

(Name) School

SCHOOL PROGRAM IDENTIFICATION

School Name:	Local District:
District CDS Code: 1964733	School CDS Code:
Initial Year: 2010-2011	

For additional information on our school programs contact the following:

Principal:	E-mail address:
Contact Person:	Position:
Address:	E-mail address:
	Telephone Number:

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

<input type="checkbox"/> English Learners Programs (EIA-LEP)	<input type="checkbox"/> Special Education/Least Restrictive Environment (LRE)
<input type="checkbox"/> Gifted and Talented Education (GATE)	<input type="checkbox"/> Title I Schoolwide Program (SWP)
<input type="checkbox"/> Los Angeles Educational Alliance for Restructuring Now (LEARN)	<input type="checkbox"/> Title I Targeted Assistance School (TAS)
<input type="checkbox"/> Quality Education Investment Act (QEIA)	<input type="checkbox"/> Title II Professional Development
<input type="checkbox"/> School Based Coordinated Programs (SBCP)	<input type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/> School Based Management (SBM)	<input type="checkbox"/> Tobacco Use Prevention Education (TUPE)
<input type="checkbox"/> School Governance Council (SGC)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Program Improvement (PI)	

Year 1 Year 3 Year 4 Year 5+ LAUSD School of Choice

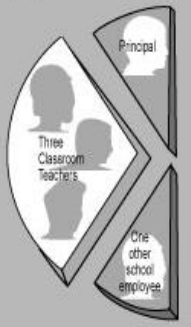

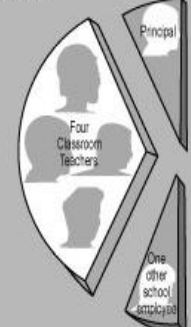

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:	
	Date

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.			
Signature		Signature	
_____		_____	
Local District Director of School Services	Date	Local District Superintendent or Designee	Date

(Name) School

School Site Council Composition (SSC)

EC 52012, 52852

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Total 5</p>  </div> <div style="width: 45%;"> <p>Total 5</p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Elementary</h3> <p>In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 10 members.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Total 6</p>  </div> <div style="width: 45%;"> <p>Total 6</p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Secondary</h3> <p>In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 12 members. *</p>
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* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student

Total number in each column _____
 Total number in Part A _____

Total number in each column _____
 Total number in Part B _____

 Name of SSC Chairperson Position (e.g., Parent, Teacher)

 Signature of SSC Chairperson Date

 Name of Principal

 Signature of Principal Date

(Name) School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees.”

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent/Community	Staff	
Compensatory Education Advisory					
English Learner Advisory					
Gifted & Talented Education Program Advisory					
UTLA Chapter Chair or Chapter Chair’s Designee					
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on:

Date

Attested:

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**Samuel Gompers
Middle School
Budget &
Budget Narrative**

SIG Form 4b–School Projected Budget
School Projected Budget

Fiscal Year 2009–10

Name of School: Gompers Middle School	
Name of LEA: Los Angeles Unified School District	
County/District (CD) Code: 19-64733	
County: Los Angeles	
LEA Contact: Sharon Robinson	Telephone Number: 213-241-7000
E-Mail: sharon.robinson@lausd.net	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$ 951,966	\$ 1,068,216	\$1,068,216
2000– 2999	Classified Personnel Salaries	\$ 43,793	\$ 1,643	\$ 1,643
3000– 3999	Employee Benefits	\$ 203,453	\$ 180,831	\$ 180,831
4000– 4999	Books and Supplies	\$ 131,194	\$ 131,566	\$ 118,566
5000– 5999	Services and Other Operating Expenditures	\$ 561,600	\$ 472,800	\$ 472,800
6000– 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,892,006	\$1,855,056	\$1,842,056

School Budget Narrative

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Gompers Middle School

Activity Description	Subtotal	Object Code
New evaluation systems for teachers and principals – Stipends for participation in prototype: 80 teachers and school leaders x \$1,250 = \$100,000 x 1 year = \$100,000 <i>(Year 1 only)</i>	\$ 100,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
New evaluation systems for teachers and principals – Training and individual growth allowances: 80 teachers and school leaders x \$500 = \$40,000 x 3 years = \$120,000	\$ 120,000	5800
Rewards for teachers and leaders who have increased student achievement: 80 teachers and school leaders x \$1,500 = \$120,000 x 2 years = \$240,000 <i>(Years 2-3 only)</i>	\$ 240,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Individual growth plans & professional development – Stipends for teachers and school leaders to develop individual growth plans: 80 teachers and school leaders x \$1,250 = \$100,000 x 1 year = \$100,000 <i>(Year 1 only)</i>	\$ 100,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
80 teachers and school leaders x \$1,000 = \$80,000 x 2 years = \$160,000 <i>(Years 2-3 only)</i>	\$ 160,000	1100, 3101, 3201, 3301, 3401, 3501,

