

(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:	E-mail address:
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

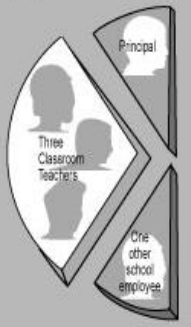

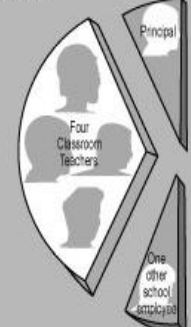

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:	
	Date

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

**Edwin Markham
Middle School
Budget &
Budget Narrative**

SIG Form 4b–School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: Markham 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	\$1,137,215	\$1,176,529	\$1,176,529
2000– 2999	Classified Personnel Salaries	\$ 80,271	\$ 61,349	\$ 61,349
3000– 3999	Employee Benefits	\$ 220,181	\$ 204,247	\$ 204,247
4000– 4999	Books and Supplies	\$ 110,790	\$ 69,592	\$ 56,992
5000– 5999	Services and Other Operating Expenditures	\$ 310,400	\$ 310,400	\$ 310,400
6000– 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,858,857	\$1,822,117	\$1,809,517

SIG Form 5 – School Budget Narrative

School Budget Narrative- Revised

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: Markham Middle School

Activity Description	Subtotal	Object Code
<p>New evaluation systems for teachers and principals – Stipends for participation in prototype: 80 teachers and school leaders x \$1,250 x 1 year = \$100,000 <i>(Year 1 only)</i></p>	<p>\$ 100,000</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>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</p>	<p>\$ 120,000</p>	<p>5800</p>
<p>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></p>	<p>\$ 240,000</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>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 <i>(Year 1 only)</i></p> <p>80 teachers and school leaders x \$1,000 = \$80,000 x 2 years = \$160,000 <i>(Years 2-3 only)</i></p>	<p>\$ 100,000</p> <p>\$ 160,000</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p> <p>1100, 3101, 3201, 3301, 3401,</p>

		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 for teachers: 20 teachers x 5 days x 8 hrs/day x \$25 / hr = \$20,000 x 3 years = \$60,000	\$ 60,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
UCLA Instructional Coaches – Hire 2 instructional coaches from UCLA in English and Math: 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: 49 teachers x 1 hr /week x 36 weeks x \$25 / hr = \$44,100 x 3 years = \$132,300	\$ 132,300	1100, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Principal – Pay our principal to work during the summer months of July and August. \$9000 x 3 years = \$27,000	\$ 27,000	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 2 Aps = \$30,000 x 3 years = \$90,000	\$ 90,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Instructional Leaders – Pay 7 Instructional Leaders to work during August: 7 instructional leaders x 40 hrs / week x 4 weeks x \$25 / hr = \$28,000 x 3 years = \$84,000	\$ 84,000	1100, 3101, 3201, 3301, 3401, 3501, 3601

<p>Substitutes for Instructional Rounds Training – Provide substitutes so teachers can implement the instructional rounds protocol: 5 substitutes x 10 months x 2 hrs / month x \$66 / hr = \$6,600 x 3 years = \$19,800</p>	<p>\$ 19,800</p>	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Articulation – Provide additional PD time for teachers to review prior year student achievement data and collaborate across grade levels at the beginning of each school year: 49 teachers x 2 days x 8 hr /day x \$25 / hr = \$19,600 x 3 years = \$58,800</p>	<p>\$ 58,800</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Extend School Day by 30 minutes – Extend the school day everyday by 30 minutes for all students, which will enable the staff to provide additional structured instructional time to better meet the needs of our students: 93 teachers x 173 days x 0.5 hrs x ~\$61.88 / hr = \$497,767 x 3 years = \$1,493,301</p> <p>13 classified staff x ~\$1,095.20 = \$14,238 x 3 years = \$42,714</p> <p>5 administrators x ~\$2,750.42 = \$13,752 x 3 years = \$41,256</p>	<p>\$ 1,493,301</p> <p>\$ 42,714</p> <p>\$ 41,256</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 1300, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Summer Intervention – Implement a 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> 20 teachers x 4 weeks x 20 hrs / week x \$66 / hr = \$105,600 x 2 years = \$211,200</p> <p>Classified support \$7000 x 2 years = \$14,000</p>	<p>\$ 211,200</p> <p>\$ 14,000</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502,</p>

