



PUBLIC SCHOOL CHOICE

CRES #18

ACADEMICS INNOVATION COMMUNITY

Executive Summary

"I believe in these schools... that's why my kids go here!" - Community Parent Survey

a.Assurances: As an internal applicant please see assurance letter (appendix) signed on behalf of LAUSD LD5 Superintendent Roberto A. Martinez.

b.Population

CRES #18 will relieve overcrowding at 28th Street, Trinity Street and Maple Primary Center.

	28 th Street	Trinity Street	Maple PC
Total Enrollment	1396	711	210
African American	1%	3%	4%
Latino	98%	96%	96%
Special Education	8%	10%	10%
Economically Disadvantaged	85%	93%	96%
English Learners	65%	69%	77%
Staff Attendance	95.4%	92.5%	95.9%
Student Attendance	96.8%	96.4%	97%
Student Transiency	17.4%	14.9%	
Students Suspended	0.1%	0.1%	0.0%

2009 Overview of Schools

CRES #18 is situated in the attendance area of Local District 5's Santee Family of elementary schools. This family of schools, consisting of six elementary schools and one Pre-K/1 Primary Center, continue to make significant progress in student achievement. The Santee family of schools maintains high expectations for student achievement and envisions itself as the first Local District 5 family of elementary schools to attain an API of 800 or beyond. Santee elementary Principals are a cohesive network of school leaders who function as a professional learning community working together on issues of practice. Articulation activities take place across the schools and grade levels.

Santee Schools	Cumulative API growth (2000-2009)	LD5 Ranking in Cumulative Growth	ELA % Proficient/Advanced 5 Year Change	Math % Proficient/Advanced 5 Year Change	% Increased level on 2009 CELDT
Main Street	315	2	12.8	17.2	64.7
San Pedro	232	26	16.8	14.4	40.4
Trinity	252	19	12	19.6	47
20 th	335	1	20.2	21.8	43.7
28 th	273	14	11.4	8.5	54.2
West Vernon	279	11	12	13.5	50.8
Maple PC	N/A	N/A	N/A	N/A	84.7

In an analysis of cumulative API growth, 20th Street and Main Street ranked first and second in growth when compared to the other 58 Local District 5 K-5/6 schools. In Spring 2009, Main, San Pedro and West Vernon met 17 of 17 AYP accountabilities (see appendix).

c.Vision, Mission, and Philosophy

A Vision of Excellence for Santee Schools

How do we create schools that are intellectually stimulating places for both students and adults, schools that are self-renewing organizations, schools that entice and hold our most intellectually capable teachers, schools that develop the cognitive capacities of each person who works there, and from this, schools that adequately prepare students for contributions in a shrinking, changing, and intercultural world (Garmston)? Many reformers Rosenholtz (1989), Saphier and King (1985), Deal and Kennedy (1982), and Frymier (1987) are arguing that the political technical and professional models of school change we have been employing are not working, but that new models of change are producing significant results—Cognitive Coaching situated in an Academic Optimism theoretical model is a catalyst for the needed change. These catalytic tools overcome variables of challenge in urban schools by focusing on a strong academic emphasis, trust, and collective efficacy.

Blending research with practice unites the gap between knowing and doing in schools. Building a school based on the foundation of Cognitive Coaching, for Renaissance Schools, throughout a school culture and curriculum requires valuing, understanding, and making commitments to constructivist principles of learning.

These commitments are measured both quantitatively and qualitatively in the system of schooling with measureable results. Some of these compelling findings are:

- Cognitive Coaching was linked with increased student test scores and school benefits
- Teachers grew in teaching efficacy
- Cognitive Coaching impacted teacher thinking, causing teachers to be more reflective and to think in more complex ways
- Teachers were more satisfied with their positions and with their choice of teaching as a profession
- Teachers collaborated more
- Benefited teachers professionally

Why this Theoretical Construct?

Academic Optimism emphasizes the potential of schools to overcome the power of socioeconomic factors that impair student achievement. It is a social psychological construct that is in part related to the positive psychology of Seligman and Csikszentmihalyi (2000), and social cognitive theory of Bandura (1997), Hoy and Tarter's (1997) research on school climates, and the social theory of Coleman (1990). Academic optimism attempts to explain and nurture what is best in schools to facilitate student learning. The core tenets of the model are based upon strong academic emphasis, faculty trust in parents and students, and collective efficacy. All indicators of the construct are validated and linked to student achievement metrics. As a Local District this framing has organized our learning organization efforts for the 2009-2010 leadership development under the new vision of Superintendent Martinez.

A Commitment to a Vision Co-constructed by the Learning Community

As outlined CRES #18 is guided by core principles of Academic Optimism. Why is this key? This is critical to the guiding of CRES #18 principles and values of the school and based upon current and future research. Selecting a strong theoretical construct will provide future analyses for successful replicable strategies. Replication of success is key to working as a family of schools focused on student achievement. These core principles will also guide a collaborative mission and vision statement that is developed and owned by the local learning community. Often reform measures are top down versus bottom up, yet sustainable change is manifested by engaging stakeholders in the promise of public schooling (Hargreaves; Fullan; Elmore). As a true collaborative school the vision and mission will be developed together with students, parents, teachers, administrators, and community.

A Day in the Life of a CRES #18

Sarah looks forward to starting her day in Mr. Sanchez's class with language arts. Sarah and her classmates have been working on building a wiki—a collaboratively written and edited website—around the theme of *City Wildlife*. Students started the project with traditional classroom activities, like reading the anthology and researching related literature, creating a dictionary of city and wildlife terms and taking a walking field trip around the neighborhood. To create their wiki, students brainstormed topics for the website representing the big ideas from the unit. The students divided into groups to design and build these sections of the wiki, known as “wiki pages,” and then critiqued one another's pages, editing for content, spelling and grammar. Students were motivated by the idea that their wiki could serve as a resource for students and teachers in the other Santee Family schools who are also developing wikis. Mr. Sanchez finds that using wikis and other web tools allows him to do the kinds of things he wants to do in the classroom, such as promoting project-based learning, collaborative learning, and critical thinking.

Today is one of the days that Sarah volunteers during her lunch recess to help in Mrs. Robert's SRLDP classroom. When Sarah and the other volunteers enter the classroom, eight children are seated at a table with Mrs. Roberts and another group with the assistant. Using hand puppets as she talks, Mrs. Roberts asks each student to tell what they are going to do. “Miguel, what are you going to do?” she asks.

“I'm going to the block area.”

“What are you going to do there?”

“I'm going to draw.”

“What are you going to draw?”

“I'm going to draw a brown bear!”

With his plan stated, Miguel proceeds to the block area, but not before Sarah helps him jot down a few words about his chosen activity in his journal. Sarah always helps the students in the block area. She alternates between some students who are building something with Legos and another student who is pretending to cook a meal. Sarah feels pre-k is all fun, but what she doesn't yet understand is that in this routine the pre-k students are gaining confidence in making decisions, learning to problem-solve together and to work in groups. Sarah's twenty-five minute volunteer duty passes quickly. When the bell rings signaling the end of lunch, the pre-k children thank her. Sarah smiles to herself on the way back to her class as she thinks again about becoming a teacher when she grows up. She is rushing now because math class starts after lunch. Math has always been easy for Sarah, but in third grade they have begun to work more with fractions and Sarah is not feeling confident in that area yet.

After lunch, Mr. Sanchez is ready to begin math when Sarah bounds into the room. On the tables, math materials have already been distributed—paper, markers, number lines, and pattern blocks. Mr. Sanchez smiles at Sarah and he remembers that she and some of the other third graders have been working a little more tentatively than usual in the new fractions unit. He resolves to listen to student responses during the period and to ask questions that will pursue the thinking of the children. Mr. Sanchez begins, “If three is less than four—I've got three candy bars and you've got four—so I've got less than you—is $\frac{1}{3}$ less than $\frac{1}{4}$? Think about the answer and I will signal you when it is time to talk with your table partner about this.” Mr. Sanchez signals for partner discussion and the math buzz begins. As the lesson progresses, students will be asked to demonstrate their answers to questions in the lesson by using any of the materials on their tables. There is a lot of partner and group talk, and students taking turns showing the different ways to represent fractions. Knowing the importance of exploring with students the mathematical aspects of jobs and careers, Mr. Sanchez asked students to survey their parents and older family members this week on how they use fractions in their work. The class will chart the different ideas they collect in at the end of the week. Tomorrow the class will be going on a mathematical walking tour on campus. Mr. Sanchez and the other 3rd grade teachers have collaboratively planned the tour. The teachers know that discussing objects and phenomena not only for what they are, but also for what they

represent in math is a good way to make math more accessible. Students will go from station to station and read the signs located at each. One sign might say, "Look at the leaves in this tree. Notice that they are in the relationship of 3 to 5 to 8 depending on where they branch out."

At P.E. later in the afternoon, Sarah's class will compete in the once a month kickball competition with the other third grade homerooms. With the help of some fifth grade cross age volunteers, Mr. Sanchez and the other third grade teachers are keeping statistics for each student on home runs, kicking averages, times on base, steals, and wins and losses that will be used for a math unit later in the year.

Today is a shortened day because it is Open House afternoon. The day comes to an end quickly, but Mr. Sanchez has reserved the last ten minutes of the day for "Comments and Compliments." Students gather on the rug to articulate their questions, share their concerns and to acknowledge successes. This practice is deeply engrained in the culture of the school and is observed in every room of the school daily. In a simple way, every student in every room comes to the understanding that they matter (significance), and that they belong (community).

When Sarah and her parents return to school Open House she is beaming as she leads them to her classroom. For the next 45 minutes, Sarah "works the room" as she shares and demonstrates all that she is learning in Mr. Sanchez's third grade class. Her pride in her accomplishments is palpable. It is evident to Sarah's parents that Mr. Sanchez is developing optimism in the room with his students every day as child after child shows their parents what they have accomplished, and what they are still working on. They witness first hand the development of a powerful sense of efficacy on Sarah's part. She is sharing *her* accomplishments, which are the results of *her* efforts.

d. Education Plan

As public mandates have moved schools to a system heavily entrenched in accountability, there has been an increasing push to isolate academic performance as the only goal of education. CRES #18 will actualize a comprehensive approach to learning that recognizes that successful students are not only knowledgeable but also emotionally and physically healthy, motivated and engaged in the endeavors beyond basic skills. While CRES #18 will emphasize strong academics, the arts, extracurricular activities, athletics, social/emotional development, and parent-community involvement will also be strong elements that will assure the success of all students. Assessments will be valued as diagnostic tools for improving student achievement, and the program will also call for student exhibits, demonstrations, competitions, and presentations that build skills in social interaction, as well as teach teamwork and collaboration. Each learner will be able to excel in some way and not simply be reduced to a test score. We are committed to the belief that academic achievement is intertwined with all other aspects of a student's life and that by nurturing a child's growth on a multitude of levels, we are building the foundation for a lifetime of success.