		3601
Summer PD by UCLA Coaches – Hire 4 UCLA instructional experts for 5 days: 4 coaches x 5 days x \$670 / day = \$13,400 x 3 years = \$40,200	\$ 40,200	5800
Summer PD Teacher Training Time – Provide additional PD time during the summer for teachers: 75 teachers x 5 days x 8 hrs/day x \$27.89 / hr = \$83,678 x 3 years = \$251,034	\$ 251,034	1100, 3101, 3201, 3301, 3401, 3501, 3601
UCLA Instructional Coaches – In addition, we will hire instructional coaches in History and Science: 2 coaches x \$120,000 = \$240,000 x 3 years = \$720,000	\$ 720,000	5800
Weekly Teacher Planning – Provide an additional hour each week for teachers to collaborate: 75 teachers x 36 weeks x 1 hr /week x \$27.89 / hr = \$75,310 x 3 years = \$225,930	\$ 225,930	1100, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Principal – Pay our principal to work during the summer months of July and August. \$12,000 x 3 years = \$36,000	\$ 36,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Assistant Principal – Pay our assistant principals to work during the summer months of July and August: \$15,000 x 3 Aps = \$45,000 x 3 years = \$135,000	\$ 135,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Saturday School – Implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students: 15 teachers x 20 weeks x 4 hours x \$66 / hr = \$78,992 x 3 years = \$236,976	\$ 236,976	1100, 3101, 3201, 3301, 3401, 3501, 3601
Consulting fees to develop curriculum \$42,000 x 1 year = \$42,000 (Year 1 only)	\$ 42,000	5800

1 administrator x 36 weeks x 4 hours x \$66 / hr = \$9479 x 3 years = \$28,437	\$ 28,437	1300, 3101, 3201, 3301, 3401, 3501, 3601
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$5,000 x 3 years = \$15,000	\$ 15,000	4300
Summer Intervention – Implement an 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency: <i>(Years 2-3 only)</i> 25 teachers x 4 weeks x 30 hrs / week x \$66 / hr = \$197,479 x 2 years = \$394,958	\$ 394,958	1100, 3101, 3201, 3301, 3401, 3501, 3601
Custodial Supplies \$3,000 x 2 years = \$6,000	\$ 6,000	4503
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$12,000 x 2 years = \$24,000	\$ 24,000	4300
Americorp Tutoring – hire 15 Americorp tutors to provide additional support to struggling students during the school day the entire school year. \$106,000 x 3 years = \$318,000	\$ 318,000	5800
Math Intervention Teacher – Hire a Math intervention teacher to develop an intervention curriculum. 1 teacher x 36 weeks x 40 hrs/week x \$66 /hr = \$94,790 x 3 years = \$284,370	\$ 284,370	1100, 3101, 3201, 3301, 3401, 3501, 3601
Psychiatric Social Worker – We will hire a psychiatric social worker to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community. \$90,000 x 3 years = \$270,000	\$ 270,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Pupil Services Attendance Counselor – Hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. \$106,470 x 3 years = \$319,410	\$ 319,410	1200, 3101, 3201, 3301, 3401, 3501, 3601

<p>Balanced Literacy Materials – Purchase the materials necessary to implement a Balanced Literacy Curriculum: \$28,194 Year 1 \$38,566 Year 2 \$38,566 Year 3 Total = \$105,326</p>	\$ 105,326	4200
<p>Balanced Literacy Training – Hire 2 Professional Literacy Consultants to provide teachers with summer training, ongoing unit planning, and collaborative coaching to assist in implementing a Balanced Literacy Curriculum. \$36,000 x 3 years = \$108,000</p> <ul style="list-style-type: none"> Hire a PCEC trainer to provide professional development to RSP/SDC Aids. \$2,400 x 3 years = \$7,200 RSP/SDC Aide time \$1,800 x 3 years = \$5,400 	\$ 108,000	5800
<p>SpEd Coach – We will provide SpEd students with a highly qualified site-based SpEd Coach. \$89,733 x 3 years = \$269,199</p>	\$ 269,199	1200, 3101, 3201, 3301, 3401, 3501, 3601
<p>Summer Bridge – Implement a 4-week “Summer Bridge” program for students graduating from 5th grade to prepare them to enter middle school. <i>(Years 2-3 only)</i> 15 teachers x 10 days x 8 hrs x \$66 / hr = \$78,992 x 2 years = \$157,984</p>	\$ 157,984	1100, 3101, 3201, 3301, 3401, 3501, 3601
<p>Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$5,000 x 2 years = \$10,000</p>	\$ 10,000	4300
<p>Parent and Community Engagement Grant – Gompers will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. \$10,000 x 3 years = \$30,000</p>	\$ 30,000	4300
<p>Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children’s educational needs. \$10,000 x 3 years = \$30,000</p>	\$ 30,000	5800
<p>After School program – Implement an Advisory program after school that focuses on character building and other social / emotional development to better support our students:</p>	\$ 85,311	1100, 3101, 3201, 3301,