Custodial services \$4600 x 2 years = \$9,200	\$ 9,200	3602 2000
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$6000 x 2 years = \$12,000	\$ 12,000	4300
Librarian for Summer Literacy – Pay the Teacher Librarian to implement a literacy initiative during the summer focused on improving literacy and English Skills of all students: 1 Librarian x 4 weeks x 20 hrs / week x \$66 / hr = \$5,280 x 2 years = \$10,560 (Years 2-3 only)	\$ 10,560	1200, 3101, 3201, 3301, 3401, 3501, 3601
Conflict Resolution Counselor – Hire a counselor to provided conflict resolution to students \$90,000 x 3 years = \$270,000	\$ 270,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Intervention Coordinator – Hire an Intervention Support Coordinator to provide training to school staff on effectively implementing the RTI model. \$96,000 x 3 years = \$288,000	\$ 288,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Behavior Interventionist – Hire a highly qualified site-based Behavior Interventionist to provide students with special needs a location for a time away, peer mediation, assist with behavior modifications and academic support. \$90,000 x 1 year = \$90,000 (Year 1 only)	\$ 90,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Accelerated Reader – Upgrade the Accelerated Reader software program to increase the reading comprehension for struggling students \$30,000 x 3 years = \$90,000	\$ 90,000	4200
Student Computers – purchase new computers so that students will be able to access online programs such as Accelerated Reader and Destination Math: 36 computers x \$1500 x 1 year = \$54,000 (Year 1 only)	\$ 54,000	4400
Teacher Librarian – Hire a Teacher Librarian to implement the Accelerated Reader and STAR Reading programs. \$95,000 x 3 years = \$285,000	\$ 285,000	1200, 3101, 3201, 3301, 3401, 3501,

		3601
<p>Summer Bridge – Implement a 2-week “Summer Bridge” program for students graduating from 5th grade to prepare them to enter middle school. 3 teachers x 10 days x 6 hrs x \$66 / hr = \$11,880 x 2 years = \$23,760 <i>(Years 2-3 only)</i></p>	\$ 23,760	1100, 3101, 3201, 3301, 3401, 3501, 3601
<p>Intervention / Tutoring – Teachers will provide before- or after-school intervention and tutoring for students who have not demonstrated proficiency at grade level: 5 teachers x 8 weeks x 10 hrs / week x \$66 / hr = \$26,400 x 3 years = \$79,200</p>	\$ 79,200	1100, 3101, 3201, 3301, 3401, 3501, 3601
<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>Capturing Kids’ Hearts Training – Hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff: \$5 / student x 1400 students = \$7000 x 3 years = \$21,000</p>	\$ 21,000	5800
<p>Capturing Kids’ Hearts Substitutes – Provide substitutes so teachers can attend the 3-day training: 25 teachers x 3 days x \$260 / day = \$19,510 x 1 year = \$19,510 <i>(Year 1 only)</i></p> <p>20 teachers x 3 days x \$260 / day = \$15,608 x 2 years = \$31,216 <i>(Years 2-3 only)</i></p>	\$ 19,510 \$ 31,216	1200, 3101, 3201, 3301, 3401, 3501, 3601 1200, 3101, 3201, 3301, 3401, 3501, 3601
<p>Safe Passage – Provide campus aides with additional time to effectively implement “Safe Passage” for Markham students to ensure that students are able to walk to and from school safely: 3 campus aides x 10 hrs / week x 36 weeks x \$20 / hr = \$21,600 x 3 years = \$64,800</p>	\$ 64,800	2200, 3202, 3302, 3402, 3502, 3602

