

Preparing Our Falcons to Fly

Forty-Second Street Elementary School

Public School Choice 4.0

Request for Proposal
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A. VISION AND INSTRUCTIONAL PHILOSOPHY

1. Vision of the Student

Our vision for the Forty-Second Street Falcons encompasses their lives as students and as future leaders in their community. Our priority is to empower and revitalize students and their learning processes. Students make critical decisions based on their own self-confidence rather than on outside pressures. They will base their decisions on good values and show a decided moral compass. This rejuvenation of their own personal inner strength will impact directly on their ability to focus and succeed in the rigors of the classroom.

Within the classroom, we will address key behaviors: the way students spend their time, the nature of the behaviors that they practice, and the bases of their self-concept as learners. (Haberman, 1991). Our students will learn to be genuine thinkers: problem solving, thinking critically, and creatively. They will be aware of the various forms and sources of written communication which surround them. They will recognize the difference between fact and interpretation. As writers they will learn to convey their ideas in a variety of styles and tones. They will use what they have read and learned to support their thoughts and writings.

Our students will understand the mathematical systems of the world. They will see numbers as a language and be fluent in that language. They understand the concepts (algorithms) that lie behind simple arithmetic computation. They will use the basic skills of number processes and operations, comprehend place value, and solve real world problems. They will express themselves in mathematical concepts.

Our students have learned important strategies and approaches to social issues which they must contend with if they are to find success in the classroom. They will look beyond their neighborhood and see themselves as citizens in a larger world. They are role models for their peers. They will be able to express themselves in a variety of situations and in a constructive manner, holding positive values in citizenship and for socially appropriate behavior and leadership.

In sum, our Falcons will learn to fly. They will have a clear understanding of who they are and where they are going. They will make critical decisions based on positive values. Our students use metacognitive strategies to understand who they are and where they are going in this complex world. At the core is their success in the classroom. Their abilities in Language Arts and mathematics allow them to choose appropriately for the next stages in their education. They will use what they have learned to understand more about themselves and will be able to give back to their community through their choice of actions. Our students will see a path for themselves both in the classroom and beyond.

2. Vision of the School

The goal of Forty-Second Street Elementary School is transformation for the whole child. When we reach the whole child, our students continue to excel after they have left our campus. They will understand how the world works on a broader scale. They will see themselves as part of a larger world, not locked out by unemployment and dependency. Through mentoring and advisory programs, students will become aware of the possibilities beyond school. Students, who once believed that their goal was at best a high school diploma, see that piece of paper as the first step into a larger world. Thoughtfully chosen structures and practices ensure that our Falcons are now a fit for that larger world.

In the classroom:

We will provide rigorous, standards-based curricula rooted in the Common Core State Standards and the California State Standards that are authentic and culturally relevant. Teachers will work together to form a network of learning communities which will run across grades and instructional design. We will emphasize life-long skills such as a positive attitude towards learning and a belief in oneself to succeed. We will teach and model habits of concentration and persistence. We desire to enrich a child's inner discipline and sense of order. We will continually work to create an abiding curiosity towards all aspects of life.

We will model the virtues that we seek to develop in our charges. We will use activities that emphasize collaborative learning. We will demonstrate social norms to instill values of fairness and an appropriate sense of competition.

As teachers, we will utilize the "Teaching and Learning Framework" as a guide for our reflection of practice. We see a deep need to build more leadership within the teaching staff. This will be implemented through professional development and the use of the framework to enhance our teaching practice. Through the creation of a focused learning environment, teachers will increase their effectiveness which will have a direct effect on student achievement.

In the community:

Our creation of a community of learners will include not only students, but faculty and staff. Our adult community serves as a model to how the world works on a broader scale. The staff at Forty-Second Street Elementary believes in forming meaningful relationships with students, families and the whole community. We will carefully and intentionally cultivate positive relationships throughout the school community to create an environment where students can feel free to focus on learning and take academic and social risks. Teachers will mentor students and facilitate mentor relationships between students. Teachers will actively advocate for the academic, social and emotional success of our students by connection them to their community through events such as School Beautification Team or Health Fair.

If our students are to make their own decisions, we must expose them to a culture that imparts the best of what we want them to learn intellectually, culturally and socially. We must give our Falcons the structure and support that they require as they practice 21st century skills which will give them access to a global society. This will happen as we design mentoring and advisory teams, which will include teacher to student and student to student teams so that our children learn how to build relationships and negotiate agreements.

As part of this vision, the school will serve as fulcrum within the community. Our Parent Center plays a key role in the school's ability to help children succeed. Here, parents will be connected with vital local resources from food banks to counselors. There will be a wide variety of parenting classes covering topics that our parents have expressed a need for, from developing organizational and executive function skills (Dawson & Guare, 2009) in children to homework tips and troubleshooting. The school sees its role as that of facilitator and mentor. As part of this process parents will be encouraged to volunteer in classrooms and engage in school projects. Our parents will be included in the school community to enhance the concept that school is a bridge to a larger world.

Forty-Second Street School is engaging in a process of transformation. Our vision for the school is one of providing a haven for positive reinforcement of knowledge and a focal point of safety and change for the child, the teacher, the family, and the community. Our vision is both transformational and empowering.

3. The Instructional Philosophy

To implement change at Forty-Second Street Elementary we must reach the whole child if we are to teach the student within. Our teaching is rooted in culturally-responsive pedagogy. We are intensely aware of the situations in which each of our students resides. We do not condemn these but we want our students to no longer be inhibited by them.