<p>3 teachers x 36 weeks x 4 hrs / week x \$66 / hr = \$28,437 x 3 years = \$85,311</p> <p>Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$5,000 x 3 years = \$15,000</p>	\$ 15,000	3401, 3501, 3601 4300
<p>Culturally Relevant Training – Hire a consultant to train the staff on how to build strong relationships between teachers and students: \$5 / student x 1600 students = \$25,000 x 3 years = \$75,000</p>	\$ 75,000	5800
<p>Substitutes for Culturally Relevant Training – Provide substitutes so teachers can attend the training: 75 teachers x 3 days x \$260 / day = \$58,530 x 3 years = \$175,590</p>	\$ 175,590	1200, 3101, 3201, 3301, 3401, 3501, 3601
<p>Security – Hire 2 additional on campus security guards at Gompers: 2 guards x \$34,141 = \$68,282 (Year 1 only)</p>	\$ 68,282	2000
<p>Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.): \$25 / student x 1600 students = \$40,000 x 3 years = \$120,000</p>	\$ 120,000	4300
<p>SLC Collaboration – Provide the Gompers staff with time to plan during the summer and school year to transition to small learning environments: 75 teachers x 50 hours x \$27.89 / hr = \$104,597 x 1 year = \$104,597 (Year 1 only)</p>	\$ 104,597	1100, 3101, 3201, 3301, 3401, 3501, 3601
<p>SLC Materials – Gompers will create signage, decorate, and develop other symbols specific to each house so that students will develop a sense of identity, ownership, and pride being associated with their house. \$27,000 x 1 year = \$27,000 Year 1 only</p> <p>\$13,000 x 1 year = \$13,000 Year 2 only</p> <p>Total = \$40,000</p>	\$ 40,000	4300
<p>SLC Retreat – The staff within each house will take their students on a 1 day Saturday retreat, which will help to set expectations, develop bonds between students and staff, and build teamwork within each house:</p>	\$ 42,114	1100, 3101, 3201, 3301,

<i>(Year 1 only)</i>		
• 75 teachers x 8 hrs / \$66 = \$42,114 x 1 year = \$42,114		3401, 3501, 3601
• 50 Classified x 8 hrs x \$25 / hr = \$10,000 x 1 year = \$10,000	\$ 10,000	2200, 3202, 3302, 3402, 3502, 3602
• Food: 1600 students x 2 meals x \$5 / meal = \$16,000 x 1 year = \$16,000	\$ 16,000	4700
• Buses: 24 buses x \$700 / bus = \$16,800 x 1 year = \$16,800	\$ 16,800	5200
• Facilities rental \$30,000 x 1 year = \$30,000	\$ 30,000	5600

Samuel Gompers

Middle School

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Restart			
RP	Replace the principal who led the school prior to commencement of the transformed model.	SD	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals	ILT	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	FCE	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.	OF	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.	TA	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.	EMO	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: Gompers Middle School Tier I						
Intervention Model: <input type="checkbox"/> Turnaround <input checked="" type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u> 6.5 </u> LEA <u> 5 </u> School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Teachers and Leaders					
	<i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully</i>					

<p>ES, TA RPR</p>	<p><i>implement school reform strategies.</i></p> <ul style="list-style-type: none"> <p>Transparent, rigorous, and equitable evaluation systems for teachers and principals – In alignment and coordination with the District’s larger initiative entitled Building Our Certificated Employee Development System. We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or ‘Teacher Leaders,’ in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and</p> 	<p>SY 2010-2011 – Prototyping: As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will ‘beta test’ new evaluation protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and</p>	<p>\$100,000 <i>(Year 1 only)</i> for participating in prototyping process [80 teachers and school leaders x \$1,250]</p> <p>\$120,000 <i>(Years 1-3)</i> for training and individual growth allowances [80 teachers and school leaders x \$500]</p>	<p>\$68,835</p>		<p>Superintendent’s Office</p>
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incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.

protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals, parents and

students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013.

SY 2011-2012 and SY 2012-2013 – Implementing the new systems: In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.