<p>Security – Hire 2 additional on campus security guards at Markham: 2 guards x \$36,000 = \$72,000 x 1 year = \$72,000 <i>(Year 1 only)</i> 1 guard x \$36,000 = \$36,000 x 2 years = \$72,000 <i>(Year 2-3 only)</i></p>	<p>\$ 72,000 \$ 72,000</p>	<p>2000 2000</p>
<p>Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.): <i>Year 1 only = \$190</i> <i>Year 2 only = \$33,592</i> <i>Year 3 only = \$20,992</i> <i>Total for 3 years = \$54,774</i></p>	<p>\$54,774</p>	<p>4300</p>
<p>Classroom Libraries – Purchase lexile-level books to bolster the small number of books currently available in each classroom: 1400 students x \$19 / student = \$26,600 x 1 year = \$26,600 <i>(Year 1 only)</i></p>	<p>\$ 26,600</p>	<p>4300</p>
<p>SLC Collaboration – Provide time for school staff within each house to collaborate with each other on a weekly basis to plan and develop coherent rituals and routines: 49 teachers x 36 weeks x 1 hrs x \$25 / hr = \$44,100 x 3 years = \$132,300</p>	<p>\$ 132,300</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p>

Edwin Markham
Middle 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	OF	Give the school sufficient operational flexibility.

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

School: **Markham Middle School** Tier I

Intervention Model: Turnaround **Restart** Closure Transformation

	development.			
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
Total FTE required: <u>6.5</u> LEA <u>6</u> School _____ Other _____				
Required				organization
Component	Use data to Services & Activities implement a new instructional Timeline		EMO	Select an education management organization (EMO) that Projected Costs Resources Overnight Subcontract Cost through a locally-determined rigorous review process.
Acronym	program.			

Teachers and Leaders					
<p>ES, TA RPR</p>	<p><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 implement school reform strategies.</i></p> <ul style="list-style-type: none"> • 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 	<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</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</p>		<p>Superintendent's Office</p>

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 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.

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 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

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 	<p>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.</p> <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</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
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<p>IRR, TA</p>	<p>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> <ul style="list-style-type: none"> Individual Growth Plans & high-quality, job-embedded professional development – Each teacher and school leader will participate in 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 	<p>2012-2013 – Implement: Rewards will be implemented in SY 2011-2012 and SY 2012-2013</p> <p>Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory 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 plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional</p>	<p>\$100,000 <i>(Year 1 only)</i> for developing individual growth plans [80 teachers and school leaders x \$1,250]</p> <p>\$160,000 <i>(Years 2-3 only)</i>for developing</p>		<p>Superintendent’s Office</p>
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IRR, TA	<p>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> <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 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>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>SY 2010-2011 – Develop evaluation system</p> <p>SY 2011-2012 – Identify teachers in need of improvement, identify improvement criteria and minimum improvement 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>individual growth plans</p> <p>[80 teachers and school leaders x \$1,000]</p> <p>N/A</p>		Superintendent's Office
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<p>RP</p>	<p>Principal has been replaced and is implementing reform efforts.</p>				
<p>IRR</p>	<p>Opportunities for promotion and career growth: 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>	<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>PD</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. 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 	<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>

<p>PD</p>	<p>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.</p> <ul style="list-style-type: none"> <p>Summer PD by UCLA Coaches – One of the core tenets of the Partnership for Los Angeles Schools’ instructional 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 Markham because half of the school staff have fewer than 3 years of teaching experience, and therefore lack the instructional expertise and experience needed to help students attain sustainable achievement gains.</p> 		<p>\$40,200 <i>(Years 1-3)</i> [4 coaches x 5 days x \$670 / day]</p> <p>\$60,000 <i>(Years 1-3)</i> [20 teachers x 5 days x 8 hrs/day x \$25 / hr]</p>		<p>Assistant Superintendent of Instruction / Principal</p>
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<p>PD</p>	<ul style="list-style-type: none"> <p>UCLA Instructional Coaches – The Partnership works with UCLA Center X to support the coaching model at its schools. Markham will hire instructional coaches in Math and English to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. Coaches will use researched based strategies that are vertically aligned. 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> 	<p>\$720,000 <i>(Years 1-3)</i> [2 coaches x \$120,000 per year]</p>		<p>Assistant Superintendent of Instruction / Principal</p>
<p>PD, SD</p>	<ul style="list-style-type: none"> <p>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 together and share best practices. Partnership schools prioritize the creation of common planning periods for teachers within the</p> 	<p>\$132,300 <i>(Years 1-3)</i> [49 teachers x 1 hr /week x 36 weeks x \$25 / hr]</p>		<p>Principal</p>