We believe that each child has personal needs and unique gifts. Learning must be active, engaging and social. Students must be fully engaged before we require that they apply higher order, critical and creative thinking skills. We do not believe in "one size fits all." This means that our instruction and strategies must push each student individually. For those who are not meeting benchmark, assistance and scaffolding will be applied. However, those that are at benchmark and above will be encouraged to excel. While we strive to create a common core experience that connects all students nationally, we believe that each child must also attain personal benchmarks according to his/her own unique abilities.

We teach for understanding and use assessment as tools to gauge comprehension. We recognize that skills such as critical reading, written expression and mathematic skills are vital in today's world but we believe that there are other equally vital means of expression that our students must learn if they are to truly understand themselves and the world. We support a curriculum that includes visual and theater arts so that self-expression is not denied. Our lessons will be project-based, collaborative and apply critical thinking skills. They will be authentic and inquiry-based, linking thinking skills to the real world – the unpredictable situations that our children face daily inside and outside school.

Our classrooms will not be static but are dynamic with rich, engaging, and rigorous dialogues with skillful questioning. Our students will practice the art of personal expression on many levels. We will create safe classrooms and a safe campus. We want and need that feeling of safety to expand beyond our campus to build a life-long learners, critical thinkers and leaders for their community.

B. SCHOOL DATA PROFILE/ANALYSIS

1. Where is the school now?

Forty-Second Street Elementary School, located in the historic Leimert Park area of Los Angeles, is one of the few predominantly African American Schools in the Los Angeles Unified School District. The racial and ethnic make-up of Forty-Second Street School is: Black/African American 70.5%, Hispanic population 27.3%, White 0.9%, American Indian 1.2%. There is a total population of 302 students, including 36 English Language Learners and 11 gifted students. There are 29 students receiving special education services; ten of those students are placed in general education classrooms and receive RSP services and 19 are placed in Special Day classes. Based on Federal government criteria, 100% of our students are classified as economically disadvantaged. According to the LAPD, between August 14th and September 14th, 2012, 116 violent crimes occurred in a one mile radius of Forty-Second Street Elementary School.

Over the past several years, our test scores have fluctuated, showing no growth over time. For example, in 2010-2011, our CST scores rose 21 points, however, in 2011-2012, scores dropped by 26 points. In addition, we have only met eight of 17 AYP criteria and we are in our seventh year of Program Improvement. Looking further into our data, we have found that the School Performance Meter for 2011-12 indicates that only 30% of students in grades 2-5 are proficient or advanced in English-Language Arts

and only 31% are proficient or advanced in Mathematics. Even more problematic is the large number of students far below basic and the discrepancies between grade levels. The number of current third through fifth graders that scored Far-Below Basic in English Language Arts was 20 students; 13 students scored Below Basic and 23 students scored Basic last school year. Twelve students scored Far-Below Basic in mathematics; 16 students scored Below Basic; and 17 students scored Basic last school year. Only 31% of our students scored advanced or proficient on the 2011-12 English Language Arts portion of the CST. Only 32% of our students scored advanced or proficient on the Mathematics portion of the 2011-12 CST. Our CST data show that Below Basic and Far-Below Basic scores were concentrated within five classrooms. Two of those five teachers are no longer teaching at Forty-Second Street Elementary School and two have been given different placements.

The School Performance Meter targets for the 2011-12 school year indicate 30% of the students in grades 2-5 are proficient or advanced in English-Language Arts at Forty-Second Street Elementary. The District target is 78.4%. We will have to grow approximately 48.4% this school year. Our short term goal will be to make “Safe Harbor” over the next two years while working to close the achievement gap and meet District criteria. Teachers will be persistent in targeting 5 to 8 students to move a band without having any leakage of students currently identify as advanced or proficient. Students in second through fifth grade scoring proficient or advanced equal 31%. The District target is 79% proficient or advanced. Our goal is to make “Safe Harbor” while striving to move 48% of the students to proficient or advanced without any leakage.

Forty-Second Street Elementary School historically has participated in various district programs to increase the number of identified gifted students. We have hosted school psychologists who have come to analyze assessment data and cumulative records and recommend students. Entire grade levels have participated in GATE screening with OLSAT testing, all with very marginal, minimal results. Some teachers have become more accustomed to looking for students who are having challenges and referring them for SSTs. School wide, we must broaden our focus to seek out those who are achieving and are potentially gifted.

Data from Instructional Rounds using the “Teaching and Learning Framework,” indicate that only eight out of sixteen teachers are providing good first instruction. In these classrooms, you hear accountable talk and academic language during group discussions. Students are engaged in their learning and working on projects, not just paper and pencil. However, in other classrooms we continue to see students working on worksheets that are barely to standards. In four out of sixteen classrooms teachers cite student behavior as the main factor impeding student learning. Also noted was a significant difficulty in engaging students at the higher levels of Bloom’s Taxonomy. Two out of sixteen teachers ask questions at the recall level, one teacher was observed answering her own questions. These data are reflected in our CST scores.

Currently, as a staff, we struggle to find a common, shared culture regarding our teaching, our concept of learning and our students. Data indicates that some teachers continue to struggle to grasp what is expected from them to close the achievement gap faced by African American students. Others have a clear understanding of the rigor and structure required to allow these same students to excel. Some teachers go to great lengths to develop themselves professionally, earnestly seeking all opportunities to improve their abilities in the classroom. Others see this need as met when they attend weekly banked-time meetings; their classroom practice remains static. This has led to there being no common language or understanding of strategies or best practices that could be applied to raise student achievement. This has also hampered communications between staff members. Many members of our teaching staff have not moved beyond the polite stage in their professional working relationship with other teachers. Many seem afraid to hold honest conversations about teaching, learning strategies and data.

