PERSONALIZED LEARNING ENVIRONMENT
GUIDE TO MIDDLE SCHOOL REDESIGN

The following guide is meant to support and assist middle and span schools that include students in grades 6 – 8 in their study and school wide planning during the 2007-2008 school year. Completion of the middle school redesign guide will be due to the local district superintendent during the spring of the 2007-2008 school year. The guide will support school Personalized Learning Environment (PLE) design teams as they move to the next step of writing Personalized Learning Environment plans that incorporate all students in a PLE by no later Fall 2009. All PLE by June 2009 will have written a formal plan, based on Bulletin #1600 Middle Schools and the LAUSD “Attributes”. It is required that these plans have the approval of the Superintendent of Schools.

This guide has been designed to simplify for planning teams the process leading school/communities through those concepts, strategies, and ideas learned during the school wide study period during the Fall 2007 semester in preparation for writing full PLE Plans. Planning teams made up of representatives of all school/community stakeholder groups will lead the research and discussion process for all community members including staff, parents, students, and community partners. Ultimately, the decisions described by the planning team will provide a foundation for all PLE as they are developed with a school.

Schools will be expected to continue to implement all district policies and practices during the plan writing and implementation period within their PLE, unless a waiver is requested and approved by the Local District Superintendent and the Superintendent of Schools.

The following two year time line has been agreed to by the Superintendent’s Cabinet, including all Local District Superintendents. Some schools, identified by the Superintendent and Local District Superintendents may be asked to move through this process on an altered timeline.

- Fall 2007 – All middle/span schools will develop a Planning Team and use significant available professional development time and common planning time to review local school data and research on best middle school practices.
- Fall and Spring 2007-2008 – School Planning Teams lead the effort by the school/community to complete the attached template.
- May 2008 – Planning Templates due to the Local District Superintendent
- June 2008 – Local District Superintendents will report to the Superintendent on the template plans developed for each PLE within their middle/span schools.
- Spring 2007/ Fall 2008 – Schools will develop PLE Design Teams who will write the formal Bulletin #1600 PLE plans that will take the school to wall to wall implementation of PLEs based on the LAUSD vision and attributes.
- June 2009 – All PLE plans are to have been submitted to the SLC/PLE Central Committee for recommendation to the Superintendent.
- Fall 2009 – All middle/span schools are to be prepared to begin full implementation of PLE Plans that have been approved by the Superintendent.

Superintendent’s Five Guiding Principles are the basis of LAUSD’s vision for all schools, and is to be included in the preparation and development of all school plans.
The PLE Plan is to connect directly to school’s Single Plan and any recommendations determined by SAIT or CPM visits, with the goal being to ultimately include this plan in the Single Plan and all future plans that may be required of the school.

**Review of School Data:** Analysis of the following data leads us to believe that:

*(please attach each of the these items to the back of your Planning Template)*

- AYP
- API
- Periodic Assessment
- STAR Results by Content Area/Matched Scores as available
- Percent of Students Failing by Content Area
- Attendance Rate
- Suspension Rate
- Drop out Rate

**Student Barriers to Learning:** Describe the barriers to student learning for your community based on the three following areas *(It is anticipated that these barriers will need to be addressed within the PLE plans in order to ameliorate their effects on teaching and learning)*

- Student Identified Barriers to student learning
- Parent Identified Barriers to student learning
- School Identified Barriers to student learning

**Creating a Common School Vision:** Agreed to by the entire school/community:

- What process has been used to include all stakeholders in vision building conversations? Please include agendas of meetings, meeting minutes, etc.
- What process has been used to gain community consensus on this vision?
- Clearly state the school vision, which embeds the Superintendent’s Five Guiding Principles.

**School Size and School Choice:** Based on the planning teams facilitation of school/community conversations this school/community has determined:

- How will the PLE support the sense that all students and staff are part of a personalized learning environment?
- Based on the analysis of school data, research, and the community barriers to student learning, what will make the PLE different than the comprehensive middle school in addressing the identified student/community needs?
- How will equity and access for all students be guaranteed in the PLE? Will there be any opportunity for student/family choice in the selection of a specific PLE?

**Develop PLE Leadership:** Prepare the staff and community to take shared-responsibility for their PLE through a distributive leadership model.

