

SILVER LAKE STUDIO SCHOOL
Middle School Concept to serve grades 6 & 7 in 2013

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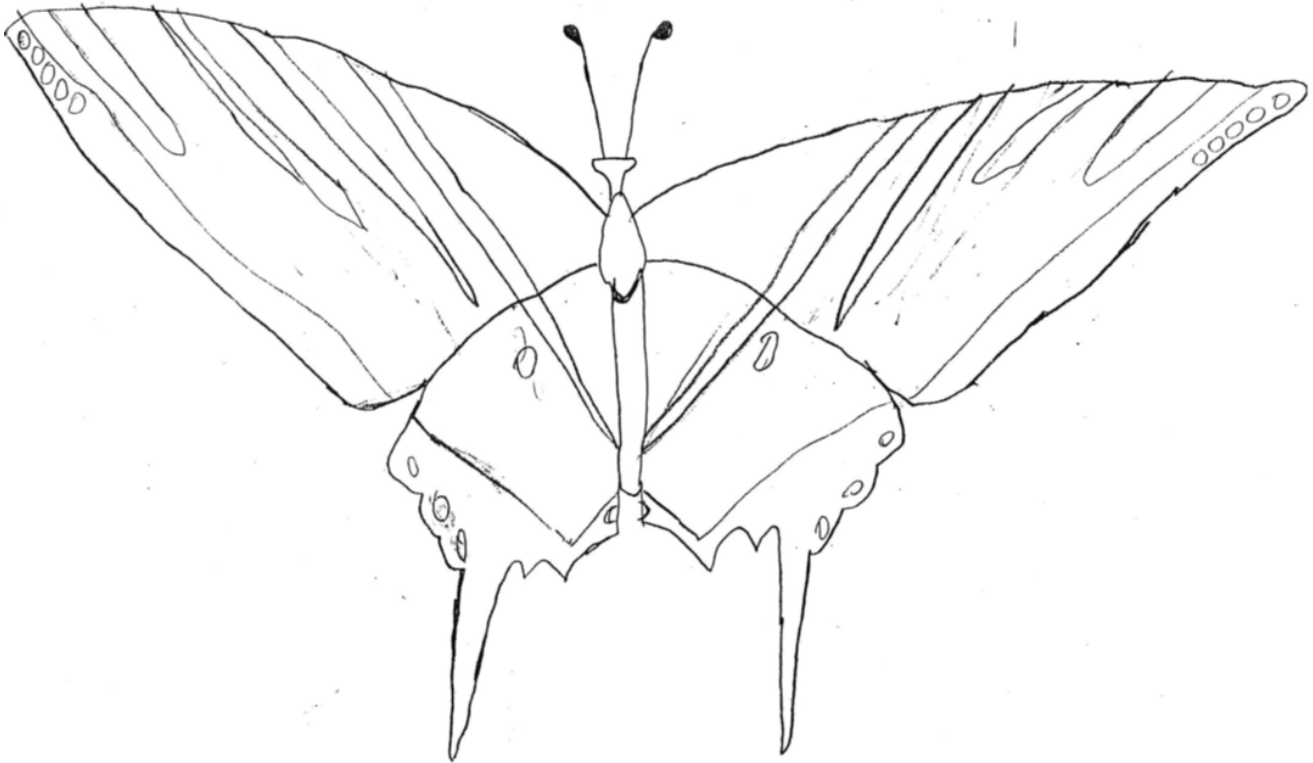


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A. MISSION STATEMENT

The Mission of the Studio School is to advance the academic, social and emotional skills that students will need for future academic success and to encourage the ability to respond creatively to 21st century challenges with integrity, discipline, compassion, and courage. The Studio School will achieve this mission by creating a small, diverse learning community devoted to the pursuit of excellence in authentic intellectual and artistic work.

B. VISION STATEMENT

The Studio School is a vibrant learning community that engages both students and teachers in active, purposeful learning tailored specifically to address the developmental needs of middle school learners. The Studio School inspires students to strive for academic and creative achievement and excellence by means of the Renaissance model of studio work in which authentic work and learning are integrated. Through such a rich and demanding academic curriculum and commitment to a strong arts program, the school's students will be uniquely prepared for the demands of high school and college. Further, a Studio School middle level education, with its emphasis on inquiry, problem solving and creativity, will develop in its students the skills and knowledge to think creatively, communicate effectively and act with integrity and purpose. Participation in project based learning, arts education and social-emotional learning programs will promote cooperation, communication and respect among a diverse student population, thus preparing our students to become compassionate global citizens.

Core Beliefs and Guiding Principles. The middle school years stand alone as a uniquely challenging and exciting time in a young person's growth and development. The years spent in middle school are truly a bridge between childhood and later adolescence when our expectations shift towards greater self-responsibility and initiative. As early adolescents experience such dramatic and rapid developmental changes, the schools they attend have a particular charge to respond with sensitivity to both their academic and social-emotional needs.

The Association for Middle Level Education has put forth four Essential Attributes of a high quality middle school that the Studio School embraces as guiding principles in the school's design:

1. **Developmentally Responsive.** Every aspect of a quality education for middle school students needs to take into consideration the rapid and profound developmental changes that occur during this time of life. Rather than treating middle school students as either mini high school students or older elementary children, their educational needs are best met in an environment that addresses the specific, exciting and often complicated tasks of this particular stage of human development.
2. **Engaging.** A challenging academic program ensures that every student learns and every member of the learning community is held to high standards. Traditional middle school programs have too often given students work that seems meaningless, dull and disconnected from the adult world in which they are beginning to participate. The

Studio School will provide a challenging, engaging school experience through a carefully constructed integration of Authentic Intellectual Work projects, instruction in the artistic disciplines, and rigorous academic tasks around the major content areas, all supported by technology.

3. **Empowering.** An empowering education is one that facilitates the evolution of a student from a passive receiver of information to an inspired creator of knowledge. At the Studio School, we believe that we empower our students with authentic work projects that connect to the world outside of school through presentations, performances and solutions-oriented service opportunities. Through curricular choices such as inquiry based lesson delivery, arts instruction and presentations and the practice of expressing oneself clearly and openly in Council, Studio School students are given the opportunity to make their voices heard from a place of empowerment rather than reaction.
4. **Equitable.** In the diverse community of learners that will comprise the Studio School, every student's right to an appropriately challenging and relevant curriculum is upheld. Through flexible small group instruction, educational technology programs and the frequent analysis of data from a variety of assessment tools, we will continuously adapt to meet the educational needs of our diverse student body.

We believe that the habits of mind and practice modeled by the adults in children's lives have a profound impact on student learning and engagement. The Studio School will function as an active community of learners, where teachers, staff and adults from community partnerships model their own learning process and the willingness to continually evolve as passionate, engaged learners and problem solvers. Parents will be encouraged to share their knowledge and expertise with students and will be given the opportunity to participate in a parent education series meant to support families during the often challenging transition from childhood to early adolescence. Teachers will be supported through professional development in arts curriculum, project based learning, social emotional learning models and participation in lesson studies. Through flexible scheduling, teachers will be given the time to reflect on their practice, analyze assessment data to inform instructional planning and collaborate with peers.

C. SCHOOL DATA PROFILE/ANALYSIS

Since the Studio School does not have an exact attendance boundary, this school profile is based on the performance data from the middle schools in the targeted area (T.S. King, W. Irving, and F. Nightingale Middle Schools) and their feeder elementary schools in the targeted neighborhood (Allesandro, Aragon, Atwater, Clifford St., Dorris Place, Elysian, Franklin, Glassell Park, Glenfeliz, Ivanhoe, Logan St., and Micheltoarena Elementary Schools). This preliminary analysis was conducted using publicly available data from the 2010-11 LAUSD School Report Cards.

Areas of Concerns. Middle schools are perceived to be chronically ineffective at serving their populations. The theories of learning behind middle level learning have varied widely over the last century, and the research community has generally been unable to identify what, exactly, makes middle schools work (Weiss & Kipnes, 2006). Research on middle level education

repeatedly finds that middle schools are filled with behavioral problems, attendance problems, and poor academic records, with little to explain the discrepancy other than the complexity of that age group's developmental needs. Put simply, the designs of middle schools--large schools, geared towards preparing students for high school--have typically failed to engage all students.