school day. Markham is a school of diverse learners, including significant populations of ELLs (32%), African American Students (27%), and Special Education students (11%). Teachers use common planning time to share best practices and instructional strategies related to meeting the needs of all students. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level. Teachers will review student level data and findings from classroom observations. Based on these findings, teachers will develop intervention plans to address specific needs of students, revise pacing guides, review content standards, and recommend/provide best teaching strategies to meet the needs of diverse learners.

- IP, SD • Summer Pay for Administrators**
 - The 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

\$27,000

(Years 1-3)

for Principal

\$90,000

Assistant
Superintende
nt of
Instruction

<p>IP</p>	<p>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> <ul style="list-style-type: none"> • Summer Pay for Instructional Leaders – The Partnership will pay 7 Instructional Leaders to work during August to plan for the upcoming school year developing curriculum content, pacing guides, professional development, etc. 		<p>(Years 1-3)</p> <p>[\$15,000 x 2 APs]</p> <p>\$84,000</p> <p>(Years 1-3)</p> <p>[7 instructional leaders x 40 hrs / week x 4 weeks x \$25 / hr]</p>		<p>Principal</p>
<p>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"> • Substitutes for Instructional Rounds Training – Instructional Rounds is the main mechanism the Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators 		<p>\$19,800</p> <p>(Years 1-3)</p> <p>[5 substitutes x 10 months x 2</p>		<p>Principal</p>

	<p>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. Funds will be used to provide substitutes so Markham teachers can implement the instructional rounds protocol, which will enable the staff to evaluate changes in instructional practice resulting from professional development.</p>		hrs / month x \$66 / hr]			
Instructional Support and Strategies						
EMO, TA	<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</p>					

<p>SD</p>	<p>curriculum, professional development, and resource allocation. Interim Assessments – Markham 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. For instance, using periodic assessments, school leaders and coaches were able to determine that writing strategies and conventions were relatively weak for all subgroups across all grade levels. But for 8th grade ELLs and African-American students, Literary Response and Analysis was the lowest performing strand for ELA. With this information, Administrators and Coaches are able to develop PD and help teachers strengthen lesson plans to more adequately address key standards in these ELA strands.</p>		<p>N/A – already developed</p>		<p>Assistant Superintendent of Instruction / Principal</p>
<p>PD, SD</p>	<p><i>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i></p> <ul style="list-style-type: none"> • Data System – After the LAUSD Interim Assessments are given, we will train teachers and administrators on how to more 		<p>N/A – training provided by PLAS staff</p>		<p>Assistant Superintendent of</p>

<p>PD, SD</p>	<p>effectively utilize LAUSD’s MyData system to report the student-level assessment results back to teachers.</p> <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. 		<p>N/A – costs covered above</p>		<p>Instruction / Principal</p> <p>Assistant Superintendent of Instruction / Principal</p>
<p>SD</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. 		<p>\$58,800</p> <p><i>(Years 1-3)</i></p> <p>[49 teachers x 2 days x 8 hr /day x \$25 / hr]</p>		<p>Principal</p>
<p>ILT, SD</p>	<p><i>Establish schedules and implement strategies that provide increased learning time.</i></p> <ul style="list-style-type: none"> • Extend School Day by 30 minutes – Research has shown that increasing the learning time for students has a significant effect on improving student achievement. Therefore, we will extend the school day everyday by 30 minutes for all students, which will enable the staff to provide additional structured instructional time to better meet the needs of our 		<p>\$1,493,301</p> <p><i>(Years 1-3)</i></p> <p>[93 teachers x 173 days x 0.5 hrs x ~\$61.88 / hr]</p>		<p>Principal</p>