CRES #18 will open with targeted student outcomes:

- (1) All English Learners will advance a minimum one CELDT level every year.
- (2) The percentage of students reaching advanced/proficient levels in ELA and Math on the California Standards Tests will improve at least 10% every year.
- (3) Every student will complete a civic service project and participate in a Habits of Mind exhibition through the arts.

With support from Local District 5, the principal will put effort into building capacity for improvement for all educators within the school. The principal will promote a culture of collegiality by providing time, training and structures for genuine collaboration. The principal will maintain the school's focus on the California state standards, including those for visual and performing arts and physical education, and will nurture the staff's collective responsibility for all students' learning.

To achieve the school outcomes, CRES #18 staff will generate improvement strategies based on accountability for student learning outcomes. This will create improvement that is owned and supported by the educators within the

school. Grade level teams will implement the actions that research has shown lead to school improvement: (1) identification of grade level essential standards (2) establishment of ambitious, but achievable grade level SMART goals that support the school-wide key outcomes (3) development of grade level common assessments (4) the sharing of effective instructional approaches to achieve the goals (5) analysis of student work (6) a system of intervention to support struggling learners.

The relationships between the adults at CRES #18 will be characterized by trust and optimism which in turn will influence the relationships between teachers and students, between students and students, and between school staff and parents/community. The Principal will distribute leadership consciously and deliberately. Teachers will share in major decisions regarding resources, operations and instruction.

With the guidance and support of Local District 5, CRES #18 will also collaborate closely with other Santee family schools to learn and to practice effective instructional strategies, to facilitate articulation between schools and to stay informed on community resources.

e. Community Impact and Involvement: CRES #18 values the commitment of community and schools to work together to serve as community anchors. As internal applicants Local District 5 will continue to build positive relationships with parents and community. As a transformational school parents and community members are viewed as co-constructors in the knowledge building of the school.

f. Leadership/governance: As a district operated school, all contractual and compliance requirement councils will be established at CRES #18

g. Fiscal Plan: During the opening year, all expenditures will be aligned with the mission and vision outlined in section 1c. In subsequent years, the Single Plan for Student achievement will define the collaborative alignment of fiscal resources.

2. Curriculum and Instruction

a/b. Curricular Map and Summary: Track Record of Proposed Curriculum

One goal that virtually everyone shares for schools is the academic achievement of schools (Hoy). The reform and accountability movements have promoted a press toward the academic achievement of all students (No Child Left Behind Act, 2002). Our goal is that our school will achieve academically. Yet, researchers have been challenged to go beyond socioeconomic status in search for school-level characteristics that make a difference in student achievement. Academic Optimism, a construct of academic emphasis, efficacy, and trust hold promise for controlling for variables outside of SES, previous achievement, and urbanicity (Hoy, Tarter, Hoy, 2006). Academic emphasis is the extent to which a school is driven by a quest for academic excellence- a press for academic achievement. Enacting this model for CRES #18 sets core beliefs that (Hoy & Miskel, 2005; Hoy, Tarter, & Kottkamp, 1991):

- **High but achievable academic goals** are set for students
- **Learning environments** are orderly and serious
- Students are **motivated** to work hard

Strong academic emphasis must be organized for acceleration and intervention to ensure that all students have access and equity to high quality rigorous and relevant instruction. In accordance with the Response to Instruction and Intervention framing in LAUSD a *Multi-Tiered Framework for Instruction, Intervention, and Support*, is a multi-tiered approach to instruction and intervention. In this research-based problem solving model teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access (Tier I) to first high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities.

High Achievable Academic Goals

Aligning Tier I Universal Access the following rigorous practices and programs have been identified for state adopted standards-based programs to support CORE instruction:

English Language Arts

In order to address the California Language Arts Standards, we are proposing the use of *Treasures*, a state-adopted, standards-based, research based reading program that in its former version (*Open Court*) has brought much success to the students of LAUSD since 1999. This English Language Arts program, in addressing the curriculum (the standards), will also ensure universal access to all students. The program includes extra time for support of English Language Learners, struggling readers, and intensive vocabulary development in grades K-3 as listed above.

Its sequential and explicit instruction and progress monitoring addresses the five key areas of reading instruction:

- Phonemic Awareness
- Systematic, Explicit Phonics
- Fluency
- Vocabulary
- Comprehension

In order to develop 21st Century skills, the following features of the reading program will also benefit our students:

- A focus on meeting the needs of all students via opportunities for Response to Intervention. Differentiation of instruction is built-in to every lesson.
- Leveled readers for fluency, comprehension and vocabulary, including readers in Science and Social Studies, that will allow our students to build vocabulary in these content areas
- Strong Inquiry and Critical Thinking activities and projects.
- Authentic, age-appropriate literature across a variety of genres.
- Explicit writing instruction with built-in opportunities to practice with writing models. Specific types of writing will include narratives, biographies, autobiographies, and expository compositions, as well as response to literature, research reports, and persuasive writing. Explicit scaffolding will ensure that all students' needs are being met.
- Integrated technology to give our students an opportunity to compete in a global economy.

Science

FOSS California is a modular K-5 science curriculum that teaches science in interesting and engaging ways, while providing teachers in California with the resources they need to teach science effectively. Adopted by the state of California, FOSS California is designed and written to align completely with the *Science Content Standards for California Public Schools* and the *Science Framework for California*.

The Full Option Science System (FOSS) is research based. *Educational* research, which conforms to the standards of scientific research, provides the theoretical basis for the FOSS program design. The accumulated results from decades of educational research on teaching and learning guided the development of the FOSS instructional methodologies. Educational research is rigorous, objective, and scientific in design. FOSS was developed at the Lawrence Hall of Science, University of California at Berkeley in development and support of the National Science Foundation (<http://www.fossworks.com/ResearchBasis.asp>).

Research in the field of science education has demonstrated that the implementation of inquiry-based science instruction aids students from linguistically diverse backgrounds to improve not only their science content knowledge (Peterson & French; Lee et. al., Amaral et. al.), but also their ability to use explanatory language (Peterson & French), and overall reading and writing skills (Amaral et. al; Lee et. al.). Inquiry-based instruction has also been shown to be more appropriate for students with disabilities than more traditional textbook approaches in science classrooms (Palincsar). To meet the needs of all students science content is based on California Science Standards will follow an apprenticeship model, where students learn appropriate skills to learn the content.

Examples of writing as a scientist may include:

- keeping a lab notebook and/or a critical notebook
- writing lab reports and abstracts

Examples of reading as a scientist may include:

- paying attention to charts and graphs to make meaning of the text
- practice reading with scientific journals
- reading lab procedures to translate to action
- making connections between mathematical formulas and the text

Examples of thinking and solving problems as a scientist may include:

- engaging in inquiry by asking questions that can be investigated
- collecting appropriate data to make reasonable conclusions

History/Social Sciences

In accordance with the Content Standards for California Public Schools the textbook adopted by LAUSD is a theme structured research-based text by Harcourt-Brace. The following themes are organized for student learning:

- K-Living and Working Now and Long Ago
- 1-A Child's Place in Time and Space
- 2-People Who Make a Difference
- 3- Continuity and Change
- 4- California: A Changing State
- 5-United States History and Geography: Making a New Nation

History-Social Science content is based on the California History-Social Science Content and Analysis Standards appropriate for the grade level and for the subject. History instruction will follow an apprenticeship model, where students learn and develop appropriate skills in concert with the content addressed. Additional opportunities for apprenticeship include civic participation in the local community through local partnerships. To read, write, write and speak as a historian teachers will engage in disciplinary literacy.

Examples of reading as a historian may include:

- Analyzing and questioning primary and secondary sources
- Sourcing, contextualizing, corroborating, and interpreting primary and secondary sources to answer historical questions based upon the available evidence
- Examining different types of sources (artifacts, visuals, maps, charts, oral and written sources, etc.) and drawing sound conclusions from them

Examples of writing as a historian may include:

- Using sources to construct a historical narrative
- Employing evidence to craft historical arguments
- Explaining causes and effects of historical events
- Informal writing (journals, learning logs, dialoguing with peers, etc.)

Examples of thinking and solving problems as a historian may include:

- Constructing and testing hypotheses by engaging in authentic historical inquiry
- Collecting, evaluating, and employing information
- Examining multiple points of view and conflicting sources
- Challenging and defending interpretations

Mathematics

In 2009 Local District 5 supported the implementation of EnVision Mathematics. This program is standards based and meets the needs of diverse students by addressing a wide range of differentiation. The model is based upon the tenets of: conceptual understanding, problem solving, Understanding by Design, and meeting individual needs. The program is organized for depth and complexity with 20 focused units of studies. EnVision offers strong connections in primary language for students. The program has been researched in large scale national studies and the key findings have been scientifically-based and anchored in research findings. In alignment with the vision for CRES# 16 Local District 5 will continue to support the student learning with adults through the use of the following key resources:

- Classroom Discussions: Using Math Talk to Help Students Learn (Chapin, O'Connor, & Anderson)
- Children's Mathematics: Cognitively Guided Instruction (Carpenter, Fennema, Franke, Levi, & Empson)
- Fostering Algebraic Thinking (Driscoll)

Arts, Media, and Library

Today's libraries serve as adaptive places to foster and facilitate learning. Today's libraries are environments that foster access to immense information in our digital age. The role of the library at CRES #18 is to help youngsters understand how to sieve through and analyze resources for reliability while fostering an environment that amplifies the love of reading across all disciplines. In this inviting environment nooks and places for gathering, much like today's local coffee houses, are peppered throughout the space. Connecting to the *Habits of Mind* theme baskets of books are organized by themes of:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all sense
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humor
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

This community library has books written by students, artifacts of the community, and invites authors to tell their story of how they became authors. Each year the school hosts an authors "open mic" night to celebrate the accomplishment of student writers writing side by side with their adult mentors.

Our library serves as hub of a quality media arts and arts program. With creative interactivity of media arts and the arts new mediums are created for students. The media arts domains to be taught and cross-stitched to the visual and performing arts are: (1) perception, (2) creation, and (3) context.

