions in response to ideas and questions posed, and to provide textual evidence to support their ideas. This ties in with our vision of students as life-long learners and taking ownership of their own learning.

Socratic Seminars will be highly effective in ELA, one of our three target areas. This interactive method of learning will teach our students how to question, and thoroughly analyze an issue. This in turn cultivates critical thinking in our students. Student achievement will increase because students will have critical thinking skills, which enables them to synthesize and evaluate their learning. By effectively synthesizing their learning, students not only have ownership but now have the capability, knowledge, and aspiration to apply it in the real world.

Upon students gaining the capability to apply their knowledge, our next step is in making our students a contributing member to society. We will teach our students the application strategy of service learning. This hands on teaching method will impact academic engagement and achievement, provides a civic identity, enhances social and personal skills, and engages students in society. Additionally, parents have a greater opportunity to be involved in their child's learning. Strong family engagement has many positive outcomes: higher test scores, better attendance, more positive attitudes about school, and better behavior. Service learning will provide a real world problem solving model to engage all students, parents, administration, and teachers. Students will collaborate across curricular content areas to investigate, research, and identify community based problems.

To aid our students, according to Cathryn Kaye's steps to service learning projects, teachers must collaborate across content areas. The steps for our students to take to completing a service learning project are (1) inventory and investigation, (2) preparation and planning, (3) action, (4) reflection, and (5) demonstration (Kaye 10-11). Through this whole process students will be guided by the advisory teacher during the Advisory Period. The advisory teacher as a conductor will coordinate services with content area teachers; serve as a resource, and a facilitator for project completion. Coordination of services will occur during vertical teaming and grade level collaboration. A sample service project could in tale a problem that affects not only our school but our community at large. For example, a sample project might be, whether or not to place a traffic signal at an intersection. Students will begin by identifying the problem: accidents at the intersection where our students are dismissed. To begin the research our students will collaborate with their content area teachers. History teachers will assist with methods of gathering research on the number of accidents at the intersection, science teachers will assist with utilizing the

scientific method to collect current data and develop a hypothesis, math teachers will assist with computing the data, and English teachers will assist with the final writing of the proposal. Service learning will be implemented during advisory period. This structured time allows our students to work collaboratively with their teachers and their peers.

In order to accommodate this structured Advisory Period, we will begin implementing block scheduling in August 2013. Implementation of block scheduling will maximize instructional time and allows for an Elective Period for every Harte Prep student. Block scheduling incorporates time for instruction, intervention, and/or enrichment in all core classes. The block schedule no longer forces teachers to rely heavily on the lecture format. Teachers will now have time to focus on projects, cooperative learning, and not sacrifice lessons due to time constraints. They will also have time to deliver in-depth lessons and give personalized attention to each student, to provide meaningful feedback, and to further their learning. Effective implementation of block scheduling will allow our teachers to address the multiple modalities of all our students.

2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

The current overall culture of Harte Prep Middle School is one of ineffectiveness. The ongoing culture has been characterized by a lack of self assessment and reflection. This has hindered our students' academic growth, and it is reflected in the data. Data is not examined nor understood to see if what we are teaching constitutes a 21st Century Learner.

The culture and climate that is central to turning our school around are: building trust among stakeholders, effective collaboration, and meaningful reflection. First step to changing the culture and climate here at Harte Prep is to build trust among all stakeholders.

Building trust, as stated by Alan Blankstein in *Failure is not an Option*, (P. 70-71) begins with listening, over communicating, confronting inappropriate behaviors, creating fail free zones, and engaging staff on a voluntary basis. Actively following this structure to build trust will transform our culture; creating an environment where discourse and ideas are vocalized and valued is key to creating a fail free zone. A fail free zone allows students, teachers, and parents, regardless of differing views and ideas, to be heard, valued and accepted.

Established trust is the building block to effective collaboration. According to Garmston and Wellman (P. 45) there are seven norms of effective collaboration: pausing, paraphrasing, putting inquiry at the center, probing, placing ideas on the table, paying attention to self and others, presuming positive intentions. Implementation of these seven norms will lead Harte Prep to Professional Teaching Learning Communities. This will enable students, teachers, and parents to reach a consensus on how, what, and when curriculum is taught for student academic achievement.

Harte Prep will cultivate a learning environment that not only values student achievement but values the student that questions and furthers the thinking of others. This reflective process needs to be mirrored in teachers and students alike. According to York-Barr, Sommers, Ghore, and

Montie the four steps process for reflection are: What happened (Description), Why (Analysis, Interpretation), so what? (Overall Meaning and Application), and Now what? (Implication for Action) (P. 272). The meaningful step for Harte Prep Middle School, in this reflection process, is the 'so what.' The 'so what' gives significance to what and why we are teaching.