	<p>students. This equates to approximately 14 days of additional instruction for all students.</p>		<p>\$42,714 <i>(Years 1-3)</i> [13 classified staff x \$1,095.20]</p>		
ILT, SD	<ul style="list-style-type: none"> <p>Summer Intervention Program – July 2011-2013 Summer represents a critical opportunity for impacting/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. Markham will implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency, with a</p> 		<p>\$41,256 <i>(Years 1-3)</i> [5 administrators x \$2,750.42]</p> <p>\$211,200 <i>(Years 2-3)</i> [20 teachers x 4 weeks x 20 hrs / week x \$66 / hr]</p> <p>\$14,000 <i>(Years 2-3)</i> for Classified</p>		Principal

	<p>particular focus on Special Education and ELL students (less than 2% ELA proficiency on 2009 CSTs). For instance, African-American and ELL students on average answer just 30% of questions correct on the CST ELA in Reading Comprehension and Word Analysis and Vocabulary.</p>		<p>support</p>		
			<p>\$9,200</p> <p><i>(Years 2-3)</i></p> <p>for custodial services and supplies</p>		<p>Title I QEIA</p>
			<p>\$12,000</p> <p><i>(Years 2-3)</i></p> <p>for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)</p>		<p>Title I QEIA</p>
<p>IP, SD</p>	<ul style="list-style-type: none"> <p>Librarian for Summer Literacy</p> <p>– The Teacher Librarian will implement a literacy initiative during the summer focused on improving literacy and English Skills of all students. The program will provide an opportunity to</p> 	<p>July 2011-2013</p>	<p>\$10,560</p> <p><i>(Years 2-3)</i></p> <p>[1 Librarian x 4 weeks x 20 hrs /</p>		<p>Principal</p>

	<p>identify, address and rectify deficiencies in reading comprehension using the Accelerated Reader program. The Teacher Librarian will collaborate with teachers and integrate curriculum based lessons to support summer intervention courses, and will provide information technology integration through model lessons. Further, the Teacher Librarian will provide equal access to improve reading achievement by collaborating with teachers working directly with students, championing reading, providing an information rich learning environment and advocating information literacy through the integration of technology and curriculum.</p>		week x \$66 / hr]			
<p>IP, SD</p>	<p><i>Provide appropriate social-emotional and community-oriented services and supports for students.</i></p> <ul style="list-style-type: none"> <p>Conflict Resolution Counselor – We understand that student needs extend well beyond the classroom. As part of the restart model, Markham is hiring a counselor to help address the “whole child”—social-emotional as well as academic needs. The conflict resolution counselor will provide</p> 	Sep 2010 – Jun 2013	<p>\$270,000</p> <p><i>(Years 1-3)</i></p> <p>for counselor</p>			Principal

	<p>conflict resolution to students by empowering them with life-long tools to problem solve and effectively communicate. The counselor will hold individual, group and family sessions. The counselor will provide/assist with referrals for students and families to outside resources, organize parent workshops and provide Professional Development to staff on Conflict Resolution. Although Markham has been successful at reducing the student suspension rate from 42.9% (2008-09) to 38.6% (2009-10), they still have a lot of work to do in this area. The school's goal is to reduce the YTD suspension rate in 2010-11 by 15% to 21.8%.</p>				
<p>IRR</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> <ul style="list-style-type: none"> Daily classroom observations by administrators: Markham administrators, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. 	<p>Sep 2010 – Jun 2013</p>	<p>NA</p>		<p>Principal</p>

SD	<ul style="list-style-type: none"> Benchmark Assessments: administrators and individual teachers monitor benchmark assessments to ensure students have received instruction on core curricular content. 	Sep 2010 – Jun 2013	NA			Principal
IRR	<p><i>Implement a schoolwide “response-to-intervention” model.</i></p> <ul style="list-style-type: none"> Intervention Coordinator – Using Response to Intervention as the foundation, Markham will provide afterschool and within the day intervention support, for students scoring Basic and Below in English Language Arts and Mathematics. We will hire an Intervention Support Coordinator to provide training to school staff on effectively implementing the RTI model. By developing this capacity at Markham, the staff will be able to identify struggling students early, provide appropriate instructional intervention, and increase the likelihood that students will be successful in their current placement. The Intervention Support Coordinator will analyze data to measure student growth and determine the effectiveness of various interventions. In addition, the Coordinator will meet one-on-one 	Sep 2010 – Jun 2013	\$288,000 <i>(Years 1-3)</i>			