In accordance with the California State Standards students will develop artistically in the areas of dance, music, theatre, and visual arts. Critical to creating a culturally relevant and responsive arts program students will experience community connections to the arts through community partnerships and an apprenticeship model as mirrored by the core content area instruction.

Student Motivation- Connecting the Learning

They teach us a lot of things at our school. Our teachers make us feel happy, comfortable, and they care about us.”-
Magali R. & Michelle P., 4th grade

CRES #18 fosters a vision of student motivation that is internationally focused for critical local and global thinking that builds learning dispositions through honoring the cultural and historical thinking of communities learning together. For years the international community has been focused on 21st century adaptive thinking. We know that as economies and learning develops at rapid rates, new ways of thinking and knowing are critical for today's youngsters. At the international forefront, much of this work has been developed through Costa's Levels of Thinking. In this construct effective thinking requires concentric circles with content surrounded by: thinking skills, learning tasks that demand skillful/creative thinking, habits of mind. The umbrella of Habits of Mind situates critical thinkers to understand the knowledge formation needed for the 21st century global economy. Below are key features of ways of knowing and motivation through a Habit of Mind framework:

- A Habit of Mind means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties.
- Our focus is on performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship. The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it.
- Employing Habits of Mind requires drawing forth certain patterns of intellectual behavior that produce powerful results. They are a composite of many skills, attitudes and proclivities including:
 - **Value:** Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns.
 - **Inclination:** Feeling the tendency toward employing a pattern of intellectual behaviors.
 - **Sensitivity:** Perceiving opportunities for, and appropriateness of employing the pattern of behavior.
 - **Capability:** Possessing the basic skills and capacities to carry through with the behaviors.
 - **Commitment:** Constantly striving to reflect on and improve performance of the pattern of intellectual behavior.

CRES #18 believes that through motivation and high quality curriculum taught by educators who know and utilize sound pedagogy in a culturally relevant and responsive classroom we will provide the needed academic emphasis for rigorous and relevant education.

b. Addressing the Needs of all Students

“One of the major strengths our school has is the ability to work together and make sure all children get the BEST education. Our teachers are open-minded and love to learn new strategies that will benefit our students and put them into practice.”- Haydee L., 3rd grade

Pursuant to LAUSD Bulletin 4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, the goal of LAUSD is that **every student**, pre-school through adult, will receive quality, standards-based instruction in all content areas to enable all students to graduate College Prepared and Career Ready. Response to Instruction and Intervention (RtI²) is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g. literacy, numeracy, language development, and positive behavior support across content areas), and intervention that is matched to student need and directed by student outcome data from multiple measures. It provides a framework within which all efforts of LAUSD fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Gifted and Talented Education (GATE) students.

All students will have equal and full access to all curriculums. In compliance with (IDEA) for Special Education Services, students may need more frequent monitoring for assurance of instructional and behavioral progress.

Key Access Methodologies (LAUSD, BUL-4827.1) provide access to CORE instruction for learners and will be implemented fully across the school community. Training will not only be provided to teachers, but to paraprofessionals and parents. In LAUSD, four instructional methodologies and strategies have been identified to scaffold culturally and linguistically diverse students' universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies.

- **Cooperative and Communal Learning Environments:** supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal. Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.
- **Instructional Conversations:** discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students' conceptual and linguistic development by making connections between academic content, students' prior knowledge, and cultural experiences.
- **Academic Language Development (ALD):** the teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic areas.
- **Advanced Graphic Organizers:** Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking processes. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.

d. Accelerated Learning

Rtl2 framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of **all learners** are identified, supported early and effectively, and **high performing students have access to acceleration in learning**. The Rtl² framework is based on the provision of good quality first instruction and the use of data to identify students for **appropriate acceleration** and interventions. Rtl² implementation is everyone's responsibility and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it.

In accordance with, EC Section 52200(c), all programs for gifted and talented pupils should include the following: (1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents (2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials (3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others (4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards (5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment (6) Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

In congruence, students will have opportunities to enhance the learning of the topics they are exploring in their standards-based course work by extending with: patterns, ethics, relationships over time, unanswered questions, multiple perspectives, language and learning across the disciplines. Teachers will be trained and provide curriculum in the dimensions of depth, complexity, novelty, and acceleration.

Depending on the student candidates (intellectual, creative, specific academic, or leadership ability, high achievement, performing and visual arts talent) the school will offer a combination of the following: special day classes, part time groupings, cluster groupings. CRES #18 will operate from a mindset that all students are gifted and will assess and monitor all students for placement. Additionally, all teachers will be trained in GATE and acceleration strategies as part of this mindset.

Both students and teachers alike will maintain a portfolio of performance aligned to teacher training and student outcomes to demonstrate proficiency and development.

e. Instructional Strategies

Research-based Strategy Routines and Rituals – What and Why?

In supporting and practicing instructional strategies it is critical to create routine and rituals for students. This is essential to meeting the needs of English learners, and it is equally important to critically analyze the behaviors inherent in a given instructional strategy i.e. Predicting, summarizing, visualizing etc... Teachers who maximize these efforts across content areas provide robust learning environments for students and can engage in higher cognitive demand once the strategies are internalized. As part of this pedagogical practice we highlight research-based instructional strategies which will positively impact student learning in the areas of thinking, reflecting, reading, writing, speaking, and problem-solving. These strategic practices provide consistent tools for students and teachers to access information and construct meaning across the disciplines. Through consistent practice and use of strategies, students and teachers, will become metacognitive about their learning and will know the benefits and limitations of a specific strategy in a given content area. Key strategies to be utilized include: Think Alouds, SQ3R, Guided/Shared Reading, Reciprocal Reading, ReQuest, Questioning the Author. Key strategies for scaffolding EL and SEL students include: modeling, contextualization, text representation, bridging, schema building, and language acquisition models. Teachers who engage in mediative coaching practices with these strategies become more efficacious thinkers that improve and enhance student achievement outcomes.

Mediative Thinking Curriculum – How and Why?

Improving Student Outcomes

There is a direct link between the types and qualities of teacher thinking and student outcomes. Traditional models of supervision and coaching have focused on installing and extinguishing certain teacher behaviors. These approaches have had limited success and, over time, have narrowed teachers' conceptual frameworks. Cognitive CoachingSM focuses on the internal thinking and decision making capabilities of the teacher. Bruce Joyce and Beverly Showers refer to these as the invisible skills of teaching. A focus on these skills helps teachers to generate new possibilities, increase instructional flexibility, and focus on outcomes, not problems (Costa and Garmston).

Enhancing Student Thinking

There is a direct link between the language that teachers use and the quality of their thinking. Precision in language leads to precision in thinking. Cognitive CoachingSM leads to greater language precision for all involved. This linkage extends to the quality of student thinking in the classrooms of those same teachers. Further, Cognitive CoachingSM includes skill development in questioning and response behaviors appropriate to adult interaction and teacher/student interaction as well. Teacher question and response behaviors and language patterns cue student thinking, mediate student responses, focus student attention on details and essential processes, and convey caring and expectations (Costa and Marzano; Costa and Garmston).

3. School Culture and Climate

I have worked with this community for thirteen years and every year I have gained respect and love, not only for my students but for the families of the community as well. I've learned of the unfathomable trust parents have in teachers. Therefore, I see it as my responsibility to ensure that their children receive all that is necessary to succeed academically. - Irma Aldana, third grade teacher

a. Description of Culture

If curriculum and instruction are the engine that will drive student achievement in CRES #18, school climate and culture will serve as the energy which will power that engine.

Schein maintains that, "the culture of a group can be defined as a pattern of shared basic assumptions that the group learned....that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to the organization's problems" (Schein). The school's culture--its beliefs, norms, habits and traditions-- influence how people behave or "how we do things here." Since CRES #18 will bring together students, families and staff from a number of different feeder schools, Local District 5 will pay considerable attention to the development of a positive, productive school work culture.

Local District 5 envisions three fundamental characteristics that will comprise the culture of CRES #18: the academic emphasis of the school, the collective efficacy of the staff and the staff trust in parents and students. These properties possess a reciprocal relationship and have been shown to positively affect student achievement, even after controlling for socioeconomic and other demographic factors. Although each of these three concepts can reside in varying degrees within individuals, their greatest impact is when they work together in a unified fashion to create a positive academic culture. In their research, Hoy, Tarter, and Woolfolk-Hoy have described these elements as a single force and have labeled this force, **Academic Optimism**.

Academic emphasis is the extent and intensity of the school's focus on intellectual activity and student academic achievement. The stressing of academic excellence is demonstrated through high, but achievable, academic goals for students, an orderly learning environment, students' motivated to work hard and who respect and aspire to academic achievement.

Self-efficacy is an individual's belief about her or his capacity to successfully initiate and pursue a course of action. Collective teacher efficacy (CTE) is the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on student learning. Bandura was the first to show the relationship between collective efficacy and school performance, in spite of low socioeconomic factors. Schools whose faculties possess a strong CTE flourished, while schools in which the staff doubted their efficacy regressed in student achievement. Where there are strong perceptions of efficacy, teachers put more effort into planning lessons, are more open to new ideas, persevere in the face of challenges, and reinforce social norms of collective efficacy. In addition to improving student performance, teachers at schools with strong CTE appear to be more comfortable reaching out to parents. A staff that is confident in their own abilities and in their effectiveness is more likely to welcome parental participation. As demonstrated in the Cognitive CoachingSM research, CC develops individual teacher efficacy. Patterns, structures and skills teachers use from the Adaptive Schools work develops collective efficacy.

The strength or weakness of CTE helps or hinders the positive effects of individual efficacy. That is, stronger CTE encourages individual teachers to more effectively deploy the skills they already have, find new ways to tackle difficult challenges, and share what they know with others. Research has shown that "groups with higher collective efficacy set more difficult group goals and are more committed to those goals." CTE, then, is a key to unlocking the existing talents of individual teachers and building their commitment to the school's success (Klein & Mulvey).

The third element of CRES #18 culture of academic optimism is **faculty trust in parents and students**. In this context, trust can be understood as one's vulnerability to another in terms of the belief that the other will act in one's best interest. Cooperation and trust set the stage for effective student learning. Research has demonstrated a significant direct relationship between faculty trust in students and parents and higher student achievement (Goddard, Tschannen-Moran, & Hoy). These findings are reinforced by Bryk and Schneider who in a 3-year longitudinal study in 12 Chicago elementary schools concluded that relational trust was a prime source of school improvement. Strong trust makes it more likely that reform initiatives will diffuse broadly across the school because trust reduces the sense of risk associated with change. When the professionals within the school trust each other and sense support from the parents, they feel safe to experiment with new practices. Honest collaboration about practice means exposing one's own ignorance and vulnerability. Trust makes this kind of conversation possible. CRES #18 will engage in many cooperative endeavors within and outside of the school. Trust will be a critical component that enables individuals to advance the education of its students.