School-wide, attendance has been a persistent problem. In 2011-2012, staff attendance was 95.4%. Student attendance was 94.0%. The student transiency rate was 32.6%. Only 63.9% of the staff and 46% of the students had 96% or higher attendance. Furthermore, 68.3% of students were found truant three or more times during the year.

Another persistent obstacle to our success has been student suspensions. In 2011-2012, 44 instructional days were lost due to suspension. The suspensions were for knife/gun on campus, hitting a teacher, calling the teacher names, and threatening teachers. In 2011-2012, Forty-Second Street Elementary wrote a behavior plan to address the following risk criteria: large number of African American males suspended (6.4%), students with disabilities (0.6%), and instructional days lost to suspension. While the district data only tracks students suspended from school, students also lost instructional time because of UTLA out of classroom suspensions. There were 23 UTLA classroom suspensions; seventeen of those were concentrated within four classrooms. Two of those four teachers are no longer on staff at Forty-Second Street Elementary School. Teachers cited the following reasons for instituting UTLA suspensions: willful defiance, fighting in the classroom, students being sent to another classroom during the instructional day for time out, not turning in homework or feeling a lack of support from the principal with discipline problems.

Our enrollment has steadily declined over the past years. In 2001-02 enrollment at Forty-Second Street Elementary School numbered 900 students; the decline shows from 2006-07 (600); 2007-08 (511); 2008-09 enrollment 457; 2009-10 enrollment 438; 2010-11 344; and 2011-12 enrollment 322. The current enrollment is 304 students. Due to decline in enrollment, charter schools continue to bid for this campus. We have an 11 year relationship with Celerity Charter School which has a co-location of middle school students on the campus. They utilize eight classrooms for their program. The decline has been steady over a twelve year period because Forty-Second Street Elementary School continued to loose classes to the charter school. Families have cited various reasons for leaving, including academic rigor, change of address, or other personal matters. Despite this and our lack of consistent academic achievement, about 16% of our families have formed a core group. This group has been persistently loyal to Forty-Second Street Elementary. They want their children to attend the elementary school they attended, which is the neighborhood school. Parents have used Open Enrollment Permits to ensure that their students can attend our school. The parents have faith that the staff will be able to right the ship and exit Program Improvement. Parents want a high quality education for their children. Parents, when able, are engaged as room parents in a number of classrooms.

2. Our Most Urgent Challenges

Seven years of Program Improvement is seven years too many, and drastic measures must be taken to improve the current state of education at Forty-Second Street Elementary.

In order to achieve our clear vision of a successful student and effective school, we have focused our efforts on four urgent and actionable challenges. We feel that, in concert, addressing these four particular challenges will lead to a rapid, meaningful, and relatively smooth transition into a new and effective school. We need to:

1. Develop a Professional Learning Community.
2. Create a Positive School Culture.
3. Create a more Meaningful Learning Structure for Standard English Learners.
4. Turning Around Attendance –as part of a More Positive Learning Culture.

Developing a Professional Learning Community

Currently, there is a great deal of variation in the quality of instruction. The variation in performance comes from many of the factors noted above: varied appreciation of what is expected of them, perception of professional development, and shrinking school population. This variation in performance ultimately impacts students. As a result, our CST scores and teacher assessments reveal that a majority of our students begin a new grade level unprepared. Annually, therefore, the achievement gap widens and students become less capable of meeting the academic rigor required to close the gap.

Typically student behavior is cited as the reason for not providing adequate instruction to all students. Since 2010-11 the staff has attempted to remedy this problem by encouraging teachers to loop with their class. This has been accepted and utilized by a large portion of teachers. Results have been mixed. For the 2012-2013, seven of our teachers looped with their classes. When the teacher is effective, achievement has improved. However, when the teacher has struggled, it has led to students who are further behind academically to continue to fail.

Attendance Turnaround

While this is concretely a part of school culture, its effects are so detrimental overall, that we believe it is critical to curtail attendance problems if we are to be successful academically.

Also, we cannot affect all elements of poor attendance; these must all be noted to give an adequate perspective of the school. We cannot impact the student transiency rate of 32.6%, however, such a high rate is detrimental to the overall functioning of the classroom on the most basic levels of instruction. This has a tremendous impact on quality of engagement. Students who are told by parents that they are only to be at the school for a few weeks and then transfer out put forth less effort and see their time in the school more as waiting than working.

Daily attendance for students is something that we feel we can and must change if we are to turnaround achievement in the school. Only 63.9% of our students had 96% or higher attendance. This means a critical loss of instruction which impacts both achievement and engagement. Records show that 68.3% of students were truant three or more times per year. This shows a disregard for the educational process. For the teaching staff to create engagement, we must teach our community that attendance is obligatory, a requirement for achievement and success.

Likewise, we must model this desired behavior. Staff attendance is only 95.4%. This also represents a loss of instructional time.

Creating a Positive School Culture

Attendance is only one factor that must be considered if we are to create a positive learning environment. On various levels, relationships across Forty-Second Street Elementary are not constructive. We believe that three different connections need particular consideration: student to student, teacher to student (adult to child), and school to community.

On the playground students do not feel or operate in a healthy spirit of competition. There is an “all or nothing” attitude that pervades. This does not allow for healthy play and follows students when they return to the classroom.