We understand trust and collaboration are important building blocks to changing of the culture of our school. In the transformation of our school the reflective process is a core component that will not only build capacity but will dramatically improve student learning at our school.

3. How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

In order to engage the school students, parents, and faculty, so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan we have begun and continue to implement community morning and evening meetings, monthly newsletters, weekly ConnectEd communication, and continuous stream of information on our school website. This school year we have established a suggestion box where all stake holders have the opportunity to voice their concerns, ideas, and issues. At the beginning of this semester students and parents will be surveyed in regards to communication, student safety, and instruction.

a) Given your community context, what needs to be true for your colleagues, students and parents to join you in the transformation of your school?

All stakeholders need to be open-minded and willing to trust in others in order for our school transformation to be effective. To begin the transformation process, a different mindset needs to be in place where, instruction, safety, and communication are all geared toward the betterment of the Harte Prep student. This means we must all examine behaviors, practices, and beliefs and how they have hindered the achievement of our students. Our three strategies of building trust, collaboration, and reflection need to be in place for our colleagues, students, and parents to join in the transformation of our school.

The five steps to building trust, the seven step collaboration model, and the 4 step reflective process will be implemented, as previously stated, to make the true transformation of Harte Prep Middle School complete. This will ensure we achieve our vision of the Harte Prep Middle School student is educated as a whole person.

b) Given your community context, how are you going to share, communicate and generate interest and excitement about your plan for turning around your school?

Given our community context information has been and continues to be disseminated in regards to our school turn around through community morning and evening meetings, monthly

newsletters, weekly ConnectEd communication, and continuous stream of information on our school website.

To generate interest and excitement about our plan we have had workshops and weekly meetings ensuring we have open communication. In the future we will have PSC family interactive nights: booths highlighting student service learning projects, information centers highlighting ways parents can help their students at home, and always food and door prizes,

D. IMPLEMENTATION

1. How will you monitor the implementation of your proposed turnaround efforts?

The early evidence of change benchmarks teachers in their collaborative utilizing the six step PTLC cycle. Once the PTLC cycle has been implemented formative assessments such as student work samples and periodic assessment data will be our leading indicators in progress monitoring towards student achievement.

To monitor our three high priority areas we have identified some key indicators. One key indicator is a 10-15% increase in proficient or advanced in the Algebra, General Math, and ELA periodic assessment data from previous data. Based on the data from key indicators, changes and adjustments will be made in lesson planning, instructional practices and the actual lesson delivery by teachers in their collaborative groups.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

As it pertains to our three high priority areas of improvement of Algebra, General Math, and ELA, we foresee three significant barriers to successfully implementing our turnaround efforts: teachers effectively teacher planning using the 6 step PTLC cycle, implementation of the school wide Socratic Seminar method, and daily planning for the block scheduling.

A barrier we face is the effective implementation of the 6 step PTLC cycle. This is an obstacle not to the actual implementation of the cycle, but to the effectiveness of the collaboration. In order to meaningfully address our barrier, each department will develop a set of norms to hold each other accountable. Established norms will be kept in the forefront by the department chair. A component of the cycle is a lesson plan once the lesson plan is developed the department chair will develop a schedule to facilitate peer-to-peer observation, support staff observation, and administration observation. After the lesson is delivered the teacher will receive feedback from peer to peer, support staff, and administrative observation. Student work samples will also be used as formative data for the collaborative group. Examination of student work will also hold each teacher accountable in delivery of the collaborative lesson.

Another barrier we face is the implementation of our school-wide Socratic Seminar Method. Asking teachers to implement a strategy, which is new to many, will bring a great deal of anxiety and apprehension. In order to tackle this barrier, we will have continuous professional development beginning with “What is the Socratic Seminar”, “How to Implement it in the Classroom”, and “What it Looks Like” from now until the end of the school year. Having

professional development and planning time this year will bring down the anxiety level as we go into full implementation in August 2013.

An additional barrier is the effective use of the 95 minute period. Harte Prep has decades of history with the traditional 6 period day of 50 to 55 minute periods. In order to tackle the shift from 50-55 minute period to block scheduling we will model through bank time from now to the end of the school year on how to effectively utilizing the 95 minute period. For example, in math a sample 95 minute lesson will include a mini lesson, application of the mini lesson skill or knowledge, cooperative group discussion of what they have learned, connections to previous learning, and how to apply it, ending with a written reflection. Implementation of block scheduling in an English class will include a mini lesson, reading of a text, discussion of the text, a written response to the text, think-pair-share of their written response with peer feedback, culminating into a writing piece relating to the reading selection.