Collective efficacy is the cognitive aspect of academic optimism, the thinking and believing side; faculty trust in students and parents is the affective side; and academic emphasis is the behavioral side, i.e., the enactment of the cognitive and affective into action.

In visioning CRES #18's culture, Local District 5 has placed emphasis on the development of academic optimism. The Principal is the gatekeeper to the culture and climate. As the gatekeeper, the principal is the key to whether or not academic optimism permeates the school or remains an abstract construct. The principal, supported by Local District 5 and in collaboration with the **Center for Cognitive Coaching**, will nurture the context wherein the three components of academic optimism will flourish. The Principal will prioritize her/his actions to ensure that there is a focus on developing academic optimism, thereby increasing the likelihood that the achievement gap will be eliminated.

The Principal will ensure that the elements of academic optimism are promoted at CRES #18 by modeling, expecting and supporting the staff in the following actions:

Academic emphasis

- Possessing and modeling high expectations for students, parents, colleagues, and self
- Communicating frequently to all members of the school community that learning is the school's most important mission
- Attending and actively participating in professional development and grade level meetings
- Collaborating with colleagues to establish high academic goals for the school
- Using a variety of data to guide instruction and to monitor progress
- Nurturing a culture of mutual responsibility for student achievement through shared decision making and the professional growth of the total staff
- Remaining current on best educational practices and assuring that staff remain current
- Being highly visible in classrooms
- Celebrating the accomplishments of students and staff
- Creating multiple venues for the recognition and exhibition of student work and performance

Collective efficacy

- Communicating to staff that all students will learn because of what we do together
- Building instructional knowledge and skills by providing frequent, structured opportunities for staff to focus on instructional practices
- Providing opportunities for site visits, especially if the model school has faced the similar challenges and overcome them.
- Creating opportunities for teachers to collaboratively share skills and experience
- Assisting teachers in interpreting student performance results. Contextualizing student results by identifying specific efforts that resulted in success. Presenting outcomes in a manner that develops confidence while tempering the tendency toward either overconfidence or defeatism.
- Providing high-quality, detailed actionable feedback on teachers' performance
- Involving teachers in school decision making
- Demonstrating confidence in staff abilities to achieve school goals
- Assuring that new staff members are well-informed on academic optimism
- Demonstrating enthusiasm for teacher success and student progress

Trust

- Modeling care for and genuine concern for all students
- Modeling behaviors that are expected of all staff
- Respecting school and community cultures
- Communicating to students and parents that every member of the school community believes in and is committed to the success of every student
- Sharing with parents the success stories from individual teachers or the school
- Demonstrating integrity in words and actions
- Modeling and building professional relationships with students, colleagues, and parents/community
- Supporting teachers in reaching out to parents
- Providing training in the interpersonal skills needed to engage adults effectively
- Greeting students and parents by name
- Listening attentively
- Expressing appreciation to staff and students for their efforts
- Showing interest in the personal lives of students, parents/community and staff
- Holding orientation sessions for new students and families unfamiliar with the school
- Communicating the ethical, moral or professional reasons for decisions
- Seeking input from school community members

One of the essential tasks of the Principal will involve helping people get into and stay in an optimal state in which they can work to their best ability. The principal develops school groups so they see themselves not as they are but as what they can be in working together effectively and efficiently for students growth (Garmston & Wellman). The culture of academic optimism will contribute significantly to the academic, behavioral and affective environment of CRES #18. Individuals will feel positive about themselves, their colleagues and their clients (students and parents), energized about their mission and committed to doing whatever it takes to attain high levels of student achievement.

Academic optimism will shape the behavior of teachers at CRES #18. In their interactions with students, teachers will:

- Get to know the students' world
- Encourage all learners
- Promote students' self –concept and belonging in the class and school
- Listen actively. Paraphrase their message, when appropriate.
- Acknowledge all responses and questions
- Build on what is heard from students' stories, interests and worries
- Use responses beginning with "I agree," "I appreciate," and "I respect"
- Acknowledge and celebrate student progress and improvement

In keeping with academic optimism, students will be assisted in developing strategies that promote their success in academic and social situations. All teachers at all grade levels will teach and frequently reinforce the following basic concepts/values to students:

- Every member of the school community is committed to your success
- We help ourselves and our school by building relationships that are respectful.
- We show kindness, patience, tolerance and understanding toward everyone
- Assuming personal responsibility for success or failure is important
- Exerting effort has value
- Effort requires time, attention and persistence

All teachers will utilize the following approaches in their work with students:

- Explicitly teach the social and academic skills that create a happy and productive school experience
- Offer positive reinforcement when students use a prosocial skill or academic strategy that advances learning
- Guide students in analyzing their beliefs about the causes of success or failure and assist them to figure out how to improve relationships and learning

b.College and Career Readiness

"All expectations are high. What that means is that I expect that students at these schools will go to college!"
- Mr. Marquez, Veteran Teacher

Describe the specific strategies that the school will provide to expose all students to college and career strategies as well as support them to be successful in college

Early awareness and preparation will clear the way for later success. To assure that CRES #18 students have college/career awareness and to inspire the college aspirations of every student, a standing College/Career Committee comprised of staff, parents and community will plan/coordinate the following activities:

- Every staff member will display their college affiliations somewhere in their classroom
- Every classroom will be identified with a college or university
- College banners/pennants will be permanently displayed in a common area of the school
- Monthly 30 minute student assemblies will highlight an aspect of a career pathway or college life
- Every fifth grader and their parents will culminate from the school with a clear understanding of the A-G requirements
- Every parent will be invited to an annual parent clinic to learn what they should be doing now to prepare their student for college. Parents will learn about resources, CAHSEE, graduation requirements, SAT exam, and college entrance processes.
- Every student will take a field trip to a college/university in the fifth grade
- Link students to positive mentors from the staff or community
- CRES #18 will participate in an annual college/career fair in collaboration with other Santee Family elementary schools

Classroom and instructional strategies that extend student learning experiences beyond basic content proficiency skills to include the competencies that will be needed by students for career/postsecondary experiences.

Teachers will:

- Listen to students—support student's development of self expression and the expansion of personal horizons
- Talk with students about their hopes and aspirations
- Link present school activities with the future life aspirations of students
- Connect school lessons to larger world issues
- Coach students to achieve goals and reflect on their work
- Help students understand that they must actively commit to their learning in order to be successful in pathway of their choosing

Grade levels will collaborate to design units and lessons that embed the following skills needed to be successful in a career or university:

Critical thinking and problem solving

- Teach students how to collect, organize and weigh the value of ideas
- Develop criteria and rubrics with which to reflect on and improve performance

Collaboration and leadership

- Provide opportunities for students to challenge and correct others and to be challenged and corrected in turn
- Create long range group assignments where students can be guided in how to plan, manage their time, and collaborate with others

Agility and adaptability

- Organize units of study around questions designed to provoke students' thoughts and concerns

Effective oral and written communication

- Provide students with rigorous and challenging texts, rich not only in information but also in ideas, controversy, and different points of view
- Require that students make oral presentations

Assessing and analyzing information

- Teaching students investigative strategies for collecting and organizing information about the world

Curiosity and imagination

- Providing samples of adult products from which students can draw inspiration and ideas that they need to create products and performances that work in the world

The school will engage in regular articulation activities with both early education and secondary schools in its feeder patterns to assure that curricular offerings are preparing students to be successful at every level of the system

c.School Calendar /Schedule: CRES #18 will operate on a traditional 180 day calendar. The school calendar will meet the required annual instructional minutes. An additional nine instructional minutes will be implemented on a daily basis. Additional minutes are added to provide for an early release on Banked-Time Tuesdays. The additional minutes will begin on the first day of school for the 2010-2011 school years. CRES #18 will follow LAUSD's banked time professional development Tuesdays' calendar for single track schools. Dates are expected to be released in mid-April, 2010.

It is anticipated that CRES #18 will have sufficient resources to compensate teachers for 90 minutes of additional grade level common planning time. The time of the grade level common planning period will be determined by members of the grade level and can be organized over one to three days every week. Common planning time meetings will be part of a system of structure and support that will be critically important in building the professional relationships and creating the collaborative culture essential to school success. Each grade level will also meet on a quarterly basis with the principal to discuss the progress of each student on the grade level and to formulate a plan for any student performing below grade level.

Built into every grade level's daily literacy block will be a 40 minute Universal Access period. During this period of the day, students will be regrouped for either literacy intervention or literacy enrichment. Groupings will be flexible with students moving in and out of groups based on teacher-developed curriculum based measures or periodic assessments.

students moving in and out of groups based on teacher-developed curriculum based measures or periodic assessments. Every classroom will also end the day with a class meeting which nurtures and sustains the school as community. See appendix for sample school schedules.

d.Extracurricular Programs

The afterschool program has a great teacher to staff relationship as far as relaying messages to parent and making sure they get key information. Our relationship with the teachers and the standards is to work with teachers to figure out important educational factors that students need help in."

- Jessica Story, LA BEST Site Coordinator

Research shows that involvement in extra-curricular activities helps both gifted and at-risk students (Modi, Konstantopoulos & Hedges).

Participation provides students an opportunity to maintain, enhance and strengthen a positive connection to their school—one of the core values of CRES #18. Research demonstrates that the participation of low-income elementary school students in after-school programs can provide experiences similar to those of middle-class students with access to a rich array of lessons (Posner & Vandell).

Extracurricular and special activities improve culture and climate in a variety of ways that motivate all students in school:

- Enhance student engagement:
- Appeal to student interests
- Encourage peer interaction
- Promote cooperation
- Build student-adult relationships
- Provide structure and challenge
- Connect students to school

In collaboration with LAUSD's Beyond the Bell branch, CRES 16/18 students will have access to KidCare and Youth Development programs as part of a menu of choices that students will have for extracurricular/enrichment opportunities. See the appendix for details on these programs.