IRR, TA	<ul style="list-style-type: none"> Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not. 	<p>SY 2010-2011 – Develop: In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012.</p> <p>SY 2011-2012 and SY 2012-2013 – Implement: Rewards will be implemented in SY 2011-2012 and SY 2012-2013</p>	<p>\$240,000 <i>(Years 2-3 only)</i> for rewards pool for improving student learning [80 teachers and school leaders x \$1,500]</p>		Superintendent's Office
PD, TA	<ul style="list-style-type: none"> Individual Growth Plans & high-quality, job-embedded professional development – Each teacher and school leader will participate in 	<p>Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory</p>	<p>\$100,000 <i>(Year 1 only)</i> for developing individual growth plans</p>		Superintendent's Office

	<p>Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.</p>	<p>Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals and context. Each teacher and leader's plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.</p>	<p>[80 teachers and school leaders x \$1,250]</p> <p>\$160,000 <i>(Years 2-3 only)</i>for developing individual growth plans [80 teachers and school leaders x \$1,000]</p>			
IRR	<ul style="list-style-type: none"> Removing teachers, who after ample opportunities to improve have not done so – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need 	<p>SY 2010-2011 – Develop evaluation system</p> <p>SY 2011-2012 – Identify teachers in need of improvement, identify improvement criteria and minimum improvement</p>	N/A			Superintendent's Office

	<p>substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.</p> <p>Opportunities for promotion and career growth:</p> <ul style="list-style-type: none"> • Teacher Leaders – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work. 	<p>thresholds, and begin providing intensive support</p> <p>SY 2012-2013 – Provide intensive support and identify teachers to be removed who have not met improvement criteria.</p> <p>Identified and trained prior to the beginning of each school year. Active throughout the school year.</p>	<p>N/A</p>			<p>Superintendent's Office</p>
<p>IRR</p>	<ul style="list-style-type: none"> • National Board Certified Teachers – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. 	<p>Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.</p>	<p>N/A</p>			<p>Superintendent's Office</p>

PD

In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.

- **Summer PD by UCLA Coaches** – One of the core tenets of the Partnership for Los Angeles Schools’ restart model is to strengthen quality instruction by building the capacity of teachers and administrators. As such, we will hire 4 UCLA instructional experts for 5 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Professional development provided by outside experts is critical for Gompers because school staff lacks the instructional expertise and

Aug

\$40,200
(Years 1-3)
[4 coaches x 5 days x \$670 / day]

\$251,034
(Years 1-3)
[75 teachers x 5 days x 8 hrs/day x \$27.89 / hr]

Assistant Superintendent of Instruction / Principal

	<p>experience (54% had only 1-2 years of experience in 2009) needed to help students attain sustainable achievement gains.</p> <ul style="list-style-type: none"> UCLA Instructional Coaches – The Partnership works with UCLA Center X to support the coaching model at its schools. Gompers will hire instructional coaches in History and Science (already have coaches for English and Math) to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. The coaches are highly qualified candidates, selected based on their skills to mediate and support the thinking of teachers so that they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook. 	<p>Sep – Jun</p>	<p>\$720,000 <i>(Years 1-3)</i> [2 coaches x \$120,000]</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p>PD, TA</p>	<ul style="list-style-type: none"> Weekly Teacher Planning – Another key strategy of the Partnership’s restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan 		<p>\$225,930 <i>(Years 1-3)</i> [75 teachers x 36 weeks x 1 hr /week x \$25 / hr]</p>			<p>Principal</p>

<p>IP,SD</p>	<p>together and share best practices. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level, to review student level data and findings from classroom observations. Based on these findings, teachers can then develop intervention plans to address specific student needs, revise pacing guides, instructional content, and teaching delivery strategies, etc.</p> <ul style="list-style-type: none"> <p>Summer Pay for Administrators – Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.</p> 		<p>\$36,000 <i>(Years 1-3)</i> for Principal</p> <p>\$135,000 <i>(Years 1-3)</i> [\$15,000 x 3 APs]</p>			<p>Assistant Superintendent of Instruction</p>
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<p>EMO, TA, PD,SD</p>	<p><i>Institute a system for measuring changes in instructional practices resulting from professional development.</i></p> <ul style="list-style-type: none"> <p>Instructional Rounds: Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement.</p> 	<p>Sep- Jun</p>	<p>NA- already developed</p>			<p>Assistant Superintendent of Instruction/Principal</p>
<p>Instructional Support and Strategies</p>						
<p>EMO, TA</p>	<p><i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</i></p> <p>A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional</p>					

<p>SD</p>	<p>development, and resource allocation.</p> <ul style="list-style-type: none"> Interim Assessments – Gompers will implement the LAUSD Periodic Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs. Analyzing periodic assessments provides leaders and teachers with important information about which essential standards students are /are not mastering. For instance, Gompers staff was able to target support for English teachers during their common planning period to address a common weakness across all grade levels in the area of Writing Applications and Strategies. Additionally, the team was able to identify that for 8th graders, Written Conventions was the lowest performing area for ELLs and African American students, with students answering only 37% of questions correct, on average. 	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – already developed</p>			<p>Assistant Superintendent of Instruction / Principal</p>
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	<i>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i>					
PD, SD	<ul style="list-style-type: none"> Data System – After the LAUSD Periodic Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD’s MyData system to report the student-level assessment results back to teachers. 	Oct, Dec, Feb, Apr	N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal
PD, SD	<ul style="list-style-type: none"> Differentiating Instruction – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students. Analysis of periodic assessment data in all four core areas reveal clear trends where teachers can improve their coverage of the curriculum and use high yield instructional strategies to better engage students. For instance, 6th grade is the lowest performing grade for Science, and within 6th grade science standards, plate tectonics and topography are the strands that students have 	Oct, Dec, Feb, Apr	N/A – costs covered above			Assistant Superintendent of Instruction / Principal