The driving force to overcoming our barriers is the focused implementation of our instructional strategies. Overcoming our barriers will cultivate our vision of the Harte Prep student becoming a socially responsible, academically proficient, and a contributing member to society.

Harte Prep Regular Bell Schedule					
Tuesday	Wednesday	Thursday	Friday	Hours	
Advisory	Advisory	Advisory	Advisory	7:50 - 9:25	(60 Min.)
1st Period	2nd Period	1st Period	2nd Period	9:30 - 10:35	(95 Min.)
Nutrition	Nutrition	Nutrition	Nutrition	10:35 - 10:55	(20 Min.)
3rd Period	4th Period	3rd Period	4th Period	11:00 - 12:35	(95 Min.)
Lunch	Lunch	Lunch	Lunch	12:35 - 1:05	(30 Min.)
5th Period	6th Period	5th Period	6th Period	1:10 - 2:45	(95 Min.)
Monday Prof. Dev. Bell Schedule			Minimum Day Bell Schedule		
Advisory	7:50 - 8:00	(10 Min.)	Advisory	7:50 - 8:00	(10 Min.)
1st Period	8:00 - 8:40	(40 Min.)	1st Period	8:05 - 8:40	(35 Min.)
2nd Period	8:45 - 9:25	(40 Min.)	2nd Period	8:45 - 9:20	(35 Min.)
Nutrition	9:25 - 9:45	(20 Min.)	3rd Period	9:25 - 10:00	(35 Min.)
3rd Period	9:50 - 10:30	(40 Min.)	Nutrition	10:00 - 10:20	(20 Min.)
4th Period	10:35 - 11:15	(40 Min.)	4th Period	10:25 - 11:00	(35 Min.)
Lunch	11:15 - 11:45	(30 Min.)	5th Period	11:05 - 11:40	(35 Min.)
5th Period	11:50 - 12:30	(40 Min.)	6th Period	11:45 - 12:20	(35 Min.)
6th Period	12:35 - 1:15	(40 Min.)	Lunch (optional)	12:20 - 12:50	(30 Min.)

E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan?

Harte Prep Middle School faculty has voted to be an Expanded School-Based Management Model (ESBMM) school site. The facility selected the ESBMM governance model due in part to the autonomies it offers. Autonomy over curriculum, Periodic/Formative Assessments, scheduling, Professional Development and staffing is essential in addressing our three high priority areas. Not only will ESBMM address our priority areas, but with a vote of 83% in favor it will be instrumental in the successful implementation of our plan. (Table 9, P.20)

Our shared decision making process will be the key component in the implementation of the ESBMM model. Our culture of conscious building and shared decision making will be fostered through stakeholder led committees. Each committee will play a significant role in the day to day operations of our school. Thus, allowing for transparency, engagement, and accountability.

2. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

The ESBMM Model Program has six elements of school based management:

- Increased funding to the local school site based on the State ADA and categorical funding sources
- Absolute control over its financial resources
- Absolute control over the hiring of administrative, certificated, and classified employees, with no must-place placements
- Absolute control over curriculum
- Absolute control over professional development
- Absolute control over bell schedules

With the above mentioned elements, unique autonomies will be derived to help Harte Prep sustain the necessary growth actualize our vision by applying for the following autonomies:

- Curriculum – We want the teachers to have the ability to supplement the standards based instruction that best addresses the varied needs of our current students.
- Assessments – Departments will determine when best to administer formative assessments that bring meaningful data and guide instruction.
- Scheduling – To determine and modify the school instructional minutes, schedule of activities and special events, and accommodate additional collaboration time for all teachers.
- Internal Organization - To determine Professional Learning Communities tailor made to our current population.

- Professional Development – Student need driven professional development that is aligned to Single School Plan for Student Achievement
- Budget – Control over site based funding which will allow to purchase personnel and items for student achievement
- Mutual Consent Requirement for Employees – To have autonomy over District mandated priority placement
- Teacher Assignment – Ability to assign teachers based on departments and subject areas to allow for team teaching, looping, and multi-age classrooms.
- Staff Appointments – Ability to vote the selection of support personnel, department chairs, and PLC leaders
- Discipline and Codes of Conduct – Ability to govern student discipline, suspension, expulsions, and transfers aligned with the district wide standards

In order to have all stakeholders have a voice in the decision-making process the school site continuously invites all stakeholders to participate and attend meetings. We have continue to foster an open line of communication through email, weekly bulletins for students and staff, written communication, verbal communication, Ed Connect, one-on-one communication, monthly Coffee with the Principal meetings for parents, monthly parent newsletter, continuous posting of pertinent information of our website, and our suggestion box. We will continue to utilize these forms of communication to ensure all stakeholders have a voice and it is heard.