In our current education climate, the imperative to raise test scores has led administrators to ignore many experiences and endeavors that support student engagement and the development of the child as a well-rounded, well-adjusted individual. Given that extracurricular activities are linked to improved student social development and academic achievement, all students will also be afforded the opportunity to participate during the school day in athletics, interest clubs and minicourses that will be moderated by volunteer teams of administrators, teachers, and other support personnel. Activities as varied as athletics, chess, art, music, fitness, dance, cooking, crafts, service, and leadership will be available based on teacher talent and interest. The activities program is not an "add-on" portion of the school program, but rather an essential ingredient in making CRES #18 a school where children develop the broad spectrum of their talents. The goal is to promote self-direction, creativity and interest in potential fields of study or careers.

e.Safe and Respectful Campus

"I give this school a lot of credit especially in the environment they're located. I thank them for their time and effort."

-Jason Q., & Julie M., parents of first and fourth grade students

We have observed previously in this plan that culture can be explained as "how we do things here." School climate is best explained as "the way we feel about things here." The nurturing of a positive school climate will be of critical importance as students and staff from several different schools join together to form a new school. Students and adults share the same basic psychological needs for emotional and physical safety, for close, supportive relationships—a sense of connectedness, for a sense of competence—a belief that we are capable individuals. These needs shape motivation and have major implications for learning and development (Deci & Ryan).

We also bond with the people and institutions that help us satisfy our needs (Watson, Battistich & Solomon). CRES #18 will create a caring, inclusive, participatory community for students. In this school setting, students basic psychological needs will be met, and students will become increasingly committed to the school's norms and values. By enlisting students in maintaining the sense of community, CRES #18 will provide students opportunities to learn skills and develop habits that will benefit them throughout their lives.

A growing body of research confirms the benefits of building a sense of community in school. Students in schools with a strong sense of community are more likely to be academically motivated, to act ethically and altruistically and to develop social and emotional competencies (Schaps, Battistich, & Solomon). These benefits are often lasting. Researchers have found that the positive effects of certain community building programs for elementary schools persist through middle and high school.

CRES #18 will strengthen students' sense of community at school by adopting these approaches, which align with the cultural elements of efficacy and relational trust:

- **Actively cultivating respectful, supportive relationships among students, teachers and parents.** Supportive relationships are at the heart of the community. They will enable students from diverse backgrounds and neighborhoods to bring their personal thoughts, feelings, and experiences into the classroom. For example, school-wide community building activities link students, parents, and teachers and will help to foster new school traditions. Activities will range from simple family fun nights to creating a Family Heritage Museum, for which students and their parents prepare displays of information and artifacts that tell something about their family heritage.
- **Emphasizing common purposes and ideals.** Along with academic achievement, CRES 16/18 will stress the development of qualities essential to good character and citizenship, such as fairness, concern for others, and personal responsibility. Students will be taught school values, which will shape their daily interactions.
- **Providing regular opportunities for service and cooperation.** Students will learn the skills of collaboration, develop wider and richer relationships, and experience the many satisfactions of contributing to the welfare of others. For example, a buddy program will pair whole classes of older and younger students for academic and recreational activities. Every older student gets a younger buddy for the year. During the year they can engage in activities such as reading or playing math games together, go on a joint field trip, or work together for a cause. Buddies create powerful cross-age relationships and teach important social skills.
- **Provide developmentally appropriate opportunities for autonomy and influence.** Having a say in establishing rules and classroom activities will help prepare students for the complexities of citizenship. For example, class meetings will serve as the venue for setting classroom goals and norms, planning activities and identifying and solving problems. The unique circumstance of beginning a new school by bringing together students from various schools will dictate that, at least at the beginning, class meetings will serve as "unity builders." Classes will later collaborate on class goals, values and norms. Teachers will be prepared to teach the norms of collaboration to enhance student participation in class meetings.

To promote positive discipline, CRES #18 will set clear expectations for student behavior, state them positively, post them visibly in every area of the school, teach students to meet these expectations, and recognize students when they meet expectations.

Teachers will intervene early to prevent small issues from becoming major ones, and will use infractions as an opportunity to teach rather than to punish.

CRES #18 will also improve discipline by collecting and using data to develop and monitor individual, class and school interventions. The data will help the staff identify aspects of the school's environment that should be changed to prevent problem behaviors or unsafe conditions. The school, for example, can review data on disciplinary infractions to determine the most common times and locations of the most frequent problems, analyze the causes, and develop strategies to deal with those infractions.

Strategies that successfully teach appropriate behavior will include demonstration, role playing, direct instruction, modeling, practice, coaching, and support for generalizing appropriate behaviors to new settings. These strategies will be implemented school-wide so that all staff can coach and reinforce the skills that students are learning

f. Health Mandates: as an internal applicant ES #18 will continue the services of the district nursing program and compliance with 504 policies. We will utilize the District information system (ISIS) and the District Welligent computer system to collect student health information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the IEP for all students with disabilities and to ensure that students are properly identified, services are provided and appropriate goals are set and monitored and that students receive free and appropriate public education (FAPE). CRES #18 will benefit from the service and support provided by LAUSD's Nursing Services. Students with chronic illnesses will be provided appropriate care by a school nurse or health care aide as identified in their IEP or 504 Plan in coordination with their primary care physician.

g. Nutritional Needs: CRES #18 will participate in the LAUSD Food Services Program and offer every student a nutritious breakfast and lunch. Students are provided not only with nutritious meals, but guidance in forming healthy lifetime eating habits.

4. Assessments and School Data

The major strength of our schools is the teachers' focus on student achievement. They are a group of talented and committed professionals that will make sure any new school is a huge success!"

- Brian Lucas, Aurora Principal

a. Educational Goals and Metrics: Accountability Matrix (see appendix)

Curriculum, instruction and assessment systems are at the center of what schools do. At CRES #18 these will be integrally aligned. This alignment is an ongoing process, not a task. Guided by the work of Wellman and Lipton, CRES #18 staff will utilize the three-phase collaborative inquiry model (see appendix) to structure conversations about multiple data sources using a variety of instruments. The first phase, Activating and Engaging, brings learners and their prior experiences metaphorically and physically to the table. The second phase, Exploring and Discovering, structures focused inquiry into data, connecting it to prior experience and setting the scene for theory building. The third phase, Organizing and Integrating, develops confidence in theories of causation for the issues and problems under study, and confidence and commitment to theories of action for addressing them. This model is a powerful form of professional learning and will support the culture of the school. We believe that the ongoing collection, examination and interpretation of data will inform the school's continual improvement efforts. Specific quantifiable goals and metrics are delineated in the Accountability Matrix (see appendix).

b. Student Assessment Plan

What gets measured gets done. Measurement is the heart of any improvement process. It must begin at the outset of the program, be visible, and done by the natural work group itself.

- Art Costa, Co-Developer of Cognitive Coaching

CRES #18 organizes accountability for learning based on the premise of standards-based instruction with multiple measures of assessment that are diagnostic, authentic, formative, and summative. Critical to the cycle of assessment in a learning culture is that the data is not just "admired", but influences data-driven decision making.

Assessment	Grade Levels	Frequency	Rationale for Use
CST(summative)	2 nd -5 th	annually	State-mandated student achievement indicator
LAUSD Periodic Assessments ELA and Math (formative)	K – 5 th	quarterly	Standards-based, aligned to instructional guide, guides instruction, familiarizes students with CST format and rigor
LAUSD Periodic Assessments Science (formative)	4 th - 5 th	quarterly	Standards-based, aligned to instructional guide, guides instruction, familiarizes students with CST format and rigor

ELD portfolio (formative)	K - 5th	ongoing	Authentic assessment aligned to ELD standards and instructional guides. Ensures multiple measures for looking at EL performance
CELDT (summative)	K - 5th	annually	State-mandated accountability to measure progress of English learners
Teacher-created benchmark tests (summative)	K – 5 th	ongoing	Authentic standards-based measures to calibrate expectations of teaching community and provide student feedback
Curriculum-based informal and formal assessments (formative)	K – 5 th	ongoing	Alignment to expectations of teaching and student learning. Provides intermediate benchmarks
Diagnostic Assessments	EEC & P-5 th	ongoing	Diagnostic readiness tools for recognition of accomplishment and appropriate intervention and instruction
Performance Assessments -Habits of Mind -Cognitive Coaching SM	P-5 th	bi-annually	In alignment with the school's guiding principles administrators, teachers, and students will make their learning public through demonstrations of Cognitive Coaching SM . Annually students will provide a demonstration of performance for their selected Habit of Mind study

c. Data Team and Instructional Team:

For the past 10 years, I have committed myself to ensuring that each child that walks into my classroom reaches his/her potential regardless of their home situation, regardless of their native language, or special needs. I take them as they come and make it my goal to help them develop the skills that will help lead them in life toward their dreams and aspirations by continuously developing my skills as an education in an ever changing field.

– Vanessa Vergara, first grade teacher

To meet the diverse needs of our youngsters educators like Vanessa are committed to working collaboratively to meet the holistic needs of students at CRES #18. The Data Team and Instructional Team, made up of school administrators, classroom teachers and counselors, and community will engage in collaborative conversations framed within a spirit of inquiry and problem-solving. Collaborative inquiry is a rigorous process allowing practitioners to better describe the current state of achievement and to identify gaps between the present state and their desired outcomes (Garmston, Lipton, & Wellman). When colleagues share their observations, consider possible interpretations, and explore actions to address moving from where they are to where they want to be, they develop shared understandings of the problem and greater commitment to the developed solutions. Additionally, an RtI² (Response to Instruction and Intervention) Problem-Solving team will delve with precision into school-wide student-based data by engaged in an eight step protocol process. These two paths of data analysis provide a robust action oriented model for engaging in data-driven dialogue that is aligned to student achievement goals.

d. Data Systems: We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE).

e. LAUSD School Report Card: We will utilize the LAUSD School Report Card to help families understand how CRES #18 is performing in a number of key areas such as student performance on standardized tests, English learner progress, and how well connected students, parents, and teachers are with the school. The primary purpose will be to help families become true partners with the school to help our students succeed.

f. Research and Evaluation: CRES #18 will implement all research and evaluation projects as required by LAUSD, and collaborate with the Center for Cognitive Coaching as a research site for best practices. Additionally, stakeholders will

collaborate to seek out additional grants that provide research and evidence of promising practice at CRES #18 for further district replication.

g. Operational Goals and Metrics: As an internal applicant ES #18 will adhere to LAUSD operational goals and metrics as aligned to NCLB accountabilities and LAUSD Modified Consent Decree Indicators

5. PROFESSIONAL DEVELOPMENT PROGRAM

Improvement is not a random innovation in a few classrooms or schools; improvement is a discipline over time and system and school wide. Professional development is not a process of individual growth but is a collective good whose value is judged by what it contributes to the individual's ability, skill, and knowledge to improve the quality of all student learning (Elmore). Therefore, at CRES #18 teachers will not act in isolation. Where learning thrives, collective teacher work is the norm. Educators exude efficacy, consciousness, flexibility, craftsmanship, and interdependence (Costa & Garmston).