The middle schools in the area targeted by the Studio School maintain this trend. In general, these three middle schools are all much, much larger than their feeder elementary schools, ranging from 847 to 1,505 students, while the elementary schools ranged from 203 to 605 students (median 423). Middle school APIs averaged 744, while the students in the same neighborhood elementary schools scored an average 804 API (ranging from 712 to 927, median 811). APIs do not capture some of the more significant academic statistics, so we also examined the percentage of students proficient in math and English/Language Arts at their final year of schooling (5th and 8th grade for elementary and middle schools, respectively). Weighted average ELA proficiency rates dropped from 57% Proficient and Advanced in elementary schools to 46% in middle school, and Math proficiency rates dropped from an average of 60% to 36%.

Aside from academic indicators, the School Report Card provides insight on some of the affective components of schooling, as well. A weighted average of 83% of middle school students reported "feeling safe on campus," down from an average of 92% of elementary students. Perhaps more alarming, the percent of parents who reported that they "talk to a teacher about their child's work" dropped from a weighted average of 67% of elementary parents to only 41% of middle school parents. Suspension rates were higher across the middle schools than the elementary schools, though, surprisingly, attendance at the middle schools was higher than at the elementary schools (with a weighted average of 73% of middle school students with 96% or better attendance, versus 64% of elementary students).

Areas of Growth. Recently, King MS announced a plan to convert to an all-magnet campus (Stutz, 2012), which has the potential to address some of the concerns for students attending that campus. Some of the key characteristics of exemplary middle level schools are that they: (1) foster relationships between and among adults and students that promote both academic and social/emotional development; (2) employ educators who value working with young people and are trained specifically to do so; and (3) are guided by a shared vision of the school (Andrews, Caskey & Anfara, 2007). The King MS transition has the potential to achieve some of these goals, since the reorganization will also allow for staffing changes to support the goals.

However, structure alone is not a sufficient condition to ensure equitable access to a quality education for all students. Research has developed our understanding of the developmental needs of this critical age, and has contributed significantly to our understanding of what is needed for middle level education to be effective and appropriate for early adolescents. The underlying cause of ineffective middle level education can be found in the degree to which the schools' are developmentally responsive to their students' needs.

Personalization. One of the issues that the Studio School seeks to address is the difficulty that the larger middle schools in the area have to encourage relationships and meaningful connections between students, parents, teachers and other adult staff. As outlined above, it is essential that middle schools are safe, inviting and developmentally responsive spaces. Research supports the idea that “being known well and acknowledged is essential to students’ psychological well being and learning, especially for those students who are typically overlooked in large impersonal settings” (Position Statement of the National Forum to Accelerate Middle Grades Reform, 2004). On average, only 63% of the students of King, Irving and Nightingale report that their teachers know their names. In addition, only 42% of parents from the three schools report that they have adequate access to their children’s teachers, another indicator that relationships between these schools and the families they serve are weak. The quality of the connections and relationships at a given school can be tied to the ability of the school to be developmentally and personally responsive to its students. When school staff are unable to really know their students, they are also unable to respond to their academic and social-emotional needs appropriately. Moreover, the quality of the relationships, their depth and mutual responsiveness, have a large impact on the school culture and learning environment, another important factor in student learning outcomes.

Challenging Curriculum. The Studio School seeks to offer a new option to parents who hold the common perception that many large middle schools offer inadequate curricular programs and are a poor fit for many students. As discussed above, the data show that the three middle schools serving the area yield lower API scores as well as lower rates of E.L. and math proficiency rates than the smaller feeder elementary schools do. Unfortunately, these lower scores on academic assessments support the perception that the traditional middle school curriculum does not meet the needs of its students.

Small School Size. The traditional, large middle school setting makes it difficult for the genuine efforts of its teachers, staff and community members to create the impact on student achievement that they desire. For example, at King, the school has clearly made an effort to enroll the majority of the students in Algebra as research shows that passing algebra by the 8th grade bodes well for future academic success. However, in the 2010-2011 school year, with 93% of the students enrolled in Algebra, only 56% were passing, which is lower than the LAUSD average of 61%. At Irving, only 52% of the students are enrolled in Algebra and only 47% of those students are passing. Another area of concern is the difficulty these large schools have providing an equitable educational environment. Again, to use King as an example, in 2010-11, 51% of the 8th grade students scored proficient in ELA and 37% were proficient in math. However, students in the gifted magnet scored at 91% proficiency in ELA and 82% for math, exemplifying the struggle that large middle schools have serving all of their students equally.

D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL

Need for the Autonomies that the Pilot School Model Affords

Although the individual elements of this plan could probably be implemented without the Studio School operating as a Pilot school, the collective significance of the Pilot autonomies are essential to creating a small, adaptive school culture that embodies the vision and objectives laid out in this plan. A school that focuses on being developmentally-appropriate, engaging, empowering and equitable for youth must uphold these same values for the adults, as well, and the Pilot school contract is the proper vehicle for doing so.

Developmentally-Appropriate. A school that is responsive to young adolescents' social/emotional and academic needs will need autonomy over curriculum and scheduling to address changing needs quickly. Budgetary and professional development resources may need to be quickly refocused to address students' needs as they arise. Similarly, the Pilot school Elect-to-Work Agreement serves as a vehicle for responding to the changing needs of educators and their working conditions, and revisiting the EWA each year serves as a moment to re-examine whether the working conditions in the school are supportive of teachers' professional needs.

Challenging and Engaging. As the teachers in the school design and implement new curriculum based on the school's mission and vision, the school will need autonomy to move away from district-mandated curriculum and assessments. The school will need flexibility in scheduling and calendar to take advantage of opportunities and programs in the community.

Empowering. An empowered school culture requires local control and substantial input from the school's stakeholders. Governance autonomy will accelerate community ownership of the school and transformative culture.

Equitable. Ensuring that the school remains focused on the learning needs of students requires that all of the systems and structures are aligned and supportive of the school's mission and vision. Autonomy over staffing and professional development will allow for proper allocation of resources.

Elect-to-Work Agreement (EWA)

All teachers at the Studio School will sign an EWA annually. The EWA (see Section H) outlines the requirements for teachers working in the school, and is framed around the requirements inherent in these four pillars of the school design.

Partnership with Future Is Now Schools

Led by Green Dot Founder Steve Barr, FIN is committed to creating and supporting teacher-led schools as the best way to create sustainable systemic reform. FIN's work is based on the success of a teacher-driven high school jointly founded by then-president of the United

Federation of Teachers Randi Weingarten and Steve Barr. The school, now managed by FIN and soon to be renamed University Prep South Bronx, recently received an “A” from the NYC Department of Education and is in the top 2% of high schools in New York.

FIN has made a two-year pro bono, no management fee commitment to the Studio School. As part of this commitment, FIN will provide:

- Assistance in the recruitment of staff
- Assistance in hiring a school leader
- Assistance in community organizing and marketing to neighborhood families.
- Operational assistance.
- Fundraising to allay start up costs and adding a grade at a time model, and additional fundraising to support the shared goals of the partnership.
- Assistance for principal and teachers in developing community and organizational partnerships.

By the end of its commitment, Inc. and FIN will have created a site-based governance board including teachers, parents, community members and LAUSD. This board will replace FIN’s role at the Studio School.

E. PILOT SCHOOL TRANSFORMATION

Studio School Educational Philosophy

The world our students will graduate into is not the one that we live in today. The rapidly changing, ever evolving economic, political and ecological landscapes of the 21st century require that our students emerge from school with the ability to work with others, and solve problems creatively and effectively. In a recent article for the Huffington Post, Sir Ken Robinson explains that “building new forms of education on these alternative principles is not a romantic whimsy: it's essential to personal fulfillment and to the sustainability of the world we are now creating” (Huffington Post, 12/2012). As a means of creating an educational environment founded on the belief that our schools must adapt to provide these alternative principles, the Studio School curriculum is designed around the following four philosophical commitments.

- 1. Diversity.** An equitable education is one that embraces and fosters diversity and a learning environment in which our differences become a springboard for learning.
- 2. Respect for the Individual.** An empowering education is one that encourages its students to recognize and utilize their unique, often unrealized gifts and potentials.
- 3. Excellence through authentic, meaningful work.** Students remain engaged and motivated to work toward academic and artistic excellence when educational tasks are authentic and inspired by real work connected to the world outside of school.
- 4. Creativity.** Every area of the Studio School curriculum engages the creative mind from direct arts instruction and the integration of art into other disciplines, to creative

problem solving in authentic work projects or approaching the solution of mathematical problems in different ways.

1. Curriculum, Instruction, and Assessment

Inquiry-driven instruction. Tony Wagner argues that teaching is about providing students not with a textbook curriculum but with a thinking curriculum that will serve them well into adulthood in a world that may be quite different from the one we live in today (Wagner, 2008, p.163). Through an inquiry based curriculum designed around the major content concepts and interdisciplinary themes at each grade level, the Studio School will provide its students with an engaging, “thinking” curriculum. We plan to start with traditional LAUSD curriculum, augmented by authentic work projects that serve to integrate the curriculum and provide arts instruction in the afternoons. Multi age, flexible groupings will be used whenever possible to encourage a culture that allows students to be mentors, leaders and learners.