In the classroom, students do not feel a “safe” or open classrooms, having a detrimental effect on instruction, creativity, and critical thinking. As part of the pedagogy of poverty, in many instances students appear to be working, but in fact are not engaged but merely appearing busy. In these situations the students are maintaining their own form of control by absolving themselves of responsibility for

learning. This puts the onus on the teachers, for “making” them work and succeed, a position that is unwinnable. (Haberman, 1991)

Teacher-student connections are limited. While some students form close relationships with a particular teacher, especially with some in the looping format, students need additional positive adult models. Data and research shows that students who have parents or guardians involved with their education typically achieve at higher rates, barring other outside factors. (Jeynes, 2003) Where parents or guardians are not available, teachers can fill that void. (Chenoweth, 2007) Part of changing the culture and climate of the school means teachers must extend themselves. We recognize that services such as providing after-school tutoring and literacy support are required if we are to support the model we wish our students to strive for. We must also go beyond the traditional and establish ourselves as mentors/advisors. We must set up concrete structures that support and model healthy, positive relationships.

This also is part of what we need to do for the community. The school must act as a model and a support to the community. We must encourage and assist our families in need. Many of our families lack the information necessary to reach appropriate agencies from social services to food banks. They need parenting support and classes. They need access to health services. The lack of such essentials impacts directly on education. In many instances we are dealing with Maslow’s hierarchy on a very basic and troubling level. While we provide many meals at the school, we must make an effort to make certain that nutritional needs are met off campus and that students can concentrate on their homework rather than where they are going to sleep that night.

Structures for Standard English Learners (SELS)

Eight-three percent of our student population is Standard English Learners (SELS). They are either native English speakers or they have been reclassified based on their CELDT data. The tragedy is this subgroup, those who are able to speak, read and write English are failing to made adequate academic growth according to CST data. They are scoring below and far below. The reasons for this are varied but in general point to approaches that are not focused on the needs of the school population. This is an area where teachers need to reach agreement on the fact that more needs to be done, but have not yet either created or found a methodology that works across grades. More important perhaps is the fact that without a vocabulary that is constantly being enriched, students are being cut off from key concepts and ideas. Teachers are working to end this obstruction to learning, but they must form consensus and improve methodology to show improvement.

C. SCHOOL TURNAROUND

1. What specific strategies, practices, programs, policies, etc. must be employed to address each priority area?

Forty-Second Street Elementary School cannot simply turnaround, it must transform. Central to that transformation is the cultivation of a vibrant community of scholars. From our youngest students to our most seasoned teachers and administrators, all must be engaged in an active quest for scholarly development. The bottom line is that teachers must collectively take responsibility for the success of every child on campus if a school transformation is to occur. (Chenoweth, 2007) This will take tremendous change in our daily habit and behaviors.

Professional Learning Community

Our test scores have risen and fallen essentially staying in the same place for years. As a central piece to our transformation, we work as a team to improve the quality of teaching and learning. Our long term

goal proves that our staff can provide effective instruction and close the achievement gap. We have agreed to increase targets numerically with the percentages in the performance framework to guide us in our work. However, we recognize that this only maintains the achievement gap so we have an internal goal that is at a higher percentage. We aim to increase our API one hundred points by 2017 to move Forty-Second Street Elementary School into the 800 club and, subsequently into the 900 club.

We know that teacher effectiveness is central to student success. “If the teacher is ineffective, students under the teacher’s tutelage will show inadequate progress academically regardless of how similar or different they are regarding their academic achievement.” (Wright, 1997) Therefore, by June 2013 88% of teachers will be considered Effective according to the “Teaching and Learning Framework.” The “Teaching and Learning Framework” will guide classroom observations by teachers and administrators. Classroom observations will focus on: 1. Good first instruction, 2. Increased student engagement, 3. Management of routines, procedures, and transitions, and 4. Appropriate scaffolding for Master Plan students and students receiving special education services. These goals will be monitored qualitatively and quantitatively through Instructional Rounds, DIBELS, and Core K12 data. Evidence of practice will be reviewed at weekly staff and cohort meetings.

The first step is a transformed and professional culture focused on building a community of practice. (DuFour & Eaker, 1998) We must be accountable to each other and support to each other, understanding that our successes are more valuable and our challenges more manageable when our efforts are combined. (Darling-Hammond & Richardson, 2009)

Professional Study

Developing a common culture and belief system regarding teaching and learning begins with study and honest discussion. We begin this by analyzing the “Teaching and Learning Framework.” We must answer the following questions: What are the next steps at Forty-Second Street amongst the teaching staff and community to ensure that all, not 50%, of staff is Effective or Highly Effective utilizing good first instruction? How will teachers move from sage on the stage to facilitator? How do students become accountable on a daily basis for their learning? Faculty must acknowledge the incongruity between a proposed commitment to learning for all and the absence of a coordinated strategy to respond when students do not learn.

Using the Say, Mean, Matter strategy¹ (Mack-Kirschner, 2005), we will move into studying articles and books as part of our weekly two hour Professional Development. We will begin our study with Haberman’s *The Pedagogy of Poverty* and moving into the work of Richard DuFour, Rebecca DuFour, Robert Eaker, and Gayle Karhanek. We will begin with *Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn*, perhaps following with *RTI2 From All Sides: What Every Teacher Needs to Know* by Mary Howard. The goal of this study is to develop the three big ideas of a professional learning community: 1) Common belief that the fundamental purpose of Forty-Second Street Elementary School is to ensure that all students achieve at high levels and that all stakeholders are committed to becoming lifelong learners to support that work; 2) Faith in collaborative teamwork and interdependence among teaching and administrative staff is central to continuous improvement at Forty-Second Street Elementary, and 3) Laser focus on data to monitor student achievement and flexibility and agility in developing solutions when data shows we are not meeting our goals. (DuFour & Eaker, 1998) We must move beyond polite conversations to hard discussions that challenge our assumptions and forge a common philosophy and shared language