	with students to set learning goals and monitor them, and coordinate Saturday School and in-school intervention.					
IP, SD	<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> <ul style="list-style-type: none"> Behavior Interventionist – The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development; instructional coaching and feedback; teacher-led collaborative planning using the Lesson Study and Instructional Rounds models; and student progress monitoring. As part of its restart model, Markham will hire a behavior interventionist to work directly with students with special needs. With the funds, we will hire a highly qualified site-based Behavior Interventionist to provide student with special needs a location for a time away, peer mediation, assist with behavior 	Sep – Jun	\$90,000 <i>(Year 1 only)</i>			Principal

	<p>modifications and academic support. The Interventionist will write, monitor and review Functional Behavior Analysis plans. The Behavior Interventionist will provide ongoing professional development and support to teachers during the school year on how to adjust their teaching practices to better service students with special needs. This position will contribute to students' academic success, allow for more instruction time students will receive in classes and promote safety on the campus. As of April 2010, the Special Education Suspension Rate is 18%, with an MCD Outcome goal of reducing that to 8.6%.</p>					
<p>EMO, TA</p>	<p><i>Use and integrate technology based supports and interventions as part of the instructional program.</i></p> <p>Increasing access to information technology and improving teacher and student's capacity for its use are key components of the Partnership's restart model. Technology is a complement to excellent teaching; therefore, Markham is providing access to technology resources for students and staff as well as helping build capacity through professional</p>					

<p>IP, SD</p>	<p>development. Accelerated Reader – The Teacher Librarian will implement the Accelerated Reader program to increase the reading comprehension levels for the 89% of students at Markham who are reading below grade level. The purpose of Accelerated Reader provides data that will monitor and personalize reading practice, encourage substantial amounts of practice according to guidelines based on research findings, and provide practice for students by facilitating and engaging students with appropriate reading level materials. Through its progress-monitoring and feedback mechanisms, it reinforces student effort and raises reading levels. In addition, STAR Reading will be administered by the Teacher Librarian to generate detailed reports immediately after a student completes a test, providing actionable, real-time information about students’ reading skills. STAR Reading scores help educators evaluate student improvement, differentiate instruction, identify struggling students, track growth over time, and assist students in selecting appropriate books for reading practice. Data will be disaggregated to provide information</p>		<p>\$90,000 <i>(Years 1-3)</i> for Site License</p> <p>\$285,000 <i>(Years 1-3)</i> for Librarian</p>		<p>Assistant Superintendent of Instruction / Principal</p>
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	<p>about specific demographic groups of students. The program will also provide information about students' general reading skills, which will help teachers create personalized reading plans and truly differentiate instruction based on the specific needs of their students.</p> <p>Student computers – purchase new computers so that students will be able to access online programs such as Accelerated Readers and Destination Math.</p>		<p>\$54,000</p> <p><i>(Year 1 only)</i></p> <p>for computers</p> <p>[36 computers x \$1500]</p>			
<p>IP, ILT</p>	<p><i>Increase rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.</i></p> <p>• Summer Bridge – The transition from elementary to middle school</p>	<p>Aug 2011-2013</p>	<p>\$23,760</p>			<p>Principal</p>

	<p>is an important time in a student’s academic career. Markham 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. In 2008-09, 48% of 6th grade students declined one or more proficiency levels on their ELA CST and 59% of 6th grade students declined one or more proficiency levels on their mathematics CST. Funds will help Markham 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. Accordingly, teachers will be in a better position to begin instruction immediately when the school year begins.</p>		<p>(Years 2-3 only)</p> <p>[3 teachers x 10 days x 6 hrs x \$66 / hr]</p>			
	<p><i>Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and</i></p>					