SD	<p>the most trouble mastering. Students, on average, are answering fewer than 40% of questions correct in both of these areas, which places students in the Below Basic level. In History-Social Science, 7th graders perform lower than 8th graders. Within the 7th Grade standards, the weakest strand area is on the Roman Empire, where students are answering 35% of questions correctly, on average.</p> <ul style="list-style-type: none"> • Articulation – At the beginning of each school year, teachers will review prior year student achievement data and collaborate across grade levels to identify specific student needs of each teacher’s incoming class. 	Aug	N/A – costs covered above			Principal
ILT	<p><i>Establish schedules and implement strategies that provide increased learning time.</i></p> <ul style="list-style-type: none"> • Saturday School – A majority of students in low performing schools are consistently under-performing on standardized academic assessments. Students need extended learning opportunities where they receive targeted intervention beyond what is offered during the school day. Funds will be 	Sep – Jun	<p>\$236,976 (Years 1-3) [15 teachers x 20 weeks x 4 hours x \$66 / hr]</p> <p>\$42,000 (Year 1 only) consulting fees to develop</p>			Administrator

used to implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students. Part of the program will be dedicated to project-based learning and hands-on experiential learning in core subject areas. Saturday school will provide students with increased learning time, which research has shown will have a direct impact on improving student achievement. This is critical for a school with low student proficiency rates like Gompers (12% proficiency in Math and 15% in English). Saturday school instruction will also focus on key areas where ELL students consistently score low. For instance, ELL students, on average answer 27% of questions correct on the mathematics CST related to Number Sense and Basic Operations such as multiplication and division. Another area of weakness is Measurement and Geometry, where students answer 25% of questions correct on average.

curriculum

\$28,437

(Years 1-3)

[1 administrator
x 36 weeks x 4
hours x \$66 /
hr]

\$15,000

(Years 1-3)

for instructional
materials
(copier paper,
poster paper,
markers,
pencils, pens,
office supplies)

<p>ILT</p>	<ul style="list-style-type: none"> <p>Summer Intervention Program – Summer represents a critical opportunity for accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months’ grade-equivalent skills that have to be relearned when they return to school in the fall. Gompers will implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency, with a particular focus on SpEd and ELL students (0% and 2% ELA proficiency on 2009 CSTs, respectively). Student intervention will focus on key standards to improve student success as they move onto the next grade level. By analyzing periodic assessment data we know that writing standards are the lowest for all students, but especially ELLs. Students on average answer less than 40% of questions correctly on these standards.</p> 	<p>\$394,958 <i>(Years 2-3 only)</i> [25 teachers x 4 weeks x 30 hrs / week x \$66 / hr]</p> <p>\$6,000 <i>(Years 2-3 only)</i> for custodial services and supplies</p> <p>\$24,000 <i>(Years 2-3 only)</i> for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)</p>	<p>Principal</p>
<p>ILT, SD</p>	<ul style="list-style-type: none"> <p>Americorp Tutoring – To provide individualized support and attention to the neediest students, Gompers will hire 15</p> 	<p>\$318,000 <i>(Years 1-3)</i> [15 x ~\$7000]</p>	<p>Principal</p>

<p>IP, SD</p>	<p>Americorp tutors to provide additional support to struggling students during the school day the entire school year.</p> <ul style="list-style-type: none"> <p>Math Intervention Teacher – Currently, approximately 30% of Gompers’ 8th graders are enrolled in Algebra 1. Our goal is to increase this by 15% per year over the next three years. By the end of the 2014-15 SY, 10% or less of students will be enrolled in Algebra Readiness in 8th grade. To reach this goal, Gompers will hire an extra Math intervention teacher to develop an intervention curriculum which will cover two to three key standards five weeks in advance of when they will be covered in core classes, and will be administered during school and Saturday school. This intervention teacher will also provide in-class math support class. The intervention teacher will focus on helping 6th and 7th grade students acquire the necessary basic skills required to be successful in Algebra 1 as an 8th grader.</p> 		<p>\$284,370 <i>(Years 1-3)</i> [1 teacher x 36 weeks x 40 hrs/week x \$66 /hr]</p>			<p>Principal</p>
	<p><i>Provide appropriate social-emotional and community-oriented services and supports for students.</i></p> <p>We understand that student</p>					