To continuously build the culture of consensus building the leadership committee ensures our plan and everything we implement is a work in process. There is no one right way but a solution that would improve the lives of our students. The open line of communication continues to foster an understanding that the solution is there is we work together.

F. SCHOOL PLANNING TEAM

1. Who are the members of your planning team?

In early June 2012, during a Harte Prep faculty meeting, it was unanimously agreed upon that we as a faculty would address the Public School Choice proposal as a unified force. (seek out community involvement) With this understanding, both teachers and administrators began working harmoniously together for the betterment of our students' achievement.

The lead team contacts are comprised by Harte Prep's Principal, Luz Cortes and the schools Chapter Chair, John Papp. The creation and formulation of this design team was voluntary and consisting of a diverse sampling of our school faculty. The design team members came from all four core curriculums in addition to special education, physical education and electives. Each participating instructional group offered substantial input into the plan's design. All members were posed with three tasks: first, the responsibility to participate with an open mind; second, the understanding that our sole purpose, as a team and school, was that we must find ways to fulfill our beliefs embedded in our school's vision; third, and perhaps most importantly, all members must understand that this is only the beginning and the task at hand is one that will be continual for many years to come.

2. In what ways did you engage parents in the development of your plan?

Parents were engaged throughout the development of this plan through participation, feedback, and recommendations. By focusing on the fundamental core issue, to have our students educated as a whole person, we encompassed the firmly held viewpoints of our parents and community. We have integrated and valued their concerns as important components of this plan referenced from parent conferences, daily interactions, and the PSC workshops.

Overwhelming parental recommendations for more intensive instructional success in the areas of Mathematics and English within our walls have been aligned with our three main issue areas. Another area of parental concern is one of student safety, which is currently and continually being addressed with anti-bullying education, metal searches, and guidance assemblies. This concern will consistently be at the forefront of student life on the Harte Prep campus. The Second Step Program, which has components of anti-bullying, will be implemented during the advisory period. This program addresses parent concern of student safety.

Another area of parental concern which has been whole heartedly addressed within this plan is that of elective classes for our students. With the implementation of block scheduling, every Harte Pre student will have the opportunity to participate in curriculum outside of the four content areas. This allows for the Harte Prep student to become a life-long learner in all aspects and become socially responsible, academically proficient, and a contributing member of society.