<p>ILT</p>	<p><i>acceleration of basic reading and mathematics skills.</i></p> <ul style="list-style-type: none"> • Intervention / Tutoring – Provide before- or after-school intervention and tutoring for students who have not demonstrated proficiency at grade level, enabling these students to matriculate into 9th grade (twice a year for 8 weeks each). For instance, in 2008-09, only 11% of 8th graders were at grade level in ELA and 3% of 8th graders were at grade level in mathematics. 	<p>Jan, Jul</p>	<p>\$79,200</p> <p><i>(Years 1-3)</i></p> <p>[5 teachers x 8 weeks x 10 hrs / week x \$66 / hr]</p>			<p>Principal</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"> • 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 effective implementation of MyData; therefore Markham 	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – training provided by PLAS staff</p>			<p>Assistant Superintendent of Instruction / Principal</p>

	<p>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 interventions is crucial to decreasing the dropout rate.</p>					
Time and Support						
EMO, TA	<p><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></p> <p>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. On Markham's annual survey of parents during the 2008-09 school year, only 41% of parents reported being involved with the school. Our goal is to increase this by 15% during the 2010-11 SY to 56%. Parent Training – Many of the</p>					

<p>FCE</p>	<p>parents at Markham 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.</p>		<p>\$30,000 <i>(Years 1-3)</i> [stipend for trainer and materials]</p>		<p>Director of Family and Community Engagement</p>
<p>SD</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"> To target students who score at the Far Below and Below Basic proficiency levels in English language arts and mathematics, Markham offers extended learning opportunities before, during and after school. We found that after school intervention is not enough for our students. We needed instructional experts to push in to support students during the school day to implement a push-in model with teacher assistants to work with small groups to ensure acceleration of performance. Push-in teachers will support small groups of students to achieve mastery on essential standards in ELA and Mathematics. For 		<p>NA</p>		<p>Principal</p>

	<p>instance, in Grade 6 & 7 mathematics, students struggle with the key standards related to Number Sense, students on average answer just 30 to 35% of those questions correctly.</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>Capturing Kids’ Hearts – Because building strong relationships between teachers and students has such a strong impact on student achievement, Markham will implement the Capturing Kids’ Hearts training program (CKH). CKH is a key component of the Partnership’s restart model. Capturing Kids’ Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. In order to implement this program effectively, we will hire a consultant to provide a 3-day</p> 		<p>\$21,000 <i>(Years 1-3)</i> for trainers [\$5 / student x 1400 students]</p> <p>\$19,510 <i>(Year 1 only)</i> for substitutes [25 teachers x 3 days x \$260 / day]</p>		<p>Assistant Superintendent of Instruction / Principal</p>

	<p>training session at the beginning of year for all staff, and mid-year for any new staff. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year.</p>		<p>\$31,216 for substitutes</p> <p><i>(Years 2-3 only)</i></p> <p>[20 teachers x 3 days x \$260 / day]</p>		
FCE	<ul style="list-style-type: none"> • Safe Passage – Student and staff safety is a priority for Markham. Recognizing the important link between students’ off-campus experiences with how easily they can learn in school, Markham is implementing a “Safe Passage” program for its students. Safe Passage is a coordinated effort between the police, community groups, school staff, and parent volunteers to ensure that students are able to walk to and from school safely. Middle school students are most at-risk because they often walk to and from school and are the most likely targets for gang recruitment. 	Sep – Jun	<p>\$64,800</p> <p><i>(Years 1-3)</i></p> <p>[3 campus aides x 10 hrs / week x 36 weeks x \$20 / hr]</p>		Principal
SD	<ul style="list-style-type: none"> • Security – Middle school is the time when students are most susceptible to gang recruitment efforts, and when some students begin their affiliation with gangs. To minimize gang conflicts on 	Sep – Jun	<p>\$72,000</p> <p><i>(Year 1 only)</i></p> <p>[2 guards x \$36,000]</p>		Principal