<p>IP, SD</p>	<p>needs extend well beyond the classroom. As part of the restart model, Gompers will implement the following initiatives and programs that address the “whole child”—social-emotional as well as academic needs:</p> <ul style="list-style-type: none"> • Psychiatric Social Worker– We will hire a psychiatric social worker to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community, where there is a high foster population, and gangs and drugs are ubiquitous. As a result, our students have extreme emotional and psychological needs that the existing staff is unable to adequately serve. Gompers’ students suspension rate has been increasing over the last 3 years. It increased by 7.2% to 56.2% during the 2008-09 SY. They are on-track to exceed that suspension rate in the 2009-10 SY. Students need support and strategies to deal with conflict, both with adults and other students. 		<p>\$270,000 [(Years 1-3)]</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p>SD</p>	<ul style="list-style-type: none"> • Pupil Services Attendance Counselor – We will hire a PSA to focus solely on 		<p>\$319,410 (Years 1-3)</p>			<p>Principal</p>

	<p>ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. This will play a significant role in increasing student achievement by increasing the learning time for students who would otherwise be absent from school. Gompers' YTD attendance rate has increased 2.7% during the 2008-09 SY to 93%. This is still far below our goal of 96%. The PSA will help us reach our goal of improving student attendance by 3% during the 2010-11 SY to achieve 96%.</p>					
	<p><i>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.</i></p>					
IRR	<ul style="list-style-type: none"> • Daily classroom observations by administrators: Gompers administrators, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. 	Sep – Jun	NA- already developed			Principal
SD	<ul style="list-style-type: none"> • Benchmark Assessments: Administrators and individual teachers monitor benchmark 	Sep - Jun	NA- already developed			Principal

	assessments to ensure students have received instruction on core curricular content.					
EMO, TA	<p><i>Implement a schoolwide “response-to-intervention” model.</i></p> <p>As a Partnership school, Gompers is provided with professional development and technical support to implement the RTI model. Gompers will implement a balanced literacy framework to complement the LAUSD core ELA curriculum. This program will target students in Tier I and Tier II of the RTI model.</p>					
PD	<ul style="list-style-type: none"> Balanced Literacy Training – Hire 2 Professional Literacy Consultants to provide teachers with summer training, ongoing unit planning, and collaborative coaching to assist in implementing a Balanced Literacy Curriculum. Also hire a PCEC trainer to provide professional development to RSP/SDC Aids. Balanced Literacy strategies are designed to help students increase their comprehension of grade-level texts. Further, small group instruction and a focus on student-to-student engagement helps student with literary response and analysis standards. Both of these areas are weak, especially for African American and ELL students. 			<p>\$105,326 (Years 1-3) Balanced Literacy Materials</p> <p>\$108,000 (Years 1-3) for literacy coach stipends</p> <p>\$7,200 (Years 1-3) for PCEC Trainer</p> <p>\$5,400 (Years 1-3) for RSP/SDC Aide time</p>		Principal

<p>EMO</p> <p>PD, SD</p>	<p><i>Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.</i></p> <p>The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development; instructional coaching and feedback; and student progress monitoring. As part of its restart model, Gompers will hire a special education coach to work directly with teachers to support these efforts.</p> <ul style="list-style-type: none"> • SpEd Coach – We will provide SpEd students with a highly qualified site-based SpEd Coach, who provides ongoing professional development and support to teachers during the school year on how to adjust their teaching practices to better meet the needs of SpEd students. These needs are not currently being met, as evidenced by 0% of SpEd students being proficient in English or Math. In fact, even the percentage of SpEd students scoring basic and above dropped by 9-11% in 		<p>\$269,199 (Years 1-3) Special Educ. Coach</p>			<p>Principal</p>
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	both English and Math from 2008 to 2009.				
ILT	<p><i>Improve student transition from middle to high school through summer transition programs or freshman academies.</i></p> <ul style="list-style-type: none"> Summer Bridge – The transition from elementary to middle school is an important time in a student’s academic career. Gompers believes a summer bridge program is critical to the overall academic success of the school because it will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. Funds will help the school implement a 2-week “Summer Bridge” program for students graduating from 5th grade to prepare them to enter middle school. This program will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. For instance, last year 38% of 6th graders declined one or more proficiency levels in ELA compared to their 5th grade proficiency level and 43% of 6th graders declined 1 or more proficiency levels in 		<p>\$157,984 <i>(Years 2-3 only)</i> [15 teachers x 10 days x 8 hrs x \$66 / hr]</p> <p>\$10,000 <i>(Years 2-3 only)</i>for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)</p>		Principal