¹ Refer to Appendix B for Mack-Kirschner’s description of Say, Mean, Matter

Professional Cohorts

Professional cohorts at Forty-Second Street Elementary School will be organized by grade level and meet weekly. During cohort meetings, students work on comprehension skills, vocabulary development, and developing automaticity with basic math skills will be supervised by administrators and other staff. Within cohorts, teachers will engage in a reflective teaching cycle. (Cruickshank, 1987) Starting with Common Core State Standards, California State Standards, and student data, cohorts backwards plan to develop common grade level assignments in order to meet SMART goals and develop action plans with next steps. Cohorts will discuss similarities and differences in teaching strategies and student outcomes and examine student work. Cohorts will share a Weekly Reflection Journal to reflect and analyze their practice. (Atkinson & Bolt, 2010)

Our professional cohorts will also work to address the specific teaching needs of each member. Teachers will utilize the Peer Coaching Model (Bruce & Ross, John, 2008) for observations and the “Teaching and Learning Framework” as a rubric for evaluating our practice. We will identify areas of study to improve as teaching professionals and engage in research and discussion that leads directly to classroom practice. Specifically, we will begin by focusing on 1) Management of Routines, Procedures, and Transitions, 2) Quality and Purpose of Questions, and 3) Discussion and Student Participation, with an eye to developing each teacher as a highly effective professional as defined by the Teaching and Learning Framework. Just as our students must practice multiplication facts until they attain automaticity, teachers must practice developing and using high-level questioning into the fabric of their daily classroom instruction.

The Peer Coaching Model was selected to develop trust between colleagues. “One of the more popular techniques, reciprocal peer coaching, enables teachers to observe one another and exchange support, companionship, feedback, and assistance in a coequal or nonthreatening fashion.” (Koeler, McCullough Crilley, Shearer, & Good, 1997) We are asking our teachers to make significant changes to their current practice, and to move towards new habits of mind. We must create a supportive system for our teachers to help them make this transition.

Instructional Rounds

We will use the protocol of Instructional Rounds² (City, Elmore, & Fia, 2009) to move the discussion beyond cohorts to the school-wide teaching community. Instead of teaching in isolation or only sharing with one trusted peer, the teaching community must have opportunities to observe each other regularly. We clearly understand the teaching style and practices of our colleagues. In the same way that we challenge our students to achieve their highest potential through discourse, lesson studies, and school-wide walk-throughs, we challenge our colleagues to achieve their highest potential.

Instructional Rounds are to be held on a monthly basis initially, however the specific timing will be adjusted as we begin to implement our plan and have a better understanding of our needs. The debrief sessions will be held in the full staff meeting with reflections and comments posted and visible to the school community. Cohorts will address finding of Instructional Rounds. Administrators will address findings with specific teachers.

Lesson Study

Cohorts will team up for Lesson Studies to address the findings of Instructional Rounds or skills and strategies that teachers identify as areas of need. Lesson Studies will be focused on specific observable elements of highly effective teaching. Some examples of high priority elements are lesson flow, student engagement, questioning, and classroom culture. Ideally, we will develop partnerships with similar schools (e.g. Western Avenue Elementary, YES Academy) to move our Lesson Studies beyond the staff of Forty-Second Street Elementary School and develop a larger pool of professional relationships.

² Refer to Appendix C for description of Instructional Rounds from City and Elmore’s website.

Professional Development

Building on data developed through Instructional Rounds and the study of student work, teachers will develop the content and structure of the majority of the professional development (PD). Instructional Rounds conducted early in the 2012-2013 school year has led to identifying the following key strategies to close the achievement gap: 1) identifying similarities and differences (compare and contrast), 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) the Master Plan (nonlinguistic representations), 5) cooperative learning, 6) questions, cues, and advance organizers, 6) setting objectives and providing feedback, and 7) the Common Core Standards (generating and testing hypotheses, close reading, and academic discourse). These seven skills form the current focus of our PD. That focus will change over time as we reassess our needs through Instructional Rounds and other classroom observations. As teachers improve their skill and efficacy within the classroom, instruction becomes more individualized, differentiated, and effective, leading to increased student engagement, achievement, and confidence.

Instructional Practices

Our teacher cohorts, Instructional Rounds, and PDs are viewed from the lens of boosting achievement for our Standard English Learners (SELs). Historically our English Language Learners (ELLs) have outperformed our SELs. Transforming Forty-Second Street Elementary means ensuring that our SELs have access to and mastery of the standards. Some of the key strategies to be studied, practiced, and integrated by the teaching staff include contrastive analysis, academic, personal thesauri, reshaping the curriculum, and developing computer expertise in word processing, presentation, and research for students. (Gay, 2004) Developing our teaching skills to address these concerns must be clearly present as we work to develop as highly effective teachers.

We must make two pivotal shifts in the way our classrooms operate. Our teachers must become comfortable in a new role as facilitator and in structuring a larger portion of their time in small groups delivering tailored instruction. Making these shifts will require teachers to step outside of their comfort zone. To be successful, we must provide opportunities for our teachers to observe classrooms that have made these shifts. Teachers must believe it is possible.

To meet the needs of our students, particularly our SELs, teachers must shift from the more traditional role of a classroom teacher (Haberman, 1991) to that of a facilitator or knowledge consultant. (Fisher & Frey, 2008) We believe this is vital to improving the quality of teaching for all students, but particularly for SELs and particularly for our specific students. At times, students must take the lead in the classroom. They direct portions of small- and whole-group lessons. When the student has ownership of their learning, an understanding of the role that they play in the systems that guide their learning, they are prepared to navigate middle school, high school, and college, where they may have less support in each stage.