<p>IP,SD</p>	<p>campus and to keep external gang influences outside of the school, we will hire 2 additional on campus security guards at Markham. Only 66% of students report that they feel safe on campus. Additional security will help us reach our goal of improving this by 15% during the 2010-11 SY.</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>Sep – Jun</p>	<p>\$72,000 <i>(Year 2-3 only)</i> for 1 guard</p>			
<p>IP,SD</p>	<ul style="list-style-type: none"> • Classroom Libraries – One of the Partnership’s key priorities is to create literacy rich environments in all its classrooms. As part of its restart model, Markham will ensure all classrooms are print-rich and that students have access to an extensive collection of texts that are engaging, accessible and age appropriate for use in and out of class. Funds will be used to 		<p>\$54,774 <i>(Years 1-3)</i></p>			
			<p>\$26,600 <i>(Years 1)</i> [1400 students x \$19 / student]</p>			

	purchase lexile-level books to bolster the small number of books currently available in each classroom, which will provide additional access to grade-level appropriate books for our students.					
Governance						
EMO,TA	<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, Markham will transition into smaller learning environments.</p> <ul style="list-style-type: none"> • SLC Collaboration – Markham is organized into “houses” or small learning communities, to provide staff with a smaller number of students to teach. This will allow for a more personalized experience for the students, as every adult will 	Sep - Jun	\$132,300			Principal

<p>PD</p>	<p>know every student's name within each house. In order to maximize the effectiveness of this model, we will provide time for school staff within each house to collaborate with each other on a weekly basis to plan and develop rituals and routines. During the 2008-09 school year, students reported the following: 68% of students said "Adults at the school knew their name" and 62% said "People at this school care if I am absent." By moving into the house structure our goal is to improve personalization and increase both of these measures by at least 10% in 2010-11 school year.</p>		<p><i>(Years 1-3)</i></p> <p>[49 teachers x 36 weeks x 1 hrs x 25/hr]</p>			
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Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

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>Markham MS</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 Markham Middle School on July 1, 2008. The Partnership was selected by the LAUSD School Board to manage Markham 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 Markham and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Markham. Before taking management authority at Markham, 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.

Recruitment, Screening, and Selection of External Provider

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 Markham and other low performing schools in LAUSD before it began directly managing Markham. The Partnership did extensive outreach to the Markham school community before LAUSD agreed that the Partnership would be the external provider to operate Markham. The Partnership spent months reaching out to the Markham school community and the teachers and the parents voted to approve the Partnership as the external provider for Markham. To begin serving Markham, 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 Markham 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 Markham. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Markham 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 Markham to LAUSD. Annually, the Partnership also submits a report on Markham's 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.

LAUSD reviews the School Report Card for Markham annually to monitor improvements in student achievement and has controls in place to intervene if Markham is not improving under the management of the Partnership. Through the MOU, LAUSD can intervene in the Partnership's management of Markham 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 Markham has substantially failed to meet the

Recruitment, Screening, and Selection of External Provider

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 Markham 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 Markham Middle School. LAUSD entered into a 5-year contract with the Partnership to manage Markham MS beginning July 1, 2008. In choosing the Partnership to manage Markham, 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 Markham. 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 Markham's 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 Markham 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 the full range of responsibilities contemplated for school management and support, performance on other school transformation efforts

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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 Markham gives LAUSD confidence that the Partnership will continue to be a quality external provider for Markham Middle School.

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 (PLAS) began supporting Markham 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 Partnership schools are among LAUSD's persistently lowest performing campuses. Our schools have struggled for many years under the management of LAUSD and 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:

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- 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 Partnership began working with Markham MS a new administrative team has been hired, which includes the principal and three assistant principals. The Partnership worked with LAUSD to create a certificated administrative position called an Instructional Specialist. The Instructional Specialist is an administrator who focuses at least 75% of his/her time specifically on improving the instructional program. The creation of this position allowed greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with the Partnership's instructional experts, 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.

Periodic Assessment results in the core content areas of English language arts, mathematics and history-social science indicates that the supports that have been put in place for teachers are leading to improved classroom practices and increased student engagement, leading to strong gains in student achievement.

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- Markham's 2008-09 CST English language arts proficiency rate was 11.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 16.7%.
- 2008-09 CST mathematics proficiency rate was 7.4%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 12.7%.
- 2008-09 CST history-social science proficiency rate was 8.2%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 29.7%.

Other positive indicators of school improvement include an increase in the year-to-date attendance rate of 1.2% from 92.9% to 94.1% (2008-09 to 2009-10). Markham also has reduced their year-to-date suspension rate by 4.3% from 42.9% to 38.6% (2008-09 to 2009-10).