Research shows that middle school students who participate in authentic intellectual work projects as a key component of their school work, demonstrate both greater engagement and higher achievement on standardized tests. Studio School students will be taught to go beyond the mere completion of curricular assignments to the creation of excellent work through the use of Critique Protocol as developed by Ron Berger (see Attachment C for explanation). Employment of an inquiry and project based curriculum in the core content areas with the support of educational technology, an integrated and strong arts program and a variety of flexible structures, will ensure that Studio School students are challenged and inspired to achieve excellence.

Assessment. Assessment is an important part of the learning process. It provides a critical point of self-reflection about the attainment of learning goals not only for students and their parents, but also for teachers and administrators. Assessment data should drive instruction and serve to motivate and direct students to take on the responsibility for their own learning. The Studio School will use a variety of assessment tools, both formative and summative to inform the learning community about the mastery of important skills, student growth, and the strengths and weaknesses of individual students and the school curriculum as a whole.

Students will be assessed in a variety of ways including academic and artistic portfolio presentations, musical and theater performances, teacher created quizzes, LAUSD quarterly assessments and all required state tests.

Arts Partnerships. The arts are at the center of the Studio School Curriculum and are connected to core themes in the academic content classes. We believe that a quality arts focused education provides a powerful avenue to reach the goals of the Studio School mission. Early adolescence is an especially ripe time to steward the acquisition of our students’ non-cognitive skills and arts education has been proven effective in improving qualities such as self-regulation and resilience, as well as other non-cognitive skills that are associated with personal success. The research of James Catterall has shown that an arts education not only promotes “genuine

feelings of competence and engagement,” but that students with high levels of arts participation, outperform “arts-poor” students by virtually every measure (Catterall, 2002). In addition, the arts have been proven to reach students in untraditional ways and often young people who have been unsuccessful academically can become high achievers in arts learning settings, an experience which has proven to then carry over into other areas. (Catterall, 2002).

Years of research show that a high quality arts education can be linked to the attainment of the goals educators and parents seek for their children; academic achievement, social and emotional development, civic engagement and equitable opportunity. Arts programming also offers a valuable set of opportunities to engage parents, community members, and other stakeholders in examining students’ work and progress, as well as making clear and public the school’s mission and vision.

Social Emotional Learning Framework

At the Studio School, we take our mission to produce graduates who will respond with integrity, discipline, compassion and courage to 21st century challenges seriously. We believe that schools have an important role to play in working with families and communities to raise knowledgeable, happy, caring, contributing children and adolescents and thus, we include a component of Social Emotional Learning as one of our curricular areas.

Social Emotional Learning has been defined as the process through which people acquire the knowledge, attitudes and skills to recognize and manage emotions, set and achieve positive goals, demonstrate care and concern for others, establish and maintain positive relationships, make responsible decisions and handle interpersonal situations effectively. (Durlak, Weissburg, 2010) These social and emotional skills are the skills that create the foundation that promote other types of learning. A growing body of research has shown that Social Emotional Learning (SEL) curricula, when chosen carefully and faithfully implemented, produce students with superior SEL skills and an 11% gain in academic achievement as well. (Zins, Weissberg, Wang, Walberg, 2004). What’s more, SEL programs have been proven effective for students from different backgrounds and ethnicities. (Durlak, Weissburg, 2010)

There are several methods of Social Emotional Learning and The Studio School is looking into several approaches. The first is Council, a program already in use widely throughout LAUSD which fosters authentic expression and empathic, non-judgemental listening through a formal, structured process. Other evidence based SEL programs of interest to this design team are Roots of Empathy, Positive Action, Second Step and Resolving Conflict Creatively. In addition, schools employ meditation instruction and service learning as components of their SEL programs and The Studio School plans to develop and incorporate those practices as well over the course of the school’s first two years.

Some of the strategies that will be used at the Studio School are described here:

1. Studio Time (aka Advisory): Advisory-or Studio Time at the Studio School-is a daily 45 minute period where students gather in multi-age groupings to meet with a teacher/facilitator for a variety of activities that are meant to build school culture and community as well as to serve as an important point of connection for our young adolescents with an adult outside of the home. Studio Time will be used to:

- Meet in Council, SEL curriculum
- Discuss study skills and time management tools
- Trouble-shoot the coordination of projects
- Address academic questions or concerns
- Establish peer mentoring relationships
- Read Literature and Journal around developmentally appropriate topics
- Explore ideas for projects, tinker.

2. Critique. We will use critique protocol as a key interdisciplinary strategy to promote a culture of collaboration in authentic, meaningful work. With this peer critique process, where students identify the criteria that produce excellent work and are encouraged to revise many times to get something right, students are challenged to take ownership and responsibility for their learning outcomes. (Berger, 2003)

3. Council. Council is a community building practice that exemplifies and strengthens the school cultural norm of respect for diversity and it also serves as a bridge between academic and social-emotional learning. In Council, students will have the opportunity to practice expressing themselves clearly, with honesty and integrity and to listen without judgement to the thoughts and feelings of peers and adult facilitators. We want Council to serve as a model for how we listen with respect to one another, deal peacefully with interpersonal conflict and express ourselves honestly and responsibly at The Studio School.

Core Content

Further, each core content area will focus on supporting the goals of the social emotional learning framework:

Humanities. Humanities will be an interdisciplinary core subject that combines the Common Core Language Arts Standards with the California Social Studies Standards. Throughout their time at the Studio School, in their Humanities classes, students will read, write and respond to a broad variety texts, works of art, and primary source materials. The courses will emphasize foundational skills including grammar, research and writing both academic and creative work. Students will learn to analyze historical and fictional texts, formulate ideas, use evidence to support their ideas, and clearly express themselves both orally and in writing. The curriculum uses a project-based approach to integrate visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

Mathematics. Middle school math topics will take their lead from the Mathematics Common Core Standards. Our goal is for students to see the world mathematically and see math as a tool

to map and make sense of the world. 6th grade will focus on ratios and rates, explorations of fractions and negative numbers, using expressions and equations, and developing an understanding of statistical thinking. 7th grade will explore proportional relationships in the real world including geometrical scale drawings and constructions, further work with expressions, linear relationships in the real world and creating expressions to define them, and exploration of population samples as sources of information and understanding about the world. 8th grade will broaden these explorations of number systems to include irrational numbers, radicals, and exponents. Whenever possible, mathematical concepts at each level will be integrated into arts education and projects.

Math classes will take full advantage of technological learning from gamified blended learning models. Online learning sites such as Khan Academy, TenMarks, and BuzzMath will supplement classroom instruction and homework practice as will tablet apps and computer programs. Math, of course, will be connected as much as possible to science, but also, where possible to Humanities (Sumerian Base 60, e.g.). Math-based informatics and infographics are a vital part of analysis and communication in the 21st century world, and students will also explore databases and design cross-disciplinary representations of information gleaned from those databases.

Science. A new Science Common Core is under construction, so our curriculum is based on the existing California Content Standards. Science should, as much as possible, be hands-on, inquiry-based, and curiosity-driven and the exploration of scientific concepts will be studied from the perspectives of other program disciplines as well. Teachers of math and science will team to create projects where students need to use and understand mathematics in relation to the explanation of scientific concepts. Literacy and writing will weave through the science curriculum in complex ways from reading for understanding to communicating the results of experiments to the exploration of precision that is such a fundamental part of the scientific process.

- 6th graders will explore earth science to arrive at a foundational understanding of how the landscape they move through daily came into being: the formation of the universe, the geology and topography of the earth, how energy moves and shapes these systems. In 7th grade they will focus on the processes and principles of how the landscape they explored in 6th grade became populated with life. As they make sense of adaptation and evolution, they will explore how scientific knowledge is constructed through classifications, taxonomies, hypotheses, observation, experimentation, theorization, challenge, and revision.
- 8th graders will focus on a deep understanding of matter, force, and motion, as well as connect algebra concepts to scientific concepts to map real-world behaviors. Students will complete a number of labs in which they study and document mass/volume, conservation of mass, characteristic property, and the periodic table.

