ELEMENTS OF A SUCCESSFUL GRADE 6 – 8 EDUCATIONAL PROGRAM

The following elements take into account the different stages of development of personalized learning environments for middle schools in LAUSD. Many middle schools have small learning communities or effective teaming structures in place now. Many are in different stages of class size reduction. At the same time, capacity in terms of leadership and resources will need to be differentiated for each middle school. Therefore, the development of personalized learning environments will require a three-year plan that will be individualized for each of our 87 middle schools, tied closely to the Superintendent's Five Point Vision, Los Angeles Unified School District's "Attributes" and lead schools to a common set of LAUSD expectations for student success. (*Please note that items in parentheses refer the reader to resources and practices that are available to support the expectation*).

- **Common Vision** that leads to a safe, welcoming, and nurturing culture that is supported by the school community based on the Superintendent's Five Guiding Principles. (Superintendent's Five Guiding Principles, MS Task Force recommendation for the vision based on *This We Believe* from the National Middle School Association under Beliefs, Core Values, and Goals; LAUSD Administrative Academy)

- **School Size and School Choice** that supports "smallness out of bigness" on all middle school campuses and provides significant choice to all students through the development of personalized learning environments and encourages increased communication between the instructional and facilities branches. ("Bulletin #1600 Revised"; MS Task Force recommendations Elements #1, 3, 7)

- **Leadership Development** for principals, school leaders, and parents (Administrative Academy with support of the Office of Middle School Programs, the Office of School Redesign, Parent Education Unit, and the content departments within the Office of Instruction; Making available the middle school documents: *Turning Points 2000, Taking Center Stage, and Taking Center Stage, Act II*; and the MS Task Force recommendations in Elements #1-7)

- Provide appropriate **Teaching and Learning Professional Development** that leads to quality instruction in every classroom order to support the academic achievement for all students. (Review the MS Task Force recommendations for Essential Elements #1, 2, 3, provide schools with support to link instructional initiatives and Achievement Solutions with middle school instructional plans; viable intervention programs; CRRE policies and strategies; English Learner Master Plan; and the Special Education Consent Decree)

- Create **Deep and Lasting Relationships** between students and faculty, faculty and faculty, and parents and school staff; that provide the safe and supportive structures necessary and appropriate for the middle school aged child and their family over extended periods of time in order to create educational relevance and motivation that leads to improved student achievement. (Review the MS Task Force recommendations Elements #1, 4, 5, utilize the research of Carol Dweck, Clay Roberts, Joyce Epstein, and others; and the CTE State Framework, McNulty Research)

- Develop **Transitions** that lead students seamlessly from the elementary to middle school and seamlessly from the middle school into high school (Utilize existing district programs through Beyond the Bell and other established models of success found in LAUSD and within the research; find instructional and operational connections between school levels that will support student achievement; review MS Task Force recommendations Elements #1-7; and the CTE State Framework; community partnerships to support the school to post-secondary transitions)

- Provide **Measurable Educational** outcomes based on a variety of data that will inform school communities as to the progress that is being made toward improving student achievement for all students; and for determining whether the plan for improvement is progressing successfully or requires revision (Personalized Learning Environment Rubric, CRRE checklist, the Data Support System; and all related data available from SSIS and ISIS)