APPENDIX

Table 1

Harte Prep Demographics & Population

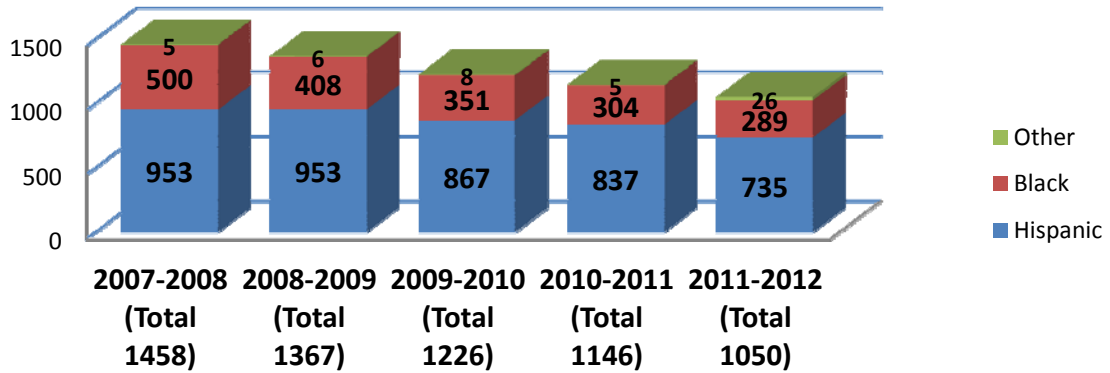


Table 2

Student Attendance

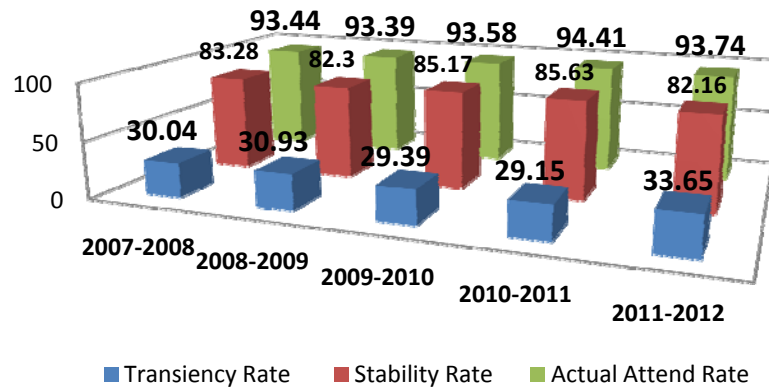


Table 3

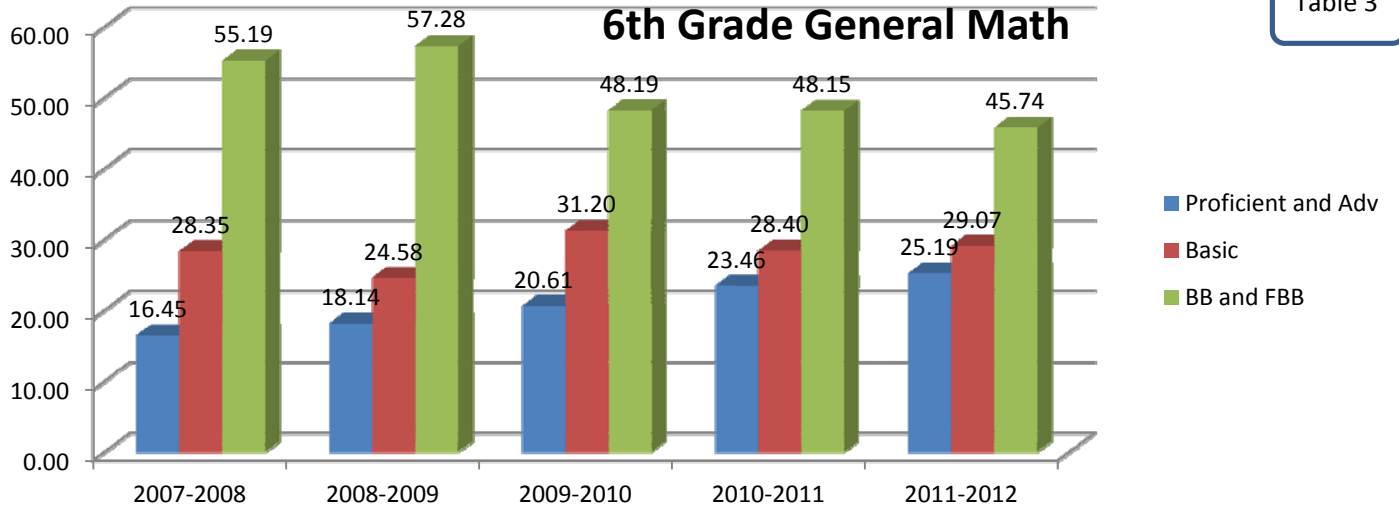


Table 4

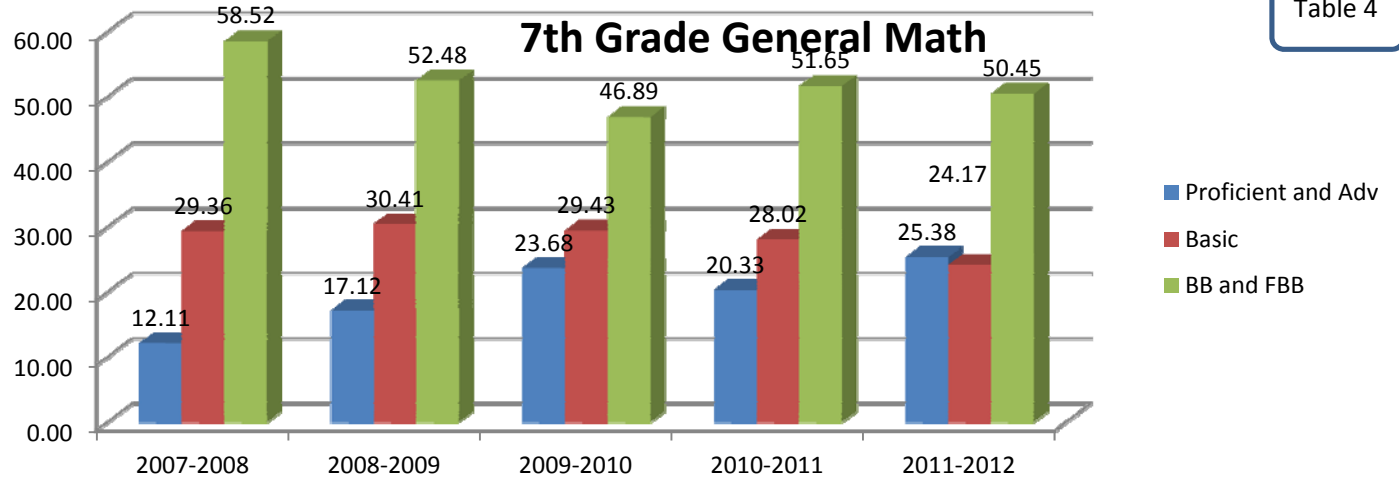


Table 5

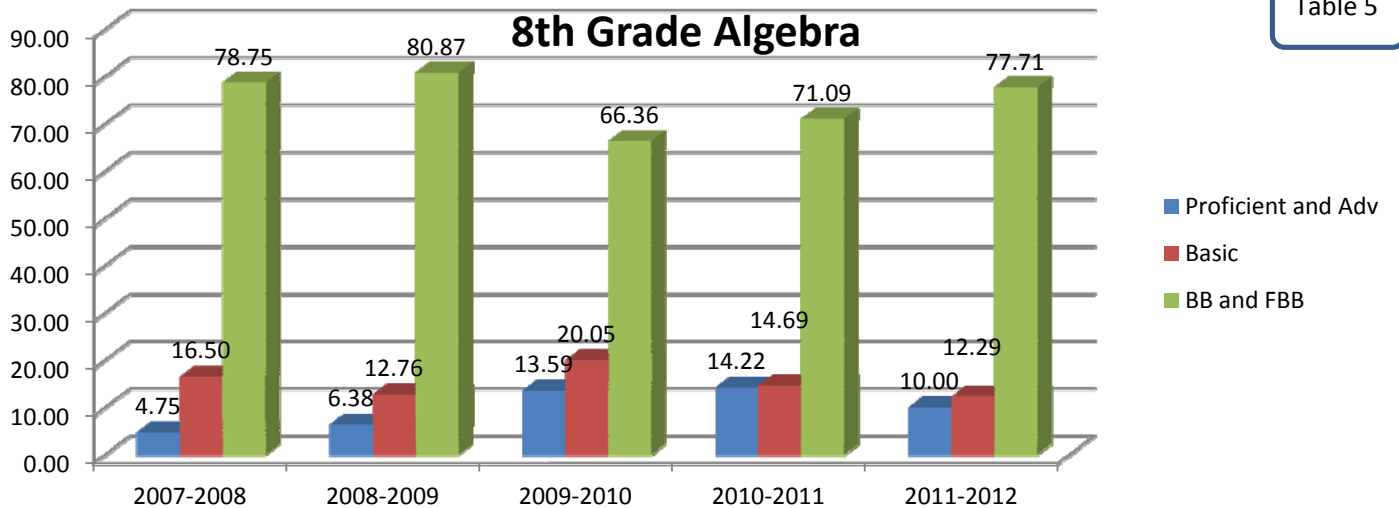


Table 6

6th Grade ELA

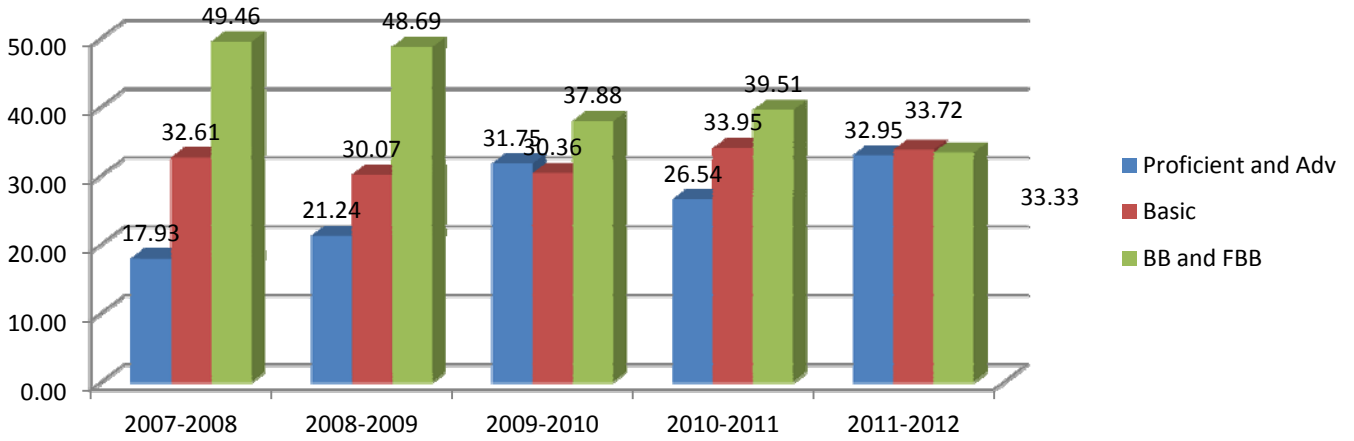


Table 7

7th Grade ELA

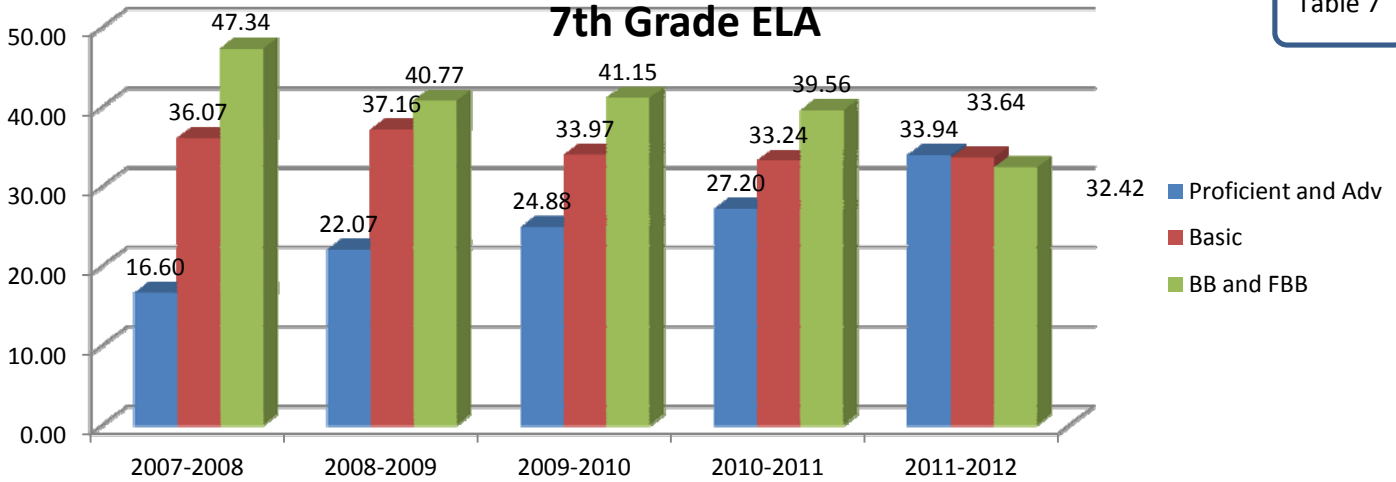


Table 8

8th Grade ELA

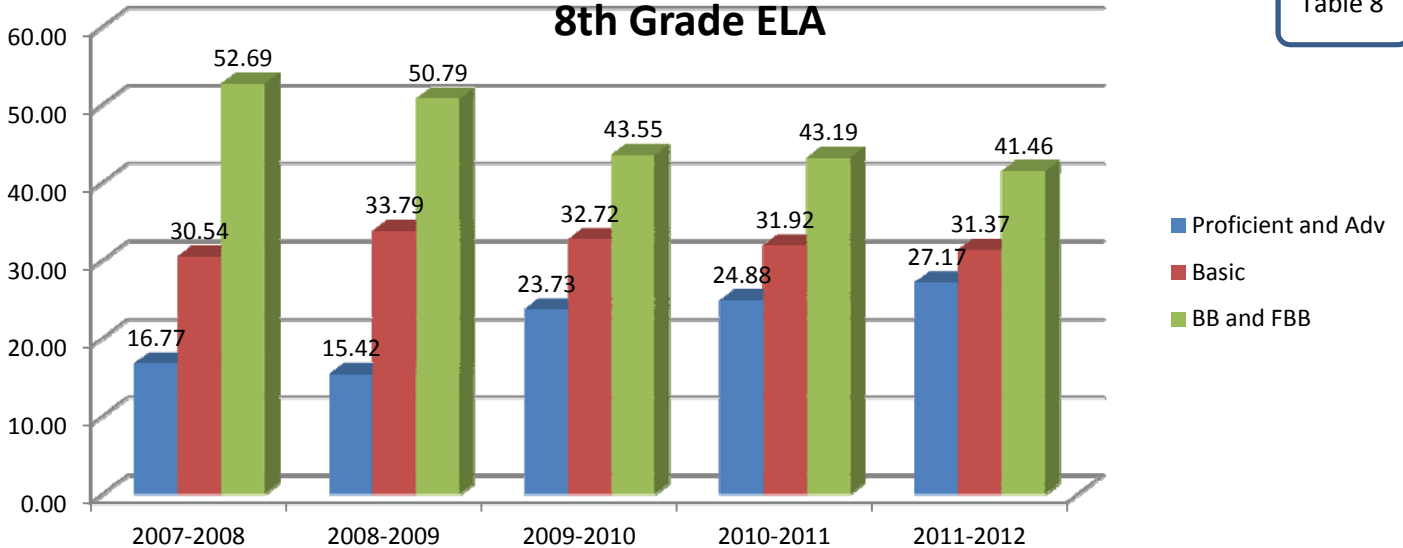


Table 9

Governance Voting Results

Should our school name be streamlined?

✓ 78 % Harte Preparatory Middle School
22 % No Change

Which bell schedule do you prefer?

No Majority / Run-Off Election Next Week for top two

42 % Plan A – No Homeroom
29 % Plan B – Shorten Homeroom
8 % Plan C – Only shorten passing per.
19 % No Change

When should the new schedule begin?

43 % Immediately
17 % Fall 10 Week Grade Period
0 % Fall 15 Week Grade Period
40 % Spring Semester 2013

What governance model do you prefer?

✓ 83 % ESBMM
0 % LIS
1 % Pilot
16 % No Change - Traditional