Arts. Through partnership with Inner-City Arts, our students and teachers will receive high quality arts instruction from ICA instructors, focusing on a specific art form: visual arts, ceramics, music, dance, drama, digital photography or animation, twice each week for seven-week

sessions. In addition, school staff will receive professional development in arts education by Inner-City Arts Instructors during a week long program in the summer. Continuous teacher participation in the ICA program along with students will ensure that whenever possible, the work started at ICA can be continued back at the school site throughout the remainder of each week during the student's afternoon arts block or studio time. Each seven-week session will include a culminating event such as a performance or exhibition that provides an opportunity for assessment and for students to share their artistic work with their parents and families.

For sixth and seventh grades, the students will receive a broad arts education, providing exposure and experimentation with all art forms. Each year, sixth and seventh grade students will be expected to culminate the year with a performance or visual arts show that will be open to the greater school community. By the eighth grade year, students will be asked to commit to one art form and they will spend their last year of middle school practicing and honing their chosen art form. Every Studio School graduate will start high school with extensive knowledge of visual and performing arts standards and leave middle school with the skills and discipline necessary to take their chosen art form to the level of professional internship during high school should they so choose.

As all Studio School teachers will be active participants in Inner-City Arts classes, there is particular opportunity to integrate core subject matter with arts instruction. For example, a current exhibit at ICA involves the creation of marble runs made from poster board along the walls. Studio School teachers would have the opportunity to discuss the mathematical concepts of measurement and slope involved in the project and extend that conversation back in the classroom. Students would then have a real world point of reference for mathematical concepts that could be incorporated into problem sets in their math classes at school.

Physical Education. Studio School will meet state-mandated P.E. requirements of 200 min/2weeks for 6th graders and 400 min./2 weeks for 7th-8th graders through a variety of elective classes and sports.

Meeting the Needs of Diverse Learners

Essential to the core values of The Studio School, is the ongoing support for an inclusive learning community where all students, parents, and the school's staff appreciate and value diversity. The teachers of this design team are most concerned with meeting the needs of all students and believe that the pilot model of a small school afforded specific autonomies provides a unique opportunity to meet the needs of diverse learners. In addition to the curricular choices outlined above, we intend to address the academic and social emotional learning needs of our diverse student body in the following ways.

Literacy. We recognize that our middle school students will come to our classrooms with varying levels of proficiency in English Language reading, comprehension and writing skills. For this reason, and especially to be able to reach struggling readers and writers, our Humanities teachers will employ a variety of practices in their literacy instruction. Every component of the

literacy instructional program will include thoughtful and measured scaffolding designed to work with students at their conceptual level in order to move them forward. (Vygotsky, 1978, Wertsch, 1998). Students at every grade level will read and write in a variety of genres and the school will work to provide texts for readers at different levels. Students will discuss literature in Literature Circle and/or Book Club formats to promote discussion as well as peer mentoring in the comprehension and analysis of class literature. The use of Literature Circles allows high achieving students to analyze texts and report on their findings both orally and in writing at the perhaps deeper level of their understanding while serving as models for students who struggle with comprehension or expression. The Studio School will use Writer's Workshop Curriculum due to this program's success with student motivation and its inherent ability to meet students where they are in their development as writers as well as the flexibility of the program to differentiate writing instruction in meaningful ways. Teachers will honor the many ways to be literate that extend beyond print-based literacy and will include digital, visual, audio and performed texts whenever possible.

Numeracy. The mathematics teachers will explore a variety of alternative mathematics curriculum for use as supplementary or core programs. The math teachers will identify curriculum that meets the objectives and mission of the school, which is to engage students in challenging and relevant mathematical tasks. Although ideal projects and tasks will connect to students' lives, other academic work, and community, a relevant curriculum may also align with students' intuitive problem-solving skills, celebrating their diverse solution paths rather than dictating a single, formulaic response. One such program that fulfills this objective is the College Preparatory Mathematics program (CPM), which offers a Common Core-aligned sequence from middle school through high school. The curriculum was designed and vetted by experienced math teachers working in California schools, and the program emphasizes real-world problem solving and writing. The curriculum can be altered and amended to bring in tasks that connect to students' other academic work and community, as well, allowing for deep, rich conversations about students' solution paths and construction of knowledge. Students with diverse learning experiences are effectively supporting in this math program, by encouraging collaborative learning through inquiry-driven tasks and challenging, open-ended problems.

Intervention. The Studio School is committed to developing an in-school and after school intervention program to support all students in meeting program goals and grade-level achievements. Our technology model will enable us to provide adaptive learning interventions both within school and at home to extend the learning day. We will use best practices to do so.

Special Education

The Studio School will provide special education services in accordance with the federal Americans with Disabilities Act (42. U.S.C. § 12101 et seq.), and all applicable California State laws and regulations regarding special education, and reasonable accommodation will be provided for students with physical disabilities on the basis of the school's responsibilities. The Studio School will focus on improving social awareness in the community at large as well as preventing future learning and social problems for children with or without disabilities. All Federal, State, and local legal mandates will be upheld. For students with disabilities, inclusion

is based on needs determined by the IEP. No child will be denied services based in his/her disability.

Children whose educational needs emerge after enrolling in The Studio School will be the focus of a meeting between the teachers and the parent/guardian to discuss the specifics of the concern and options for intervention, including bringing in a consultant (from school staff or community). The team may determine that no further action be taken or may refer the concerns to the Student Success Team (SST).

The SST's task is to understand the education and/or behavior issue, and work with the teachers family members, and child to create an intervention plan that addresses the problem. Over the course of a specified time, the plan will be monitored and evaluated. On the basis of the evaluation the SST, teachers and parents will determine if further action needs to be taken. At this point one of three actions may take place; 1)the plan was effective and all parties agree that no further actions is necessary, 2)the intervention plan needs revision and the SST, teachers, parents and child engage in that new plan, or 3) the plan(s) were ineffective, it is determined that the child would benefit from additional educational services, and the child is then referred to determine eligibility for special education services.

Parents, Guardians and Family Members will be involved in the entire process: referral, placement, program planning/implementation, and program evaluation. Parents will be considered integral partners in the overall operation of the school as well as in the planning and implementing of their child's educational program. The Studio School will comply with all Federal, State, and local special education mandates. Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement or services that may occur, and be invited, along with teachers, to conferences and meeting to develop IEPs. Parents will have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation or educational placement of their child.

Inclusion Model. The Studio School will be premised on a full inclusion model for the education of all children. Children with disabilities will be educated using best practices in classrooms with their peers who do not have disabilities. IEP support services will come to the children and be provided in the natural flow of the classroom regimen. The implementation of the IEP's will be the responsibility of both the general and special education teachers, para-educators, and DIS personnel. Each individual will be fully certified and qualified to deliver the very best instruction.

English Learners

The Studio School is profoundly committed to educating English Learners (EL) so that they achieve proficiency in English and attain academic success. All EL students will have access to all programs, curriculum and levels of instruction, including all enrichment and extracurricular activities; they will be fully integrated in the mainstream of the school community as they receive targeted English Language Development (ELD) support and services. The Studio School's inquiry based curriculum and use of authentic project based learning opportunities will provide English Learners with a dynamic opportunity to hear and use both social and academic english

in highly engaging, natural ways. The arts focus is another critical avenue proven to help EL learners. A UCLA study provides evidence that participation in the Inner-City Arts programs “significantly contributed to students’ listening comprehension and the ability for students to use advanced language constructs when speaking” (Arts in the Middle, 2007).

The Studio School will ensure that EL students will be held to the same high expectations of learning as all students and be taught challenging academic content via instruction that builds on their previous education and that reflects their language proficiency. Parents and guardians whose English proficiency is limited will receive notices and information from the school in the language they best understand in order to welcome them into the Studio School community and enable them to support their child’s learning.

Recruitment. The Studio School will ensure that families of EL students have access and opportunity to apply for enrollment. The school will liaison with key staff including English Language Coordinators in proximate elementary schools as well as community organizations and resource centers in the communities that we will serve. This will be facilitated by the fact that The Studio School’s lead teachers have strong ties to ELL schools. Student service learning projects at feeder schools will also create relationships between The Studio School and economically disadvantaged, high EL elementaries.

Delivery of Services. The Studio School will ensure that English Learners succeed by providing and using SDAIE strategies in content area classes in addition to English as a Second Language instruction when appropriate. These services will ensure that ELs reach proficiency in the English language as quickly as possible while developing the content knowledge and academic language required for success across the curriculum. While meeting the statutory requirement for educating ELs, The Studio School will provide ELs with equal access to the full and rich educational program provided to native English speakers.

Students will receive their content area classes from teachers utilizing a SDAIE, approach in which language and content are taught together. For those students at earlier stages of English language acquisition, ESL instruction will be provided in a separate class. Staff and outside expertise will be tapped to create a culture of PD responsive to EL needs. We will pay particular attention to the identification and remediation of long-term English learners.