In order to continue to challenge our highest achievers while providing effective intervention for all of our students, teachers must organize much of the learning day for universal access by structuring classroom engagement into small group instruction. Working in small groups ensures that the skills and strategies being taught are tailored to the specific needs of each child. It also ensures that the teacher can accurately monitor student engagement and learning. In a small group, no student can be over-looked, and each child has the attention of the teacher.

Academic Achievement

As we focus on developing ourselves as highly effective teachers, we must not lose our unwavering focus on student achievement. That focus starts with systematic monitoring of student learning. Teachers must use DIBELS and CoreK12 progress monitoring resources to gauge student achievement on weekly basis.

RTI2

High quality Tier 1 instruction is the focus of our work as a Professional Learning Community. To fulfill our commitment to the Forty-Second Street Elementary School community, all classrooms must be led by highly effective teachers. However, some of our students will need extra support, beyond excellent teaching and effective grouping at Tier 1, to succeed. Tier 2 is designed for those students; the instruction is characterized by including “supplementary resources to implement high-quality instructional strategies; target interventions at higher levels of intensity; ongoing formal and informal assessment.” (Howard, 2009) Our lowest achieving students (Far Below Basic and Below Basic) are prescriptively targeted for intervention to move them to the next band. We use a variety of methods to provide additional instructional time for our struggling students. In order for these interventions to be successful, they must be data driven, with a laser focus on individual needs.

- The five lowest achieving students will receive targeted intervention daily within the classroom.
- The five lowest achieving students will also receive targeted intervention from UCLA (college student) and OASIS (retired teachers) tutors.
- Students who scored Basic on the previous year’s CST test will receive one hour of small group targeted lessons utilizing BURST materials provided by paraprofessionals during the Tuesday Bank Time hour
- Each teacher will provide two hours per week of small group tutoring outside of the six hour school day (further described below)

The intervention cycle depends on regular review of data and progress. Our immediate goals within RTI2 are 1) Good first instruction, 2) Increased student engagement, and 3) Appropriate scaffolding for English Language Learners, resulting in a 39% increase in 2013 CST scores. When progress is lacking, a Student Success Team (SST) meeting is held. The classroom teacher, administrator, and specialists meet to examine data and discuss strategies. At this point, Tier 3 interventions may be prescribed. At Tier 3, the Resource Services Provider (RSP) collaborates with the classroom teacher to harmonize strategies and increase frequency of interventions. (Howard, 2009)

Commitment to 100 Hours of Service

At Forty-Second Street Elementary School, the teachers will commit to 100 hours of service beyond the scope of their six-hour daily commitment. The primary focus of these hours will be to deliver high quality, small-group, tailored instruction to meet the needs of our Basic to Far Below Basic students to support our quest to grow one hundred points over the next five years. Two of these hours per week (a total of 66 hours) will be devoted to small group tutoring using the BURST system. The BURST system is used to identify specific reading skills that students lack and to create tailored, small-group instructional programs, the necessary ingredients for successful intervention. (Foorman & Torgesen, 2001) Grade level cohorts, in conjunction with the principal, will make data driven decisions regarding targeted student populations. For example, in kindergarten, the initial focus may be on our lowest students, a fifth grade cohort may choose to focus on students at the cusp of moving up a band, while a second grade cohort may select a group on the edge of dropping down a band. After a ten week cycle, the principal and cohorts will review the data and make decisions regarding the next area of focus. While the scheduling of these hours is at the teacher’s discretion, teachers turn in weekly logs demonstrating the work they have done. Tutoring curriculum and data are discussed with administrators at weekly cohort meetings.

The remaining 34 hours are also logged and are used, with administrative approval, in a variety of ways to support our transformational efforts. The following will be required tasks that will fulfill the 100 hour commitment. Teachers must plan, schedule and participate in a minimum of three community-building activities (e.g. school-sponsored picnic, ice cream social, orientation, family nights) and a minimum of two school-wide academic events (e.g. Science Fair, Student Books/Art Exhibitions, Grade-Level Benchmark and Culmination Events).

There are a variety of ways for teachers to fulfill their 100 hour obligation. All optional tasks must be submitted in written form for principal approval before hours can be logged. Teachers may work closely with another teacher as a mentor or mentee, collaborating with planning and personal teacher growth. Teachers may plan and deliver professional development that meets needs identified by teachers or administrators or related to the implementation of various programs within the scope of our plan. Teachers may participate in Individualized Education Plan meetings, Student Success Team and intervention meetings as needed and beyond the scope of the six hour school day to support student achievement. With administrative supervision, teachers may also develop their own tasks to support the school and student achievement.

GATE Students

Currently, there are only eleven students identified as GATE and most of them are in fourth or fifth grade. We are making a concerted effort to target potential GATE students in the 2012-2013 school year. The Fine Arts and Music teachers are identifying students and gathering applicable portfolio evidence for potentially gifted in visual arts and music. The GATE coordinator will provide in-service for teachers to identify our top performers for GATE screening. In addition, we are strongly encouraging teachers to participate in the GATE certification cohorts that are being offered through the school district. As part of our focus on teacher practice, we are working to employ the notions of depth and complexity to students we currently teach, gifted or not. Gifted students are clustered so that they may benefit from a teacher with GATE experience.

With principal supervision, certified GATE teachers serving cluster classes will use some or all of their two hours of weekly tutoring to provide high quality enrichment to GATE students and those being screened for the program. Students will engage in student selected inquiry projects. To best serve our gifted students, we must give them the structure and support to develop to their highest potential.

The Arts

We believe that engaging students in a climate of rigorous scholarship depends on highlighting more than literacy and mathematics. (Hamblen, 1993) Every student at Forty-Second Street Elementary School has weekly music classes. All classes also receive a second art class, either Fine Arts or Dramatic arts, on a weekly basis as well. Students have opportunities to develop their unique interests and talents.