	<p>mathematics compared to their 5th grade proficiency level.</p>					
<p>PD</p>	<p><i>Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</i></p> <ul style="list-style-type: none"> <p>Data System Training – To support data-driven instruction and establish performance driven cultures, the Partnership worked with LAUSD to develop and implement the MyData system. Partnership schools piloted the system and were critical in helping LAUSD customize the early warning indicators, custom group functions and site-based assessment tracking. The Partnership is committed to ensuring the effective implementation of MyData; therefore, Gomper’s teachers and administrators will be trained on how to more effectively utilize LAUSD’s MyData system, which can identify students who have received two Fs or more. Research has shown that these students have a significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate</p> 	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – training provided by PLAS staff</p>			<p>Assistant Superintendent of Instruction / Principal</p>

	interventions is crucial to decreasing the dropout rate.					
Time and Support						
	<i>Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.</i>					
EMO, TA	Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in its restart work.					
FCE	<ul style="list-style-type: none"> Parent and Community Engagement Grant – One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children's education. Gompers will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the 			\$30,000 <i>(Years 1-3)</i> for grant to support parent engagement activities		Principal

<p>FCE</p>	<p>school. 62% of parents report that they never volunteer at Gompers. Our goal is decrease that number by 20% by the end of the 2010-11 SY.</p> <ul style="list-style-type: none"> <p>Parent Training – Many of the parents at Gompers may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children’s educational needs. 49% of parents report that they have visited the parent center 1 time or less during the 2008-09 school year. Our goal is to decrease that by 15% by the end of the 2010-11 school year.</p> 		<p>\$30,000 (Years 1-3) [stipend for trainer and materials]</p>			<p>Director of Family and Community Engagement</p>
<p>ILT</p>	<p><i>Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</i></p> <ul style="list-style-type: none"> <p>After School program – Gompers will implement an Advisory program after school that focuses on character building and other social / emotional development to</p> 		<p>\$85,311 (Years 1-3) [3 teachers x 36 weeks x 4 hrs / week x \$66 / hr]</p>			<p>Principal</p>

	<p>better support our students and the severe challenges that they face. In addition, offer theater, debate, and creative writing as elective classes. This will bridge the gap between the time school ends and when parents return home from work, which research has shown is when students' needs are not being met.</p>		<p>\$15,000 (Years 1-3) for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)</p>			
<p>IP, SD</p>	<p><i>Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</i></p> <ul style="list-style-type: none"> <p>Culturally Relevant Training – Rebuilding the school culture is a critical component of the Partnership's restart model. Gompers will hire a consultant to train the staff on how to build strong relationships between teachers and students because it can have a strong impact on student achievement. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year. One program Gompers may implement is the Capturing Kids' Hearts training program (CKH). CKH is a key</p> 		<p>\$75,000 (Years 1-3) for trainers [\$5 / student x 1600 students]</p> <p>\$175,590 (Years 1-3) for substitutes [75 teachers x 3 days x \$260 / day]</p>			<p>Assistant Superintendent of Instruction / Principal</p>

<p>IP,SD</p>	<ul style="list-style-type: none"> • Student Materials – Early research shows that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement student incentives to enhance positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc. 		<p>\$120,000 <i>(Years 1-3)</i></p>			
<p>Governance</p>						
<p>EMO, TA</p>	<p><i>A new school model (e.g., themed or dual language academy)</i></p> <p>The Partnership believes that small schools offer an environment more conducive to: academic rigor; relevance for student learning; meaningful and personalized relationships between teachers and students; and demonstrable student achievement. In smaller schools, healthy relationships among adults and students help ensure powerful learning. As part of its restart model, Gompers will transition into smaller learning environments.</p>					
<p>PD</p>	<ul style="list-style-type: none"> • SLC Collaboration – Gompers will transition into being organized as “houses”, or small learning communities, which will provide staff with a smaller number of students to teach. This 		<p>\$104,597 <i>(Years 1-3)</i> [75 teachers x 50 hours x \$25 / hr] <i>(Year 1 only)</i></p>			

	<p>will allow for a more personalized experience for the students, as every adult will know every student's name within each house. In order to ensure this model is implemented successfully, the Gompers staff will require time to plan during the summer and school year.</p>					
IP	<ul style="list-style-type: none"> • SLC Materials – Gompers will create signage, decorate, and develop other symbols specific to each house so that students will develop a sense of identity, ownership, and pride being associated with their house. 		<p>\$27,000 <i>(Year 1 only)</i></p>			
PD	<ul style="list-style-type: none"> • SLC Retreat – The staff within each house will take their students on a 1 day Saturday retreat, which will help to set expectations, develop bonds between students and staff, and build teamwork within each house. 		<p>\$13,000 <i>(Year 2 only)</i></p> <p>\$42,114 <i>(Year 1 only)</i> [75 teachers x 8 hrs / \$66]</p> <p>\$10,000 <i>(Year 1 only)</i> [50 Classified x 8 hrs x \$25 / hr]</p> <p>\$16,000 <i>(Year 1 only)</i> for food [1600 students x 2 meals x \$5 / meal]</p> <p>\$16,800 <i>(Year 1 only)</i> for buses</p>			

RP	Principal has been replaced within the last two years and is implementing reform efforts.		[24 buses x \$700 / bus] \$30,000 <i>(Year 1 only)</i> for facilities rental			
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Implementation Chart for a Tier I or Tier II School

Directions: Please respond to the elements listed below for the School Improvement Grant application.