Monitoring and Evaluation. The English language proficiency of identified EL students will be measured annually using the CELDT. The Studio School will also evaluate each student’s performance in academic content areas to measure the student’s progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, appropriate modifications to the instructional program will be made. The Studio School will follow state and district guidelines for reclassification of EL students. The Studio School will also disaggregate its student achievement data to track disparities in performance between the EL and native English speaking student populations.

Gifted Students

The Studio School believes that the needs of gifted students are often mentioned but rarely met. One of the most important of these needs is social and emotional learning, which is often neglected in students whose academic achievement may extend well beyond their age and maturity. The Studio School recognizes that a portion of GATE students are twice exceptional; that their intellectual acuity may well be accompanied by an emotional or learning disability. The Studio School's focus on social emotional learning will help build the foundation for GATE students upon which a variety of academic engagement methods and strategies may be deployed. Acceleration is one option for allowing gifted students to create an educational pathway and The Studio School's blended learning model enables this. The arts program at the Studio School offers all students of varying academic abilities, but especially our gifted students an opportunity for unlimited challenge. Equally, we believe that depth and complexity are important for developing gifted student's abilities, and the Studio School's PBL model allows for this type of content and process engagement through differentiation within the framework of whole class projects as well as independent studies. Badge-based learning also allows for all students, and especially GATE students, to develop and satisfy their interests in specialization as well as breadth. Our portfolio and badge models also enable varied pathways to demonstrate mastery, as do service and linked learning.

Formative and Summative Measures Used to Determine Student Progress and Success

1. Dashboards: The Studio School is committed to pioneering new approaches to improving student outcomes. One such approach that shows much promise is using blended learning models with effective data dashboards both for students and for teachers/administration. Dashboards such as those accompanying Khan Academy, TenMarks, and NoRedInk promote students' self-awareness of their progress in mastering fundamental learning. Pairing them with reward systems generates motivation. They also offer teachers and administrators real-time data to assess, refine, and target differentiated instruction, as well as reflect on and reconfigure practice. We are presently researching meta-dashboard and learning management systems.

2. Rubrics: Project-based learning as well as any form of writing require rubrics for students to self-assess and compare and contrast their self-assessments with peer-evaluations, teacher-evaluations, and parent-evaluations. Rubrics promote a culture of engagement with growth. When students learn to discuss work with each other, with teachers, with families, learning no longer is a private or punitive interaction between one child and one adult but rather community investment in a growth process with marked guideposts showing the path forward.

3. Portfolios: Projects with rubrics combined together create portfolios, both physical and digital. Portfolios may contain exemplary pieces of work, or paired pieces of work that show growth along a standard or learning objective. Over the course of a year,

students will create portfolios that will 'bingo' all squares of The Studio School's Learning Matrix. Over the course of multiple years, students will be able to see their growth within that same matrix.

4. Badge Portfolios: The Studio School believes badges will become an increasingly important assessment component of 21st Century learning. Badges are on-line, portable records of achievement (not unlike scouting badges), and they serve to promote self-starting as well as pride in accomplishment. Badges include evidence of accomplishment or achievement, the means of assessment, skills demonstration, and issuer information. Presently, institutions, agencies, and sites as varied as the New York Department of Education, the School District of Philadelphia, the Khan Academy, NASA, the American Museum of Natural History, the Smithsonian, and 4H issue badges for defined on-line and real-world learning pathways. Badges can serve as an important monitoring tool for students' development of challenging concepts, but are not a replacement for authentic, rigorous summative tasks.

5. Standardized Tests: The Studio School recognizes that standardized testing in moderation provides valuable data to students, parents, teachers, schools, and larger educational authorities. Standardized testing is part of the college admissions process as well as life, so our goals are to assist students and families in thinking of testing as one measure of achievement amongst multiple other measures, as well as to learn to master the strategies needed to take the tests. Studio School will help students see standardized tests as a way to link themselves into larger networks: districts, states, the country--as well as to see their own progress over time.

6. Ongoing Evaluation: Ongoing evaluation, both formal and informal, takes place in all effective classrooms. Self-starting teachers are constantly noting student progress and deficits, and modifying instruction to meet those needs. Teachers will also team to create in-house, grade-level assessments and discuss student needs for remediation and enrichment.

7. LAUSD Quarterly Assessments: During the first few years, the school will make use of the District Periodic Assessments to monitor students' progress toward proficiency.

8. Performances and Exhibitions: In some courses, The Studio School will use performance assessment to systematically observe and rate an actual student performance. Performances and exhibitions of the work students do at Inner-City Arts will be evaluated according to established performance criteria and rubrics that are aligned with state standards. Students will be asked to perform a complex task or to create a product. These activities will often include real-life tasks that call for higher-order thinking skills. Both individuals and groups will be assessed on both the process and the end product. In addition, students will create their own tools to gain valuable experience in setting their own goals and standards of excellence. In some instances, presentations will be judged by a trained panel of adults and peers.

9. Teacher-Student Conferences and Student-Led Conference: One-on-one interaction between students and teachers will be an invaluable opportunity to assess student progress and inform individual, classroom, and grade-level instruction. During these conferences, teachers will assess a student's strengths and needs, resulting in individualized support. Teachers will record information from these conferences to have an ongoing record of student progress. Conferences will rotate between teacher-led and student-led conferences.

2. Schedule and Calendar

The Studio School will operate on the LAUSD early-start calendar, with up to two weeks of summer professional development for teachers each year. Students will take 5 academic classes on campus, and will receive elective credit for arts classes conducted at Inner-City Arts.

The bell schedule (see Attachment D for an example) is organized around students attending twice/weekly arts classes at Inner-City arts. Students will be divided into four cohorts, each of which will attend classes on either mornings or afternoons on either Mondays/Wednesdays or Tuesday/Thursdays. Thus, a single bus can accommodate ~100 students/day to and from Inner-City Arts. The bell schedule presented here is a draft, since the exact class times will be coordinated with Inner-City Art's schedule and LAUSD transportation services. As additional arts partnerships develop, arts course may also be offered on site at the school, diminishing the need for travel.

Students will take 5 classes on campus (ELA, math, science, social studies, and PE), and will participate in a once weekly "Studio Time" on Friday mornings. Studio Time will be an opportunity for the school organize and implement Council, host "gallery" tours of student art work, focus students on short projects, or simply extend learning time on important tasks.

The school day will end early on Friday afternoons, allowing teachers time for professional collaboration. To avoid shortened classes on Fridays, the school might alternate even/odd classes meeting on Fridays, using the time for in-class assessments and interventions. Two hours/week will be allocated for instructional collaboration and operations, allowing teachers uninterrupted time for focusing on their craft and/or resolving school operational challenges.

3. Staffing

Leadership Team. The leadership team of the Studio School consists of the principal, counselor, Title 1/EL coordinator (if funding allows for this position), and lead-teacher. The team will meet weekly, either before or after school, to monitor the school's implementation of the plan, organize professional development activities, resolve urgent issues, and support the principal in sustaining the vision of the school.

EWA. By February 15th of each year, the teachers will revisit the EWA and determine if the EWA needs to be updated. There will be annual reviews of the EWA, leading to any necessary revisions of the EWA.

Decision-making processes. Inclusive decision-making processes are vital for distributing leadership within the school and empowering teachers to voice their concerns and suggestions. In general, decisions must support and reinforce the vision of the school.

- **Staff meeting structure.** Each week, the entire faculty will meet for a staff meeting, using the 30-minute meeting structure developed by LAEP. The 30-minute meeting structure is a protocol for efficient, limited-dialogue staff meetings. The format allows for 10 minutes of “updates” from any staff member--updates regarding field trips, programs, partnerships, etc. Any staff member may share an update. Second, 10 minutes are reserved for “questions and needs.” Again, any staff member may ask a question or share a need, and those that can’t be resolved immediately are charted for follow-up. Finally, the staff spends the last 10 minutes assigning responsibility to the posted questions and needs and identifies meeting times for these follow-up conversations. Typically, many school-wide needs can be addressed by a smaller group and brought back the following week for review, so that all staff members can have input on a decisions without needing to be present for every conversation. Further, regular use of the structure supports developing distributed leadership among all staff members.
- **Consensus decision-making.** When the school faces decisions that require collective staff input (such as any decision that represents a departure from the plan and goals of the school), the staff will use the “Straw Poll” strategy from Adaptive Schools. Straw poll uses a sufficient consensus process, allowing all members to share a level of agreement, ranging from 1 (“I strongly agree with the idea”) to a 6 (“I strongly disagree”). The power of the protocol lays in its ability to focus on moving people who disagree to a 3 (“I have a few reservations, but generally am in agreement”) or a 4 (“I’m not in favor, but will go along with the rest of the team”). The process of identifying the concerns of those who give a 5 or 6 allows the entire staff to brainstorm solutions to reconcile the concerns raised by a few. Finalizing agreement with everyone’s support also prevents future challenges, since all staff members had ample opportunity to voice concerns prior to implementation of a challenging idea.