Through the Arts & Language Arts program for elementary school teachers with the Getty Center, four of our teachers have received free professional development that introduces them to meaningful and engaging strategies for developing students' oral language, listening, and writing skills through works of art in the Getty collection. They also attended training on Language through Art: English Language Learner Enrichment Curriculum. Teachers develop arts-integrated language arts lessons tailored to their existing language arts curricula. Teachers use taught strategies for creating open-ended questions that elicit student engagement with works of art. Teachers incorporate student responses into their discussions of the artworks, and build on these responses to encourage further exploration of the works. Teachers will also collaborate in grade level-teams on standards-based lessons and strategies based on works of art. Teachers share some of the strategies learned and lessons taught with the staff.

In order to move this program school-wide, each summer, a new cohort of four to six teachers will apply for the program. The Getty has an ongoing program offering trainings throughout the year which are mandatory for participants in the program. Alumni of the Arts & Language Arts program will maintain a relationship with Getty staff and resources, and will continue to implement the program. They are invited to an annual one-day workshop that serves as a refresher and master course. We are also able to make appointments to use the Getty's Education Resource Center, where they research objects in the collection and meet with Getty staff to enhance our lessons.

This relationship with the Getty has also led to classroom field trips to the Getty and a school-wide “Get Away Day” at the Getty. The Get Away Day, scheduled for a Saturday, includes bus transportation for students and families from the school to the Getty and parking passes for any families who prefer to drive. This year, nearly 150 students, families and staff members/families enjoyed the museum together. This serves, not only as a support for our arts program, but also as a community building event for all stakeholders.

School Culture

Our school will serve as a place of comfort and refuge for our students and parents. Our students will be encouraged to take academic risks that empower them to make good choices. It will also serve as a hub within the Leimert Park community, connecting our families with vital resources and a sense of community.

Our suspension and office referral data show that school culture has been an impediment to our success. This must change. In order to be successful, we must address the weakness of the social infrastructure that surrounds our students. (Payne, 2008) Our student culture will be collegial and positive. It will start with the simplest of things, uniforms and positive student-adult interactions, which includes innovative structures from *Playworks* to teacher mentors. We will have a focus on developing our students as confident, self-aware scholars. We have already obtained grant funding for *Playworks* and Caring School Community. *Playworks* can be maintained through 2013-2014 at a minimum. Caring School Community is a one-time purchase.

Playworks

The implementation of the *Playworks* recess system in August 2012 has already made a significant improvement in our student interactions and reduced the instructional time lost to resolving playground disputes. Compared with last year, office referrals have dropped 90-95% since *Playworks* started in August. Parents, teachers notice students are using their words to solve problems or playing “Rock-Paper-Scissors” to determine how the problem should be solved. It has also been noted that the *Playworks* Coach on his own can handle yard without support from current Campus Aides. Fewer students are coming in to see the nurse during and after recess due to injuries. Nurse referrals down 80-90%, due to students know how to play games fairly and safely. This is with an open play area and children selecting games they want to learn and play. With assigned play areas, we had problems with fights and students not staying within their play areas. *Playworks* trains older students to be play leaders to assist younger students with games.

Playworks focuses on developing children socially and emotionally, creating a healthy play culture, in which students resolve most disputes via rock-paper-scissors and winning isn't as important as having fun. *Playworks* has been noted for reducing bullying and increasing student engagement in the classroom which will lead to a reduction in student suspensions and office referrals. (John W. Gardner Center for Youth and Their Communities, 2011)

Playworks creates norms and a common set of rules for a vast repertoire of fun playground games. The *Playworks* coach is on the playground before school starts, setting games and reinforcing norms. Students use the structured play to wake up, get their heart rate going, distance themselves from worries at home, and get the wiggles out. They come to the room ready for Breakfast In the Classroom and in an alert-relaxed state. Once every other week, classes meet with the coach for Class Game Time. The coach teaches new games with a focus on positive, respectful play and having fun. The coach also leads a few PDs a year where teachers, administrators, and classroom aides participate in games to learn the common rules, reinforce the norms, as well as discuss classroom and physical education implications. *Playworks*

also sets up same-sex and co-ed sports teams that compete against other schools. This works to develop school pride and belongingness school-wide while also giving individual students an opportunity to develop team work, leadership skills, physical conditioning, and self-esteem. As *Playworks* routines become imbedded in our school culture, we will continue to see a reduction in bullying, fighting, and playground conflict and a rise in student self-confidence and engagement.

Caring School Community

Adopting the Caring School Community (CSC) program is another step in creating our collaborative student culture. CSC creates common language and protocols for negotiating conflicts. CSC has been shown to improve student achievement, reduce behavior problems, and improve attendance.³

Regular class meetings center on building common a classroom culture and developing student. These goals are directly aligned with our need to improve student discourse and engagement. Students use these meetings to develop goals and solve problems independently and collaboratively. Class meetings are also a time to examine the systems at work throughout the school community. We examine the systems that *Playworks* has created and the systems within CSC that support student relationships and diminish opportunities for conflict. Cross-Age Buddies assist students in developing caring and respectful relationships. We enlist Cross-Age Buddies to reinforce good attendance habits for our students. Homeside activities engage families in the learning process, build a shared culture between all Forty-Second Street Elementary families, and promote an understanding and appreciation for the diversity within our community. Our common culture is also developed through School-wide activities which focus on improving student executive function by reducing impulsiveness while developing students' sense of responsibility and collaborative skills. A transformed Forty-Second Street Elementary School is a truly caring school community, one where all stakeholders are invested in our communal success and at work developing our individual skills as communicators and collaborators.