Question	Option	Percentage	Count
Should our school name be streamlined?	Harte Preparatory Middle School	78%	78
	No Change	22%	22
Which bell schedule do you prefer?	Plan A – No Homeroom	42%	22
	Plan B – Shorten Homeroom	29%	12
	Plan C – Only shorten passing per.	8%	1
	No Change	19%	7
When should the new schedule begin?	Immediately	43%	25
	Fall 10 Week Grade Period	17%	9
	Fall 15 Week Grade Period	0%	0
	Spring Semester 2013	40%	10
What governance model do you prefer?	ESBMM	83%	33
	LIS	0%	0
	Pilot	1%	2
	No Change - Traditional	16%	7

**Public School Choice 4.0
Waiver/Autonomy Checklist**

School Site: Harte Preparatory Middle School

Proposed School/Design Team Name: Harte Preparatory Middle School

Proposed Governance Model (mark all that apply):

- Traditional Pilot Expanded School Based Management
 Local Initiative School Affiliated Charter Technical Assistance Partner
 Limited Network Partner Full Network Partner

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

✓ Methods of improving pedagogy. Rationale on page(s): 14 -15

School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).

✓ Curriculum. Rationale on page(s): 14 - 15

Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).

✓ Assessments. Rationale on page(s): 14 - 15

Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.

✓ Scheduling. Rationale on page(s): 14 -15

Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

✓ Internal organization. Rationale on page(s): 14 -15

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

✓ Professional development. Rationale on page(s): 14 -15

Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

✓ **Budgeting control.** Rationale on page(s): 14 -15

General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

✓ **Mutual consent requirement for employees.** Rationale on page(s): 14 -15

A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

✓ **Teacher assignments.** Rationale on page(s): 14 -15

Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

✓ **Staff appointments (e.g., department chairs).** Rationale on page(s): 14 -15

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

✓ **Discipline & codes of conduct.** Rationale on page(s): 14 -15

School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

✓ **Health and safety.** Rationale on page(s): 14 -15

School's health/safety matters, aligned with District-wide health/safety mandates.

Additional Waivers: (list waivers requested)

Applicants selecting "Additional Waivers" must provide a rationale for the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below. A separate form must be completed for each specific waiver request.

School:

Local Education Service Center: _____ **Date:** _____

Waiver requested from the following Collective Bargaining Agreement (CBA): *(circle one)*

AALA UTLA A B C D E F G H M S

Article/Section of the CBA to be waived:

Waiver Description: *(Describe the actions that require a waiver. Please be as specific as possible.)*

Rationale: *(Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)*

Principal/Administrator Signature

Date

Union Representative Signature

Date

Local Instructional Area Superintendent Signature

Date

Send or fax completed/signed form to:
Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056

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