4. Professional Development

We believe that professional development must be an ongoing, iterative process of examining problems and creating solutions.

Weekly Collaboration Time. Teachers’ weekly collaboration time will be devoted to supporting teachers in designing, implementing, and assessing authentic tasks in their classes. Friday afternoon professional collaboration time will begin with a short round of sharing successes and challenges from the week. De-privatizing teachers’ instructional practice requires

incremental steps of building trust and creating shared solutions to common problems. Challenges raised by teachers will be addressed in a myriad of ways, such as by partnering them with a colleague or providing a focused agenda at a subsequent meeting to address the challenges.

Teachers will then spend their time using either Tuning Protocol or Consultancy Protocol to analyze student work samples and lesson plans, respectively. These protocols allow teachers to share their practice in a structured, safe environment. Used in an ongoing fashion, these protocols help create a community of practice organized around instruction. (Please see Attachment E for example agendas.)

Operations Meeting. Friday afternoons will close with a 30-minute meeting, which is a protocol for succinct faculty meetings. All teachers have an opportunity to share updates, ask questions and raise needs, and participate in developing solutions.

5. School Culture

Importance of Community. In the urban sprawl of Los Angeles, many of us yearn for an experience of community, of connection to one another and commitment to something beyond ourselves. While academic achievement and excellence remain the primary aim of The Studio School, we believe the school can also become, what good schools all over the city already are, centers that fulfill some of our collective need for community and connection. At the heart of this aspiration is the idea that schools are institutions that serve their communities, and service is as much an attitude, a way of being, as it is a collection of generous acts. We hope The Studio School will provide the students, parents and community with a sense of belonging, a sense of meaning and purpose that will empower and guide them to participate in the solutions of our 21st century challenges.

We realize that we cannot just hope this idea into fulfillment, that deliberate choices must be made that will serve to create a school culture that embodies the norms and attitudes that this vision is founded upon. The Studio School will intentionally create a school culture that instills the values of academic and artistic excellence, respect for diversity, personal responsibility, and the value of civic participation in the following ways:

Arts. As described previously, the school will be organized around making full use of arts programming offered through Inner-City Arts and other potential partners.

Supportive Adult Relationships. One of the most crucial benefits of a small school environment is the possibility for teachers to get to know their students well, to personalize their instruction according to individual traits and needs. The research of Linda Darling-Hammond affirms that deep, meaningful relationships between students, teachers, and parents or caregivers have a positive impact on all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006). At The Studio School, teachers and students will have much more access to one

another than a traditional large school environment provides. The interdisciplinary team teaching structures at The Studio School will allow teacher partners to build deep relationships with smaller groups of students. In addition, each student will be assigned an advisor, their Studio Time teacher, who will closely monitor the academic progress and social emotional needs of their students. Advisors will meet with students and parents individually at the start of each semester to map out the academic goals and create personalized education plans. Advisors will also meet with students individually each week and provide guidance and support to assist each student in achieving academic goals. Advisors will be responsible to maintain communication with parents and respond to questions or concerns.

Social Emotional Learning. While the Studio School's Social Emotional Learning component strives to nurture our student's non-cognitive skills, it also sets the tone and the expectations for behavior of the entire school community. Through the practice of Council for instance, it is made clear that the school culture is one that promotes respect for diversity and fosters authentic expression and empathic non-judgemental listening in all areas of school life. The SEL component of the school curriculum not only teaches the respect for diverse viewpoints which is critical to relationship and conflict resolution skills, but the importance of taking personal responsibility for one's choices.

Service Learning. Over the course of the first two years, staff and parents will work together to create a meaningful service component to the school program. Ideally, students will come up with at least one project each year that will directly benefit the surrounding community and parents, teachers and staff will facilitate the realization of these projects. Examples include regular outings to clean up trash in the neighborhood and the creation of signs or pamphlets that encourage responsible recycling and reduction of landfill trash. The students might come up with ways to provide a community health fair, inviting community partners like the American Red Cross and other neighborhood health related institutions to participate. A project-based assignment might be to create an artistic presentation to promote healthy nutrition and self care that students can present to the wider community at the health fair. Service Learning provides a powerful avenue for demonstrating the values of the school's culture and climate.

Inclusion and Support for Parents. The Studio School will welcome and respect parents as partners in the success of their child's school experience. The school will maintain an open door policy and attitude towards parents and will provide opportunities for parent visits, volunteerism, participation in end-of-unit projects, parent conferences and will actively seek to utilize the expertise of parents in various contexts. Parents will also be invited to several parent education nights hosted on campus to provide support for their important role in the lives of their young adolescent children.

Open School Culture. We will regularly host visitors to our school, such as parents, community organizations, and volunteers. Our school is structured to invite and regularly engage community members and parents to work closely with parents and students on operations,

curriculum, and end-of-unit projects. Visitors to our school will observe an open, transparent school culture with a value for academic achievement.

Culture of Excellence. The key to motivating a culture of excellence is to provide opportunities for authentic, meaningful work that is connected to the world beyond the classroom. The use of critique protocol for project based and artistic work, demonstrates that striving for excellence is a shared value at the Studio School. Presentations of student work to families and community members sets the school expectation for work that is worthy of audience attention.

Collaborative Adult Culture. Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). Interdisciplinary teaching gives grade-level teams an opportunity to develop thematic, backwards-planned curriculum. Teachers collaborate in both grade-level and vertical/subject-specific teams to ensure that curriculum and instruction is sequenced for the developmental needs of all learners

Our end goal is an adult culture that is: Empowering, Engaging, and Equitable.

6. School Governance

Pilot Schools have the freedom to create their own governance structure that has increased decision making powers of budget approval, principal selection and evaluation, and program and policies, while being mindful of legal requirements and applicable collective bargaining agreements. (Review the Governance section in the Pilot School Manual to gain a better understanding of the roles and responsibilities of the Governing School Council).

In addition to GC, an Advisory Council comprised of parents, community partners, and artists to review curriculum, projects. Can meet during school day, kids present, etc.

7. Budget

Our small schools model with regular off-site classes (for example, one bus/day for transportation to and from Inner-City Arts) will require strategic budgeting and external support. Summer Professional Development costs will need to be covered as well. Future Is Now Schools (FIN) is committed to raising \$500,000 to supplement the budget. In addition, FIN is committed to providing an iPad or tablet for each student and will work with the Superintendent's office to include our school in a technology pilot program for future district buy-in.

8. Family and Community Engagement

Parents will play a vital role both in their child's education at the Studio School and in the growth and development of the school itself. While we understand that it is common, natural and developmentally appropriate for parents to participate at their child's middle school less

than they might have during elementary school, Studio School parents will be highly regarded partners in the educational process and will need to participate in a variety of ways. During the registration process, parents will be informed of their expected participation at school in the following ways:

Parent Conferences. The opportunity to meet with teachers, go over individual progress and set goals at parent conferences will be held twice each year. Parents and students will come to school for two student led conferences in which the student will be expected to share their academic and artistic work as well as have a discussion with teachers about progress. At the student led conference, the student will also set goals for the quarter and assess their progress on previously set goals as well.

Volunteerism. We welcome parent volunteers to help with a variety of activities at the Studio School. We will need parents to help with preparation of project supplies and materials and to help with special projects, presentations, and after-school activities. Parents will be needed to share their expertise with students as it pertains to curricular areas, especially in the arts. The school will also need parents to serve on its Governing Board and be involved in school decision making.

Parents as Audience. Students will have several performances and exhibitions of their work throughout the school year and will be expected to attend and be important audience members. This serves to inform parents about the work that is being done at school, both academic and artistic and it also builds the connection between meaningful work and its place in the world outside of school.

Communication. The School will work to ensure that parents receive clear, timely communication from the school about their child's progress, upcoming events or ways to be of service at School. School communication will be provided in the home languages of all students, whenever possible to ensure equitable access to school information. Technology will play a vital role in communication between school and home and we plan to use technology as a way for our community to easily connect, share questions and concerns and have access to student assignments and grades. By utilizing technology including social media, we will be able to survey parents, monitor participation data, tabulate feedback, provide summary reports over time, and continue to work to provide meaningful ways to bring our community closer together.