- What is the principal’s leadership role during the development and implementation of PLE?
- What is the assistant principal’s leadership role during the development and implementation of PLE?
- What is the teacher’s leadership role during the development and implementation of PLE?
- What is the parent’s leadership role during the development and implementation of PLE?
- What is the student’s leadership role during the development and implementation
of PLE?
  - How will the PLE Design Team be determined in order to correctly implement the LAUSD/UTLA contract regarding PLE staffing?

**Teaching and Learning Professional Development:** Through professional development and from input of the entire school/community the following will increase student achievement by improving classroom practices, delivery of the curriculum, assessment of student progress, and strategies for implementation of district initiatives:
  - What professional development are necessary for teachers and administrators?
  - How will the School Site Council be brought into the process as defined in Bulletin #1600 Middle School and the LAUSD/UTLA contract?
  - What professional development will be made available to parents?
  - How will the school ensure greater motivation on the part of students by creating a college going culture and helping students to understand the importance of long term goal setting that will better prepare students to become “college prepared and career ready”?
  - How will improved instructional practices drive the redesign work so that teaching and learning improves while PLE are being studied, plans written, and plans implemented?
  - How will instructional practices be different in the PLE than they were in the comprehensive middle school?
  - What consideration has been given to developing PLE intervention plans to support those students not achieving at the expected level?
  - Provide a detailed plan to address the following specific district initiatives
    - Student Attendance Plan
    - College Prepared and Career Ready Plan
    - Parent Involvement Plan
    - Special Education, SEL, ELL and GATE Plan

**Deepening the Lasting Relationships** between faculty and students, faculty and faculty, and school and parents is essential for achieving the identified goals.
  - How will schools prepare for faculty and students to remain in multi-year educational relationships?
  - What personalization structures have been identified that will most suitably meet this element for your school community?
  - How have you planned to increase the personalization between the school staff and parents so that parents feel welcomed as authentic PLE partners?
  - What unique identities will be assigned to each PLE whether it be themed models or through the use of essential questions or some other unique characteristic?
  - How will school communication be improved?

**Transitions:** Multiple transition issues are defined and discussed in the research that cause difficulty for students as they move through these significant points if the points are not as seamless as possible:
  - How will PLE and the school address the elementary to middle school transition?
  - How will PLE and the school address the middle school to high school transition?
  - How will PLE and the school address the grade level to grade level transitions?
- How will PLE and the school address the movement of specially identified groups of students, such as special education to resource, resource to regular education, ESL to PRP, and PRP to regular education as they move through the developmental stages of their programs?
- How will parent transitions be made more seamless?
- What consideration will there be for addressing the CTE Framework in the development of CTE Multiple Pathways that lead from middle to high school?

**Measurable Assessment of Outcomes:** In response to the District Accountability: Transformation Metrics resolution adopted by the Board on July 10, 2007, the Division of Accountability and System-wide Performance is in the process of developing a Performance Measurement Plan that will identify and define the approach that will be used to measure the short and long term performance of middle schools and their transformation into Personalized Learning Environments. The Plan will require a yearly evaluation of each middle school and its PLEs. This Plan will be provided to the Board on October 10, 2007.

Utilize all current and past assessments tools to determine whether a PLE is functioning as expected, and to inform PLE practices and strategies that may need to be in place in order to effect improvement in student achievement:
- What are the expectations for improvement for the PLE over a three year period, looking at yearly results identified in Bulletin #1600 Middle School?
- How will pertinent data be shared and used by teachers?
- How will pertinent data be shared and used by parents?
- How will pertinent data be shared and used by students?
- How will the PLE use this data to inform change and improvement in the PLE Plan so that it results in the continuous improvement of student achievement?

**Structures to Support PLE Implementation:** School/community will need to be exposed to a variety of structures that can support improved instruction:
- How will the School Impact Report identified in Bulletin #1600 Middle School be developed and used to allow for a smooth implementation of this new model?
- What structures have been shared with school/community that will support the elements identified above? (i.e. Block Scheduling, intervention opportunities, PLE activities, looping, cross-age tutoring, mentoring by outside partners, exploratory classes linked to the high school SLCs, contiguous space)
- How was it determined which structures best address the defined areas of the elements, address the assessment data, and are a response to the barriers to student learning that have been identified?
- Provide a narrative that describes the structures to be implemented.

**Resources Necessary for Planning and Implementation:**
- List local resources available to support this effort
- List local district resources and support available to assist schools in this effort
- Identify additional resources that may be required beyond those already provided for by the school site and local district.