Guiding Principles for Professional Development at CRES #18

*"I learned to reflect on my teaching. It has allowed me to refine, re-teach, and re-tone my instruction."
- Estella, NBC Teacher*

Supporting Instructional Change-Cognitive Coaching for Stakeholders

Conventional approaches to staff development workshops, lectures, demonstrations, etc., show little evidence of transfer into ongoing daily instructional practice. In several studies by Bruce Joyce and Beverly Showers, the level of classroom application after even high quality training hovered around 5%. When they added coaching to the training designs the level of application increased to 90%, and with periodic review of both the teaching models and coaching skills, classroom application remained at the 90% level (Joyce and Showers). As a result of these findings all stakeholders will participate in foundations training for Cognitive CoachingSM (see appendix concept map).

Overview of Cognitive CoachingSM Training

Cognitive CoachingSM training focuses on the maps and tools needed to mediate another's thinking. The metaphor of maps and tools is used to indicate the dynamic, individualized way in which coaching takes place. A coach is equipped with maps and tools which s/he uses to assist the person being coached in "navigating" the territory of his/her thinking. Each coach uses the maps and tools in slightly different ways, but always focuses on mediating thinking.

The three maps of Cognitive CoachingSM are: planning, reflecting and problem-resolving. Each map has identified elements, which are learned in the training. The three maps interact with each other. When a person reflects on something he has done, he often begins thinking about the next activity or event and begins planning, based on what he learned from reflecting on a previous experience. Problem-solving can come from a person feeling "stuck" or can be part of reflecting or planning. When a person is "stuck" in his thinking, it is usually one or more of the States of Mind that are causing the "stuckness."

The main tools of Cognitive CoachingSM are: rapport, mediative questioning, response behaviors, pacing and leading. The training focuses on learning these tools and using them with the maps. A major focus of the training is trust and rapport. Specifically, a person will do the following in Cognitive CoachingSM training:

- build trust by developing physical and verbal rapport
- facilitate thinking through questioning and developing greater precision in language
- develop a person's autonomy and sense of community by increasing their sense of efficacy and self-awareness
- distinguish between coaching and evaluation
- rehearse coaching interactions that are congruent with a variety of styles
- apply coaching skills which enhance the intellectual processes of performance

Collaborative Thinking Cultures and Student Learning

School-wide improvements in student learning accrue in schools whose work cultures are collaborative. Yet, the historical underpinnings of North American schools have created a work environment in which isolated teachers, without expectations or training for rigorous collaborative work, toil alone in their classrooms valiantly trying to make a difference in the lives of the students they serve. These cultural norms of autonomy, individualism and teaching as private practice are increasingly not resilient enough or sufficient enough to face up to current conditions and the needs of today's students. Most schools are not organized culturally or structurally to meet the demands of student needs and increased external accountability.

The growing body of work on the power of collaborative adult professional cultures in schools offers a positive and productive means for organizing the work of on-going school improvement. In such cultures, professionals learn to talk about the hard-to-talk-about details of learning, teaching, assessment and the cumulative effects of their work with students.

Researcher Karen Seashore Louis and her colleagues identified five attributes of collaborative cultures that improve learning for all students at three levels of schooling—elementary, middle and high school:

1. **Shared norms and values.** These include such things as how people talk to one another, what they talk about, and agreement on what is most important and what the essential goals and standards for student performance are.
2. **Collective focus on student learning.** This means focusing on student products and performances and taking honest and hard looks at assessment data to guide curriculum and instructional choices. Choices are driven by student needs and not teacher preferences. The social resources of communication skills and relational trust are necessary requisites.
3. **Collaboration.** Teaching is increasingly a collective task. Students learn from cumulative effect. Teacher collaboration occurs both horizontally across grade levels, teams and content areas and vertically as the work of teachers feeds year to year achievement. To collaborate means to share knowledge, skills, questions and concerns with engaged colleagues and act in student interests.
4. **Deprivatized practice.** Teaching has historically been an isolated act done behind closed doors. To deprivatize practice means to open these doors physically, emotionally and metaphorically. By looking at student work, assessment data and lesson designs together, teachers align their work with others.
5. **Reflective dialogue.** How school people talk may be as important as what is talked about. To dialogue is to inquire, examine assumptions, and generate new thinking in an atmosphere of seeking to understand. The practice of dialogue becomes a self-organizing energy source and organizer within a professional culture. To talk together about important things creates communities committed to each other and to shared action. ¹Louis, K. S., et. al.(1996). "Teachers' professional community in restructuring schools." *American Educational Research Journal*, 33 (4), 757-798

Good instruction does not exist in a vacuum. Effective teachers working in isolation cannot create cohesive instructional patterns that serve students in a cumulative fashion. The culture of the school--the pattern of adult interaction, the traditions, rituals, and shared norms--has a strong influence on the instructional outcomes for students. Cognitive CoachingSM promotes cohesive school cultures where norms of experimentation and open and honest communication enable everyone in the school to interact in healthy and respectful ways (Saphier and King).

Promoting Collegiality

Problem solving, creativity, and faculty collaboration are powerful sources of teacher renewal. Collegiality is not the same as conviviality. True professional collegiality is built upon shared norms of interaction that focus on the many roles of teachers as they share materials and ideas and seek and offer assistance to one another. The Cognitive CoachingSM model provides a comfortable format for professional dialogue and develops the skills for deep instructional planning, reflection on practice, and problem solving. (Little; Rosenholtz; Costa and Garmston).

Developing Teacher Conceptual Development

Cognitive CoachingSM enhances and stretches the conceptual frameworks of teachers. Teachers with higher conceptual levels are more adaptive and flexible in their teaching style, approaches to students, and classroom designs (Hunt; Harvey). They employ a broader repertoire of teaching strategies and a wider range of coping behaviors (Hunt and Joyce). High concept teachers are more effective with a wider range of students, including students from diverse cultural backgrounds (Harvey, Prather, White & Hoffmeister; Hunt). And they are more stress tolerant and able to deal with ambiguity (Tomlinson and Hunt; Gordon; Suedfeld).

Appreciating and Celebrating Diversity

Human beings operate with a rich variety of cultural, personal, and cognitive style differences. These differences are resources for learning. Appreciating and working with style differences requires awareness, knowledge, skills, and positive attitudes for all involved. Key strands in the Cognitive CoachingSM training provide frameworks and tools for coaches to work with other adults and with students in open and resourceful ways. (Costa and Garmston; Witkin; Bandler and Grinder)

a. Professional Development- Ongoing Development of the Intersection of Theory and Practice

Teachers as Action Researchers- Professional Habits of Mind

Those who want teaching and learning to become much more ambitious face a significant challenge: how to construct a substantial approach to professional learning—one that takes a comprehensive perspective on the relations between professional development and the improvement of teaching and learning, in a system in which professional development, like other education, has been superficial and fragmented, the commitment to and belief in serious professional development is quite limited, and theories of professional learning have been implicit and undeveloped (Ball & Cohen).

To affect what teachers might learn, one must consider the curriculum and pedagogy of professional development: what teachers would have opportunities to learn and how they would be taught (Elmore, Peterson, and McCarthy). Any design

for improved professional learning must be grounded in the cornerstones of education: what needs to be learned (content), the nature of that content and what that implies about how it might be learned (theories of learning), curriculum and pedagogy (with what material and in what ways the learners can be helped to learn that content, given who they are, the nature of what there is to be learned, and theories of how it is best learned) (Ball & Cohen).

What Would Teachers Need to Know?

Researchers and educators have quite dramatically changed their views of learning and knowledge in the past several decades. Those changes have led them to dramatically different views of what students should do in classrooms and how teachers should teach. We begin from these developing conceptions of knowledge, teaching, and learning, and ask: What would teachers need to know in order to teach in the ways that researchers and educators imagine they should? First, teachers would need to understand the subject matter they teach, in ways quite different from those they learned as students. For example, they need to know meanings and connections, not just procedures and information (Ball & Cohen).

Learning in and from Practice

It also would require the capability to stand back from and analyze their own teaching, to ask and answer such questions as: What is working? What is not working? For whom are certain things working or not working? To teach well, given reformers' ambitions and the situational and uncertain nature of teaching and learning, teachers would need to use what they learn to correct, refine, and improve instruction. This implies that practice cannot be wholly equipped by some well-considered body of knowledge. Teaching occurs in particulars—particular students interacting with particular teachers over particular ideas in particular circumstances. Teaching requires improvisation, conjecturing, experimenting, and assessing. Teachers must be able to adapt and develop practice (Ball & Cohen).

A Curriculum for Professional Learning

A central element is that professional development could be improved by seeking ways to ground its "curriculum" in the tasks, questions, and problems of practice. We seek to do this by using the actual contexts of teachers' ongoing work: their efforts to design particular units of instruction, try different classroom organizations, assess students' learning. Another would be to collect concrete records and artifacts of teaching and learning that teachers could use as the curriculum for professional inquiries—for example, students' work, curriculum materials, videotapes of classroom teaching, teacher notes, and student assessments. These could be drawn from teachers' own ongoing work or be specially collected from others' practice, and catalogued and made available to be shared and accessed. These sites of practice would then be used to develop usable knowledge of content, students' learning, and teaching (Ball & Cohen).

b. Teacher Orientation

"I would hope that as a new teacher I will get the support I need to develop great teaching habits and strategies. Not like before when we were placed in a class and expected to figure things out. - Mr. Torres, 5th grade teacher.

b. Teacher Orientation: CRES #18 teachers will not only receive the school site professional development, but participate in the LAUSD induction process as an on-going program with specific content addressed over the school year. We anticipate having several days available to us before the opening of our school to focus on building the culture of the school. The first 24 hours will focus on:

- Instructional strategies, assessment and intervention, engaging students in analysis of their work
- Providing rigorous, standards-based curriculum, building academic language
- Differentiation of instruction, RtI²core, strategic, and intensive
- Classroom management: developing classroom procedures and routines to maximize student learning
- Grading and reporting policies
- Teacher evaluation process
- Resources for special populations (IEP, GATE, etc.), Student Success Team procedures, legal requirements of IEP
- School information and policies: homework policy, room environment expectations, scheduling, lesson plan expectations
- School safety: earthquake and fire drill procedures, emergency supplies, school-wide discipline plan, policy for bullying behavior
- Materials: location of instructional materials, available technology, acceptable use policy

- Communication with staff, students, and parents, community resources
- Equity and diversity: culturally relevant teaching practices, reporting procedures for sexual harassment and child abuse

New teachers will be supported in completing the requirements leading to the professional clear credential through BTSA (Beginning Teacher Support and Assessment) as mandated by the state of California. Support Providers (mentors) will be identified before the start of the school year in order to provide timely support to new teachers.