Parent Education. Parents will receive support in their role as parents of young adolescents in the form of parent education meetings taught by school staff and community partners. We will also make every effort to record these events so that parents who are unable to attend might be able to access them online from home. Topics for such discussions will come from parent surveys given at the beginning and end of each year.

Community Resources. Information on community resources, such as health and wellness organizations and arts organizations will be made available to parents and the school will work to create connections between parents, students and outside community resources that families need.

F. SCHOOL PLANNING TEAM

Marca Whitten has served as an educator in Los Angeles for over twenty years. She received her Bachelor of Arts degree from UCLA and a Masters of Science in Counseling from California State University Los Angeles. For the last seven years, she has taught Kindergarten and First Grade at Ivanhoe Elementary School in the Silver Lake area of Los Angeles. A life long Silver Lake community member and parent to three children, she understands the educational needs and tenor of Silver Lake residents as few others can. At Ivanhoe, she has served as a lead teacher and a member of the School Site Council. She has participated in numerous professional development opportunities including The Orton-Gillingham reading methodology created for children with learning disabilities, Singapore math training and Writer’s Workshop. Marca completed her counseling internship, working with families in middle school and high school students at Foshay Learning Center in Los Angeles. In addition to teaching in the elementary setting, Marca received training and taught classes for LAUSD’s Parent Education department. She has led numerous parent education workshops at Ivanhoe and has extensive experience supporting parents with children of all ages. As a Silver Lake mother of three children ages 18, 15 and 12, Marca understands the strengths and weaknesses of the area’s middle schools well and was honored to serve on the design team of a new pilot middle school for the community she knows and loves.

Marca took the lead on designing the core instructional program of the school.

Paul Payne is a leader on the design team of the Los Angeles River School, which was approved through Public School Choice 2.0 and opened its doors in September 2011 as one of three Pilot schools on the Sonia Sotomayor Learning Academies campus in LD4. Paul has taught all levels of secondary math for 10 years; designed and coordinated a very successful Humanitas SLC on B-track at John Marshall HS for 8 years; and has created, facilitated, and evaluated professional development activities for Los Angeles Education Partnership for the last six years as an educational consultant. He holds an M.A. in Mathematics Education, B.A.’s in Economics and Environmental Studies, and is currently pursuing his Ed.D. in Educational Leadership and Policy Studies at CSU, Northridge, with his research focusing on Pilot school leaders’ experiences in innovation. He is passionate about the power of teacher-led reform to improve instructional practices and student achievement, and he is equally passionate about using collaborative, student-centered strategies in the classroom.

Paul shared his small school experiences and technical assistance to organize the writing process of this plan.

Advisory Team. In addition to these core members, we have also worked closely with the other two FIN pilot design teams from Fairfax and Venice. The teachers on three teams, Sujata Bhatt (5th Grade Grandview Elementary), James Encinas, Kathy Haggerman (AP History, Fairfax High), Mohammed Choudhary (English, Luther Burbank Middle School), consulted together on all aspects of school design.

G. IMPLEMENTATION

Creating the school described here will require significant time and attention to implementation details. Implementation will be staggered, with the goal of putting all programs in place during the first three years of operation.

The school will begin with two sixth grade classes and one seventh grade and grow to include another seventh grade class, an eighth grade class and finally two classes of each grade level. Interdisciplinary teacher teams will facilitate core content instruction from the Common Core Standards. We plan to start with traditional LAUSD curriculum, augmented by authentic work projects that serve to integrate the curriculum and provide arts instruction in the afternoons. Multi age, flexible groupings will be used whenever possible to encourage a culture that allows students to be mentors, leaders and learners.

The first year will open with traditional LAUSD curriculum and a strong arts partnership with Inner-City Arts. Teachers will attend trainings during the summer prior to opening to understand how to implement some of the core curricular and co-curricular programs. In the second and third years, teachers will begin to implement innovative and challenging curricular projects aimed at supporting the central arts focus of the school, such as through project-based learning. In years four and five, we would expect to see deep curricular connections between core content in the academic subjects and the arts program.

H. REQUIRED AND ADDITIONAL ATTACHMENTS

Attachment A (Letter of Intent / Information Sheet)

LETTER OF INTENT / INFORMATION SHEET

School Site Name:	Silver Lake / Echo Park Attendance area (near Thomas Starr King MS)
Proposed School Name (if planning to change current school name):	Silver Lake Community Middle School
Conversion or New Pilot School:	New, co-located
School Address:	Mailing Address: 626 Wilshire Blvd, Suite 330 Los Angeles, CA 90017
Primary Contact Name:	Paul Payne
Primary Contact Phone No:	323.205.6348
Primary Contact E-mail Add:	<i>paulmpayne@gmail.com</i>
Secondary Contact Name 1:	Marca Whitten
Secondary Phone No 1:	323.819.1591
Secondary E-mail Add 1:	<i>marcawhitten7@gmail.com</i>
Secondary Contact Name 2:	Windy O'Malley
Secondary Phone No 2:	<i>itswindy@me.com</i>
Secondary E-mail Add 2:	323.401.3628
Proposed Grade Level Configuration for 2013 – 2014:	6-8 th
Proposed Thematic Units or Areas of Focus (if applicable):	Visual Arts and Service-Learning

Attachment B (Elect-to-Work Agreement)

Studio School Elect-to-Work Agreement

The following agreement has been crafted using the guidelines set up cooperatively by the Los Angeles Unified School District, United Teachers of Los Angeles, and Associated Administrators of Los Angeles (LAUSD, UTLA and AALA) for the LAUSD Pilot Schools Network and has been approved by the Silverlake Studio Pilot School (Studio School) design team. It was developed to fulfill the core vision, mission, and goals of the Studio School.

The Studio School is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in the arts and sciences.

When hired and no later than April 15 annually thereafter, each Pilot School UTLA-represented staff person is required to sign an Annual Elect to Work Agreement. The Elect to Work Agreement should include the following areas included in this template. Since teachers elect or choose to teach at a Pilot School, it is essential that each school clearly outline the working conditions, terms and expectations for employment.

SCHOOL NAME: Silver Lake Studio School

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-2014

1) Introduction

I, _____ am voluntarily electing to work at Silver Lake Studio School (Studio School). I am signing this Elect to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

Studio School is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by Studio School and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Elect-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of employment

Studio School will follow the LAUSD early-start school calendar. The workday for teachers will be from 8:00am to 3:30pm, Monday through Friday. In preparation for each year, teachers may be expected to attend up to two weeks (10 days) of professional development during the summer, paid or unpaid.

In addition, supplemental hours and tasks necessary to complete the mission of the Studio School may be required.

4) Responsibilities

Teachers at the Studio School, in addition to regular teaching responsibilities, are responsible for:

- a. Chaperoning students twice/week to arts classes, and participating in arts classes there with the students.
- b. Integrating themes from the arts classes into their academic classes.
- c. Developing project-based learning opportunities in their classes and using technology as part of a blended learning program.
- d. Participate in Friday afternoon collaboration time by bringing student work samples and lesson plans for discussion.
- e. Conduct oneself in a professional manner consistent with vision and mission of the school.
- f. Other duties assigned by the Administrator.

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)

- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process. Unless altered in future EWAs, the Studio School will follow the due process outline in the UTLA collective bargaining agreement.