School: <u>Gompers Middle School</u>	<input checked="" type="checkbox"/> Tier I	<input type="checkbox"/> Tier II	
Intervention Model:	<input type="checkbox"/> Turnaround	<input checked="" type="checkbox"/> Restart	<input type="checkbox"/> Transformation

Recruitment, Screening, and Selection of External Provider

Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]

The Partnership for Los Angeles Schools is a 501c3 non-profit organization that began serving Gompers Middle School on July 1, 2008. The Partnership was selected by the LAUSD School Board to manage Gompers through a high quality and rigorous process. The Partnership submitted to the LAUSD Board a detailed framework for how it would accelerate student achievement at Gompers and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Gompers. Before taking management authority at Gompers, the Partnership put together a high quality senior leadership team that included education leaders whom had delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. The Partnership also secured close to \$60 million over ten years in financial commitments to transform Gompers and other low performing schools in LAUSD before it began directly managing Gompers. The Partnership did extensive outreach to the Gompers school community before LAUSD agreed that the Partnership would be the external provider to operate Gompers. The Partnership spent months reaching out to the Gompers school community and the teachers and the parents voted to approve the Partnership as the external provider for Gompers. To begin serving Gompers, LAUSD also required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation.

The Partnership proved to LAUSD that it had the plan, the leadership team, the funding and the school community buy-in necessary to successfully restart and transform Gompers Middle School. The Partnership is considered a Network Partner working through LAUSD's iDesign division and signed a 5-year Memorandum of Understanding (MOU) with LAUSD. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Gompers. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Gompers and the Partnership will be held accountable. To ensure continued quality, the Partnership submits an annual plan that outlines the budget, programmatic milestones and deliverables for Gompers to LAUSD. Annually, the Partnership also submits a report on Gompers' performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures are also delivered regularly to LAUSD.

Recruitment, Screening, and Selection of External Provider

LAUSD reviews the School Report Card for Gompers annually to monitor improvements in student achievement and has controls in place to intervene if Gompers is not improving under the management of the Partnership. Through the MOU, LAUSD can intervene in the Partnership's management of Gompers if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. Three years into the five year term of the MOU, if Gompers has substantially failed to meet the performance agreement metrics laid out in the MOU, the school could vote to terminate its relationship with the Partnership. The MOU also lays out a process for renewal of the MOU for another five years if the Partnership's management at Gompers is leading to accelerated academic achievement.

Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement

As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Gompers Middle School. LAUSD entered into a 5 year contract with the Partnership to manage Gompers MS beginning July 1, 2008. In choosing the Partnership to manage Gompers, LAUSD reviewed the Partnership's school restart framework, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Gompers. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider:

- Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Gompers' area; explicit support through votes for the Partnership from teachers and parents; and a description of the relationships the Partnership has established with local community groups;
- Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Gompers including description of responsibilities, related experiences and references;
- Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date.
- Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement.

The Partnership's early success to date at Gompers gives LAUSD confidence that the Partnership will continue to be a quality external provider for Gompers Middle School.

Recruitment, Screening, and Selection of External Provider

Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA

The Partnership for Los Angeles Schools began supporting Gompers MS in July 2008. In addition, the organization provides support to 11 other schools within the Los Angeles Unified School District. As mentioned previously, the Partnership will begin managing three more schools in July 2010.

Indicate evidence of the EMO's effectiveness to date

On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and this July 2010, the Partnership will add another three schools to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. All of the schools the Partnership manages are among LAUSD's persistently lowest performing schools. Our schools have struggled for many years under the management of LAUSD and have been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support:

- The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools.
- California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science.
- The 4-year graduation rates increased from 37% to 42% at Partnership high schools.
- Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%).
- Identified dozens of gifted students (GATE) whom the school district failed to identify.
- The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools.

Since the 2008-2009 academic year, a totally new administrative team has been hired for Gompers Middle School, including the principal and three assistant principals. The administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction.

Beginning in September 2009, the school, with the support and guidance of the Network Partner, hired UCLA Center X instructional coaches in all core content areas. Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports the Network Partner and school have put in place for teachers are leading to improved classroom practices and increased student engagement, pointing towards significant gains in student achievement:

Recruitment, Screening, and Selection of External Provider

- Gompers' 2008-09 CST English language arts proficiency rate was 14.9%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 21.6%.
- 2008-09 CST mathematics proficiency rate was 12%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 20.9%.
- 2008-09 CST history-social science proficiency rate was 15.7%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 40.2%.