On-going new teacher induction will be organized around the California Standards for the Teaching Profession (CSTP): engaging and supporting all students in learning, creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction and designing learning experiences for all students, assessing student learning, developing as a professional educator. With the guidance of a support provider, new teachers will consider their prior knowledge and skills gained from teacher preparation, their current context for teaching, and evidence gathered in a classroom observation. This will form the basis for an inquiry, in which new teachers develop a focus question with anticipated student outcomes and implement an action plan, reflect on collected evidence of student work, and then apply new learning to future practice. All teachers will be taught systems for making planning time focused, efficient, and effective.

Job Embedded Professional Development: As an internal candidate CRES #18 will adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. We plan to maximize bank time for grade level and articulation team collaboration, provide summer Capacity Building Institutes, and seek out funding options for job-embedded professional development.

d. Program Evaluation

Evidence of quality professional development should be measured not only by external accountabilities, but also managed by the polarity of internal responsibility. Given the pathway to student success is through adult learning educators will be asked to develop the criteria and metrics that account for the transfer and bridging of learning into the classroom and school environment. Evidence of high quality teaching and learning is the expected outcome and would be measured from the criteria below so that it can be analyzed against longitudinal data already collected by LAUSD.

Quality Teaching and Learning (LAUSD Teaching and Learning Rubric)

- **Intellectual Challenge:** Higher-order Thinking, Appropriate Content, Contextual Relevance
- **Learning Environment:** Affective, Physical, Management
- **Discourse:** Learners as Partners in conversation, Discipline-Specific Language, Language Development Opportunities
- **Assessment:** Learning Goals, Assessments, Feedback
- **Lesson Cycle:** Prior Knowledge, Instruction and Practice, Shared Reflection, Learner Responsibility

6. Professional Culture

a. Professional Culture

The characteristics of developing shared expertise and working with common purpose are vividly present in the schools that are beating the odds and making a difference for student learning (Bryk & Schneider, Dufour, Eaker, & Baker; Louis, Marks & Kruse, McLaughlin & Talbert, Garmston & Wellman). Building upon the Renaissance School, **Adaptive Schools** is kin to Cognitive CoachingSM and offers the group dynamics of professionals developing collaboratively. Keeping in line with global change and 21st Century education it is imperative that we remain adaptive as schools. For collaborative decision makers this demands that adaptivity is changing our form and clarifying our identity as schools. Specifically this means managing cycle improvement cycles in which not only is student learning continuously assessed and based on that instruction modified to better support learning, but that practices of school organization and self management are also assessed and refined by teachers working collaboratively. Central to the school focus on adaptivity are three questions. (1) Who are we?-what is the mission to which we are passionately dedicated, (2) Why are we doing this? -an examination of practices to see if they are supporting or detracting from the mission, and (3) Why are we doing things this way?-probing practices to see if there are better, more effective and efficient ways of doing what we are doing. Without this guiding

principle traditional American Schools may become extinct. As a flourishing Renaissance School increased student learning is influenced by a professional community that is organized by:

1. Compelling purpose, shared standards, and academic focus
2. Collective efficacy and shared responsibility for student learning
3. Collaborative culture
4. Communal application of effective teaching practices and deprivatized practice
5. Relational trust in one another, in students, and in parents
6. Individual and group learning based on ongoing assessment and feedback (Garmston & Wellman).

These six factors produce schoolwide gains in student achievement. It is critical that these teachers work together to develop their collective efficacy (belief that they can achieve) not as individuals but as a collective collaborative team. In McRel's meta-analysis of correlations to student achievement collective efficacy is one of the top predictors of student achievement results. Teams that collaborate based on the above six principles have shown to have high levels of collective efficacy (Tschannen-Moran, Woolfolk-Hoy, & Hoy; Garmston & Wellman; Waters, Marzano, & McNulty).

Schools need to develop organizational capacities for adaptivity in order to become high-functioning collaborative communities. CRES #18 will work in concision and clarity to align the values, vision and goals of the schools with students, educators, family, and community to organize from their core beliefs of decision making for the school site.

All stakeholders of CRES #18 will receive core training in **Adaptive Schools** for developing and facilitating collaborative groups. The tenets of the foundational training include:

Module I: Professional Community and Ways of Talking That Make a Difference for Student Learning

Outcomes: Develop common understandings and anchors to professional community practices and their research foundations as related to student achievement results. Develop collaborative strategies for talking about hard issues and honoring cognitive conflict based on dialogue (understanding) and discussion (decision making). Commitment to a shared understanding that to take collective action working groups need knowledge and skill of these two research-based ways of talking.

Module II: Norms of Collaboration

Outcomes: Understand and utilize the *Four Group Member Capabilities* (1) to know one's intentions and choose congruent behavior, (2) to set aside unproductive patterns of listening, responding, and inquiring, (3) to know when to self-assert and when to integrate, (4) to know and support the group's purposes, topics, processes, and development. Develop data-based structures and routines for utilizing the seven behavioral norms of collaboration. These tools for productive communication of group members are (1) Pausing, (2) Paraphrasing, (3) Putting inquiry at the center, (4) Probing for specificity, (5) Placing ideas on the table, (6) Paying attention to self and others, and (7) Presuming positive intentions.

Module III: Successful Meeting Structures

Outcomes: Understanding that professional communication is at the heart of getting work done in schools therefore we need to have well planned meetings organized for content, process, and group development. Stakeholders will develop capabilities for decision making, meeting standards, process tools, facilitation skills, and skillful agenda planning.

Module IV: Using Conflict as a Resource

Outcomes: Understanding that you can't have collaboration without conflict in true learning communities and that it is a resource for growth. Developed consciousness of the sources of conflict: scarcity, power, change, diversity, civility, emotional needs, values, task avoidance, and norms of privatism. Ability to analyze energy traps in the organizations (1) Operating metaphors, like the "reading wars" (2) time orientations that confuse past, present, and future (3) Time horizons that are too short or too long (4) Nominalizations: naming processes as things (5) The illusion of human separateness (6) A focus on production to the detriment of production capacity (7) Fixing what shows, not what is broken (8) The myth that problems require solutions (9) Personalization of conflict (10) Being emotions rather than having emotions. Our collaborative work at CRES #18 is about developing a strong collaborative and engaged school in which collaborative

faculties are capable of meeting the certain challenges of today and the uncertain challenges of tomorrow (Garmston & Wellman).

b/c. Evaluation & Feedback

As an internal applicant CRES #18 will adhere to Article IX-Hours and Article X-Evaluation and Discipline as described in the LAUSD Collective bargaining agreements.

7. Serving Specialized Populations

a. Specialized Instruction : CRES #18's mechanism for serving specialized populations of students is based upon Response to Intervention (RtI²), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RtI² means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RtI² is a framework for approaching, diagnosing, and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RtI² on a statewide level (<http://floridarti.usf.edu/>). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. Below are plans that CRES #18 will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students. CRES #18 is committed to:

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff.
- Fully integrate school-based Mental Health professionals into the planning and coordination of instructional services for SWD, EL, SEL, and other at-risk students.
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.

The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review.

Step 1: Referral for Assessment A student is referred for assessment for services by a parent or guardian, a teacher(s), other school personnel and community members. Within fifteen (15) days [and not counting school vacations greater than five (5) days] of the receipt of a referral for assessment, a written response will be mailed home from Local District 5. Should the District determine that an assessment is not necessary; a written notice of this decision will be sent to the referring individual. When it is determined by the district that an assessment is appropriate, the Assessment Plan will be mailed home requiring a parent's signature which means they are giving their consent for the assessment process to take place.

An Assessment Plan describes the types and purposes of the assessment which may be used to determine the student's eligibility for special education services. This Assessment Plan must be signed, indicating parental consent for assessment and received within fifteen (15) days before the assessment will take place. CRES #18 has sixty (60) days, [not counting school vacations greater than five (5) days], to complete the assessment and hold an IEP) meeting.

Step 2: The Assessment: The assessment involves the gathering of information about the student to determine whether he/she has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. When the student is assessed, these guidelines are followed:

- Each student is assessed after receipt of the signed Assessment Plan.

- All areas relating to the student's probable disability are assessed (et. al., academics, physical capabilities, health, etc.).
- The Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- The assessment will include a variety of suitable tests to measure the student's strengths and needs or challenges. Individuals administering these tests are qualified and trained to do so.

a.iv. Meeting the needs of Language Learners: English Learners (EL) and Standard English Learners (SEL)

The EL and SEL students at CRES #18 will receive engaging instruction in a research-based program using Communicative Language Teaching, (Hymes, 1972) and Task-Based Language Teaching (Willis, 1996; Skehan, 1998; Feez, 1998). The goal of the standards-based ELD instructional program will be to ensure that ELs, at all five levels of English proficiency, acquire academic English as quickly as possible in order to ensure access to grade level content instruction.

Specific ELD strategies e.g., Backward Buildup, Corrective Recasting, RASP, (Repeat by All by Some and by one Person), Think-Pair-Share, Pull Out and Talk/Write and Vocalized Reading will be used in addition to the four elements of effective ELD Instruction listed below:

Content:

- Use state approved ELD curriculum for a minimum of 30-45 minutes daily.
- Plan differentiated ELD lessons based on ELD standards.
- Saturate students with language by using songs, chants, raps and poems to introduce language forms and functions as well as to introduce academic vocabulary.

Connections:

- Make appropriate instructional accommodations to student's linguistic background.
- Incorporate themes and grade level content to build student's understanding of academic vocabulary and linguistic functions.
- Integrate listening, speaking, reading and writing activities to accelerate language acquisition.

Comprehensibility:

- Make oral and written language as comprehensible as possible.
- Provide visual supports e.g. pictures, charts, advanced graphic organizers, manipulatives and realia.
- Focus on communication and teach language functions, patterns and structures, critical thinking and academic vocabulary skills in context.

Interaction:

- Provide abundant opportunities for students to engage in cooperative and communal learning in order for them to practice and apply academic vocabulary forms and functions by incorporating specific strategies e.g., Think-Pair-Share, Pull Out and Talk and Instructional Conversations.