7) Transfers (voluntary and involuntary)

You may transfer from Silver Lake Studio School at the end of each school year. Similarly, Silver Lake Studio School may unilaterally transfer you at the end of each school year. You will be transferred to a vacancy for which you are qualified at a school within the geographic area in which Silver Lake Studio School is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

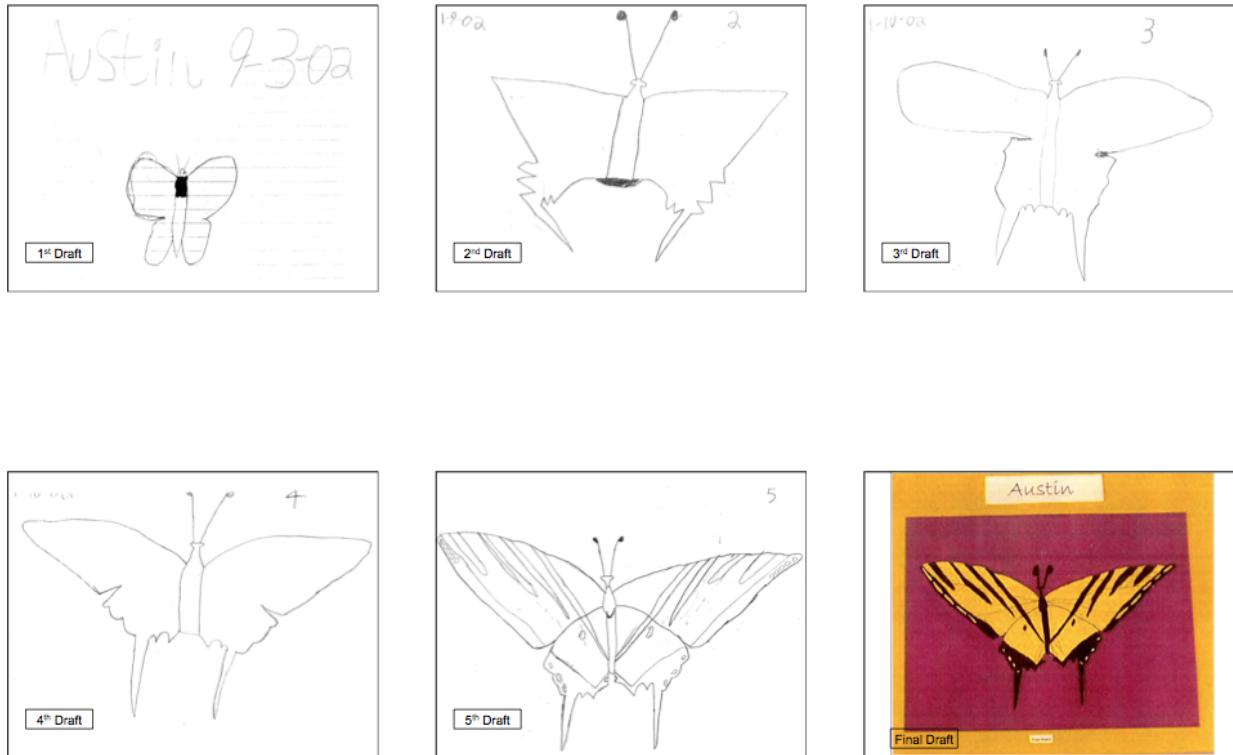
By signing this document, I acknowledge that I have read all the provisions of this Elect- to-Work Agreement and that I agree to all its terms.

Employee Name / Employee # Date

Principal Date

Attachment C (Critique Protocol)

Example of student work, revised after multiple rounds of Critique:



The critique protocol allows students to share constructive feedback with one another's work. The process is simple: Students exchange work, and offer a compliment, a question, and suggestion for their partner. Used regularly over time, the protocol reinforces the skills of observation, academic vocabulary, and perseverance.

In this series of drafts drawn by Austin, a first grade student, we glean the power of the critique protocol process as outlined by Ron Berger. Austin knew that his goal was to make an accurate, colored, scientific drawing of a Western Tiger Swallowtail Butterfly from a picture given to him by his teacher. In his first drawing, he did exactly as most first graders would, he drew the common child's icon of a butterfly. He met with a critique group of peers who were asked to give him advice and were instructed to be Helpful, Specific and Kind. Austin went back to work in his second and third drafts, following the advice of his friends to attend to the details of the shape of the wings and to depict that butterflies have upper and lower wings on each side. Austin's final draft demonstrates a truly remarkable transformation of his work over time--made all the more notable since the drafts were completed without the assistance or

intervention of the teacher in the classroom. Critique has the power to engage students in thoughtful and purposeful revisions to their work.

Attachment D (Draft Bell Schedules)

Morning Cohort

Monday / Wednesday Schedule			Tuesday / Thursday Schedule			Friday		
Time	Event	Duration	Time	Event	Duration	Time	Event	Duration
8:00 AM	Arts@ICA	2:00	8:00 AM	per 5	1:30	8:00 AM	Studio	1:20
10:00 AM	Nutrition	0:20	9:30 AM	Nutrition	0:20	9:20 AM	Nutrition	0:20
10:20 AM		0:05	9:50 AM		0:05	9:40 AM		0:05
10:25 AM	per 1	1:05	9:55 AM	per 1	1:10	9:45 AM	per 1 or 2	1:00
11:30 AM		0:05	11:05 AM		0:05	10:45 AM		0:05
11:35 AM	per 2	1:05	11:10 AM	per 2	1:10	10:50 AM	per 3 or 4	1:00
12:40 PM	Lunch	0:30	12:20 PM	Lunch	0:30	11:50 AM	Lunch	0:30
1:10 PM		0:05	12:50 PM		0:05	12:20 PM		0:05
1:15 PM	per 3	1:05	12:55 PM	per 3	1:10	12:25 PM	per 5	1:00
2:20 PM		0:05	2:05 PM		0:05	1:25 PM	dismissal	
2:25 PM	per 4	1:05	2:10 PM	per 4	1:10			
3:30 PM	dismissal		3:20 PM	dismissal		1:30 PM	tchr coll..	2:00
						3:30 PM	dismissal	

Afternoon Cohort

Monday / Wednesday Schedule			Tuesday / Thursday Schedule			Friday		
Time	Event	Duration	Time	Event	Duration	Time	Event	Duration
8:00 AM	per 1	1:05	8:00 AM	per 5	1:30	8:00 AM	Studio	1:20
9:05 AM		0:05	9:30 AM	Nutrition	0:20	9:20 AM	Nutrition	0:20
9:10 AM	per 2	1:05	9:50 AM		0:05	9:40 AM		0:05
10:15 AM	Nutrition	0:20	9:55 AM	per 1	1:10	9:45 AM	per 1 or 2	1:00
10:35 AM		0:05	11:05 AM		0:05	10:45 AM		0:05
10:40 AM	per 3	1:05	11:10 AM	per 2	1:10	10:50 AM	per 3 or 4	1:00
11:45 AM		0:05	12:20 PM	Lunch	0:30	11:50 AM	Lunch	0:30
11:50 AM	per 4	1:05	12:50 PM		0:05	12:20 PM		0:05
12:55 PM	Lunch	0:30	12:55 PM	per 3	1:10	12:25 PM	per 5	1:00
1:25 PM		0:05	2:05 PM		0:05	1:25 PM	dismissal	
1:30 PM	Arts@ICA	2:00	2:10 PM	per 4	1:10			
3:30 PM	dismissal		3:20 PM	dismissal		1:30 PM	tchr coll.	2:00
						3:30 PM	dismissal	

Attachment E (Professional Collaboration Protocols)

As a whole group:

20 minute meeting: Stay informed on success and challenges in curriculum

WHAT	HOW	TIME
Inclusion	"I'm In"	3 min
Successes	Round-robin	5 min
Challenges	Round-robin	7 min
Between Now and Then	Identification of Next Steps, Assign Roles	3 min
Reflection	Meeting Standards Assessment	2 min

Divide into 2 or 3 smaller groups for:

Tuning Protocol: Collaborative examination of student work and/or lesson design

WHAT	HOW	TIME
Lesson or Student Work	Presentation	5 min
Examination	Clarification Questions	10 min
Warm + Cool Feedback	Discussion	15 min
Feedback	Probing Questions	10 min
Response	Presenter Responds	10 min
Reflection	Meeting Standards Assessment	2 min

Or

Consultancy Protocol: Support for lesson/project development

WHAT	HOW	TIME
Dilemma	Presentation	5 min
Clarification Questions	Round-robin	10 min
Probing Questions	Round-robin	10 min
Examination of Dilemma	Discussion	15 min
Response	Presenter Responds	10 min
Reflection	Meeting Standards Assessment	2 min

30-minute meeting: Protocol for quick and efficient faculty meetings

WHAT	HOW	TIME
Inclusion	"I'm In"	3 min
Updates	Presentation	5 min
Q and N	Recording	10 min
Between Now and Then	Identification of Next Steps	10 min

Attachment F Year One Budget 2013-2014*

Description	FTE	Total Cost
Secondary Teacher	11.00	900,460
Counselor	1.00	81,860
Principal	1.00	125,593
Office Technician	0.15	12,758
Day to Day Subs	0.00	26,000
Psychologist	0.02	2,411
Financial Manager	0.15	13,000
Campus Aide	0.15	5,000
Nurse	0.05	4,470
Plant Manager	0.15	11,424
B & G Worker	0.15	8,333
Operating Supplies	0.00	1,500
General Supplies	0.00	1,500
IMA	0.00	10,000
Maintenance of Equip	0.00	3,500
Subtotal		\$1,207,809

Attendance Rate	Revenue	Difference
92%	\$1,195,494	(12,315)
94%	\$1,221,483	\$13,674

*Based on enrollment of 350 students.

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