Assessment

Adequate ELD progress will be measured by advancing a minimum of one ELD level per year as determined by the annual CELDT. In addition to the CELDT EL student progress will be monitored by the ELD portfolio, informal assessments such as Ballparking, Student Progress Forms and work samples, the EL monitoring roster, and the reclassification monitoring roster.

Meeting the Needs of Standard English Learners

Standard English learners are our African American, American Indian, Mexican American students for whom Standard English is not their native or home language and who have traditionally struggled on standardized achievement tests.

To best meet the needs of Standard English learner students at ES #18 teachers will become culturally responsive educators. Culturally responsive educators hold high expectations for all children and believe that every child can learn and should be able to develop to the maximum level of his/her potential (Darling Hammond, 2000).

In addition to the Four Access strategies described above the teachers at ES #18 will adhere to the following seven principles of culturally responsive teaching:

Establish positive perspectives on parents and families

Parents are critically important partners in the education process. Teachers should engage and dialogue with parents. This will be achieved by teachers becoming actively engaged in the community by researching the cultural background of students' families and visit local community centers to find out about the cultural activities and beliefs of the students. Teachers will tour the neighborhood to identify local resources and "funds of knowledge" (Moll et al., 1992).

Communicate high expectations

All students should know that they are expected to achieve at high standards. This message should come for teachers, administrators, parents and peers. Teachers will create an environment in which there is genuine respect for students and a belief in their capability and encourage students to meet expectations for a particular task.

Learn within the Context of Culture

In order to maximize learning, teachers should gain knowledge of the cultures represented in their classrooms. Teachers will use a vary teaching strategies like: cooperative learning especially for material new to the students, assign independent work after students are familiar with concept, use role-playing strategies and assign students research projects that focus on issues or concepts that apply to their own community or cultural group. Teachers will also teach and talk to students about differences between individuals using contrastive analysis and have each child maintain a personal thesaurus.

Student-Centered Instruction

Student-centered instruction is cooperative, collaborative and community-oriented. Teachers will promote student engagement by allowing students to select their own reading material, initiating cooperative learning groups (Padron, Waxman, & Rivera, 2002), having students lead discussion groups or re-teach concepts, creating inquiry based/discovery oriented curriculum and creating classroom projects that involve the community. The classroom will be a community of learners.

Culturally Mediated Instruction

Instruction is culturally mediated when it incorporates and integrates diverse ways of knowing, understanding and representing information. The classrooms at ES #18 will embrace and value different cultures by allowing students opportunities to share their cultural knowledge, and teaching students to question and challenge their own beliefs and actions, and by allowing students to use their first language.

Reshaping the curriculum

Teachers will use resources other than textbooks for study and encourage students to interview members of their community who have knowledge of the topic they are studying. They will develop integrated, interdisciplinary meaningful lessons around themes and design learning activities that are more reflective of and acknowledge students' diverse backgrounds.

Teacher as Facilitator

Teachers will develop learning environments that reflect their students' social cultural and linguistic experiences. They are guides and child advocates helping students to understand the relationship between their experiences and what is learned. This will be achieved by having students write about traditions shared by their families, having them research different aspects of their culture, and inviting parents into the classroom.

b. At Risk: As an internal candidate CRES #18 will adhere to the COST Team process and RtI² framework for academic, behavioral, and emotional intervention(s).

c. Attendance Boundaries: as an internal candidate CRES #18 will adhere to district Zones of Choice policies for attendance boundaries.

8. Family and Community Engagement Strategy

"I have two kids that come to this school community, and my kids are doing really well. They can read and write! I am really surprised ... something I couldn't do when I was their age". – Jason Quijada, parent

a. Identification: Central Elementary School #18 is located on 33rd and Maple Streets in Southeast Los Angeles. According to the demographics listed for the schools that will be relieved by this school, the population will be over 90% Hispanic, over 60% ELL and over 90% low income.

As a preliminary assessment we used 2000 Census information to ascertain the makeup of the surrounding community. The population is approximately 85% Latino and 13% African American. Although the median age is 23.6, more than two-thirds of the surrounding population is over the age 18, which represents a significant need for community development outside of the school age population. Education levels are low in the area as only 25% have completed high school and less than 3% have completed college. More than 50% of the population is foreign born and 80% speak a language other than English. The median household income is \$23,851 median household income, just slightly higher than the median family income. This means that 37.1% of families live below poverty line.

Although we have data from 2000, when the Census 2010 becomes available we will use this data to address demographic concerns since the area has changed since 2000.

Based upon the demographics of the population and our team's intimate knowledge of the community and its needs, we feel that the following partnerships and services would be most beneficial to the population that would be served by Central Elementary School #18.

b. Family and Community Engagement: The numbers above only tell part of the story that is the community surrounding our school. It is the parents, teachers, students and community businesses that will make this a special place. This will be a place that all people can come to learn and grow together. We know that a school serves as a place of stability for the community and we intend to nurture this aspect by making the school and its activities accessible to all those that live in the area.

Central Elementary School #18 will be a center for community learning and engagement. Not only will it serve as a welcoming place that students come to learn but their parents, families and community members will also be welcomed and encouraged to perpetuate the value of continuous learning that we hope to instill in our students. Parents and community members feel comfortable participating in activities at the school and they will also serve an integral role in planning programs that will meet the needs of our students and the surrounding community. All the members of our community will work together in a collaborative way to plan activities that will be meaningful for all those who participate. Some activities that we plan to incorporate are Family Math and Literacy Nights, Field Day, Awards Assemblies, student performances and other activities to bring the community into the school.

In addition to the regular engagement opportunities of parent meetings, ELAC, CEAC, School Site Council, and involvement in the parent center; parents and community will be provided information and be encouraged to involve themselves in the educational evolution of their students. The Parent Center will be a place that parents can come to learn more about their students' school, gather supplies to help with assignment and acquire skills that will help them augment their students' learning. Volunteers from all over the community will be encouraged to spend time at the school, giving of whatever talents they have and investing in the community's future.

Opportunities to provide adult education in language, math, technology, and parenting will be fostered through partnerships with foundations and local organizations that can assist in these areas.

c. Key Community Partnerships: School Site Council members, administration, teachers, parents and community members will be responsible for developing and maintaining relationships with community partners. The school is located in a place that is rich with resources and we have identified the following list of potential partners:

- Educational Institutions – NASA/JPL, Griffith Observatory, La Habra Children's Museum, Aquarium of the Pacific, Natural History museum, California Science Center, LA Zoo, California Association of Bilingual Educators, National Association of Bilingual E, Californian's Together, AME (Assn MexAm Educ), Mount St. Mary's, Watts Towers, Getty Museum, Skirball Center, Peterson Automotive Museum, Inner City Arts, Wood Craft Rangers

- Cultural - African American Museum, 14th Street Fire Station, Olvera Street, Mercado La Paloma, Recreational – Trinity Park, Guerrero's Tai Kwan Do, Exposition Park, USC, McAllister's Soccer Field, Wilson Field, Gilbert Lindsay Recreation Center, South Park
- Political – Perry, Congressman Xavier Becerra, Coalition for Humane Immigrant Rights of Los Angeles, National Association of Latino Elected and Appointed Officials, Hermandad Mexicana Nacional, Legal and Education Fund
- Religious – St. Phillip's Episcopal, St. Patrick's Catholic Church, St. Vincent's Catholic Church, St. Joseph's Catholic Church, St. Stephen's Catholic Church
- Social Services – Via Esperanza, Department of Social Services, Healthy Partners program, Strategic Actions for a Just Economy, Dr. Ghalili (pediatrician, family practice), A Place Called Home, The Children's Collective, Inc.
- Community – local churches, Trinity Park, Exposition Park, Korean Churches for Community Development (KCCD), Country Villa Maple Healthcare
- Local Businesses – Bank of America, Numero Uno, McDonalds, Burger King,

Success in our community will require qualities such as persistence, interdependent thinking, taking responsible risks and remaining open to continuous learning.

To provide parents a foundation to whole-heartedly participate in their students' education we will invite well-recognized experts from academic organizations to present educational workshops and training. These opportunities will allow parents to constructively contribute to the selection of educational opportunities (such as curriculum and instructional decisions) that will affect the education of their children. In addition, we would like to provide educational opportunities to parents to enrich their own lives through financial, family and social literacies that may be needed in this area.

9. School Governance

a.School and Advisory Organizational Charts As an internal applicant, CRES #18 will operate as a school within LAUSD and supported by Local District 5. CRES #18 will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, CRES #18 will follow the Education Code regarding the formation and operation of the School Site Council. The selected school principal will be supervised by the Local District.

10. School Leadership & Staffing Plans

a.Leadership Team Capacity: This plan was developed by way of a shared vision with the communities of South Los Angeles, teachers from feeder schools, UTLA, and Local District 5. The writing of the plan was competed by Maria Martinez, Elementary Director, Local District 5 and Frances Gipson, Administrator of Instruction, Local District 5. The following teacher leaders served in consultation for this proposal: Robin Potash, Estela Rios, Jesus Torres, Norma Martinez, Christine Malsbary, Laura McCutcheon, Phyllis Williams, Regina Poudel, Geraldine Haynesworth, Daisy Barreto, Vanessa Lopez, and LASDI writer Laura Sobchik. Gratitude is expressed to Dori Miles of UTLA for her support and collaboration.

b.Staffing Model: As an internal applicant, ES # 18 will operate as a school within LAUSD and supported by Local District 5. District staffing norms will be utilized.

c.Compensation: CRES #18 will utilize LAUSD's salary schedule, benefits package, health benefits and lifetime benefits.

d.School Leadership: The position of principal for this school will be announced and filled based on existing LAUSD policy. The applicant should be knowledgeable of the foundations of meditative coaching skills and possess strong collaborative and instructional leadership practices.

e.Leadership Team beyond the Principal: As an internal applicant, ES #18 will operate as a small school within LAUSD supported by Local District 5. Based on the projected enrollment of it is anticipated that CRES #16 will operate as a single administrator school. As a collaborative school it will be expected that the instructional leadership team and involvement of community stakeholders will support the ongoing leadership of the school.

f.Recruitment of Teaching Staff: As an internal applicant, CRES #18 will operate as a school within LAUSD and supported by Local District 5. Staffing will be completed in alignment with existing LAUSD Collective Bargaining Agreements. Selected staff will be supported as outlined in Section 5. To date, no staff has been selected.

11. Operations

a. Internal Applicant: Local District 5 will continue to use all existing LAUSD operational services provided at the school site and follow collective bargaining agreements.

12. Finances

a/b/c. Funding: As an internal applicant we will continue utilizing LAUSD's transparent budget process.

13. Facilities

a. LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.