Teacher Advocates

We believe that a highly effective school within an economically and challenged community is staffed by adults who are steadfast advocates for the success of every student within the community. (McClure, Yonezawa, & Jones, 2010) Every adult at Forty-Second Street Elementary School will be a mentor for a group of students within our school. We are adapting the Middle- and High-School Advisory model to provide our students with another adult who is there to support, guide, question, advise, and advocate for them. Building on the CSC thinking, we will meet regularly with our student to lead them through the process of setting rigorous, appropriate academic goals as well as navigating social and emotional challenges. We will use these meetings to analyze the systems that represent barriers or challenges to the student's success from academic or social challenges to attendance problems. We will use some community events, such as movie nights or field trips, to highlight these relationships. Twice a month, Friday's Breakfast in the Classroom will be with the Mentor Group. This structure works to empower students to make positive and healthy choices socially and academically. (Brody Shulkind & Foote, 2009)

The Parent Information Center

The Parent Information Center (PIC) serves as the school community nucleus providing a wealth of information and support for both Forty-Second Street Elementary and our families. The PIC spearheads countless school events including, but not limited to: the Back to School Picnic, Spirit Day, Awards Assemblies, Monday Morning Assemblies, Black History Program, Latino Heritage Festival, Career Day, Math and Literacy Nights, the Science Fair. This will be made possible by a dedicated PIC staff, parent participation, and community partner support.

³ Refer to Appendix D for studies on impact of Caring School Community

The PIC provides a comfortable space where parents feel welcome and are able to speak in confidence regarding personal matters that pose as a barrier to the student's success as well as seek out solutions and resources. PIC provides information regarding local food drives, food banks, blanket and coat drives, social services, resource information for families of children with special needs, adult literacy and English Language classes, big-brother, big-sister programs, as well as parenting classes. Through Healthy Relationships California's Raising Kids Together Program⁴, we will offer classes on topics ranging from positive behavior support to homework strategies that have been specifically requested by our parents. Funding for classes is provided by First5 LA. Forty-Second Street Elementary Schools' culture embraces its school community and is vigilant to removing barriers while mitigating risks of the whole-child's success. Supporting our parents is supporting our students. As their lives improve outside of the school, their academic and social successes can take center stage.

Community Partnerships

Forty-Second Street Elementary School has developed rich partnerships with several community organizations to provide our students with new experiences and additional resources. We partner with UCLA and OASIS to provide tutoring and mentoring⁵ to our students. A partnership with Universal NBC has benefitted our students with yearly school supplies for each child to take home as well as funding field trips and classroom materials. Nestlé USA adopted Forty-Second Street Elementary in 1991 following the 1991 Los Angeles Uprising. We are Nestle USA's first adopted school. This 20-year partnership with Nestlé USA has served our school community through funding several projects including: 1) Healthy living campaign; 2) Community health fair; 3) Reading Is Fundamental (RIF) a national literacy program whose puts three new, high-quality reading books in the hands of every Falcon every year; 4) Funding the 5th Grade Talent Shows and Science Fairs; and 5) hosting and chaperoning fieldtrips. In 2009, we were also adopted by the Los Angeles Clippers. This led to the Fitness Clinic with Nestlé USA and the Los Angeles Clippers featuring Blake Griffin. One hundred students participated in fitness drills and discussed the importance of leading a healthy lifestyle and creating goals to be more activity in their day lives. The Clippers have also contributed with: 1) Read to Achieve Reading Minutes Challenge and Story Book Challenge; 2) Fit Program Fit Day; 3) Teacher Appreciation Nights; and 4) Fit Campus Program designed to enhance the quality of students 'lives by reinforcing the importance of a healthy lifestyle through exercise and nutrition.

Attendance

Finally, as a school community we are addressing the persistent attendance problem through multiple means. We have expanded our attendance awards to include awards for students and parents whose students have perfect, good, and improved attendance. Each grade level classroom with the highest monthly attendance percentage is photographed and displayed prominently in the main hallway. In monthly bulletins to parents, we publish our attendance data, including the amount of money lost due to absenteeism. We use CSC, teacher mentor groups, and *Playworks* to celebrate and encourage improved attendance. Teacher mentors are particularly engaged in the attendance push; making personal calls and setting meeting to engage in difficulty discussions to brainstorm and problem solve barriers to student attendance. (Sheldon & Epstein, 2004) By engaging students, teachers, and families in the effort to improve attendance, we will see an increase in attendance and student achievement. Students who arrive on time and every day, and have a healthy breakfast are better prepared to engage in cognitively challenging learning tasks. Faithfully using *Playworks* and CSC as a guide for reimagining how we interact at all levels, we will see a change in student behavior as it relates to teachers and other students.

⁴ Refer to Appendix E for a partial list of classes available through Raising Kids Together

⁵ Refer to section C.1 RTI2 for description of tutoring implementation

2. The Turnaround Culture and Climate

Forty-Second Street Elementary School's transformation is rooted in a culture change. It is through an empowered, no excuses, scholarly culture that we aim to improve the practice of teachers and boost student achievement. All stakeholders (students, parents, faculty, staff, and neighbors) will discover an enculturation process that is exciting, while living with a new school, home, and community cultural shift.

We envision a picturesque campus at Forty-Second Street Elementary reminiscent of small colleges and universities, softened for our younger clientele. Nicely maintained landscape and bright murals will greet students, families, and visitors. Students will be seen playing on the yard, running and laughing. Adults on campus are seen smiling and greeting by name children and adults who cross their path. Students will be overheard planning classroom projects and making connections to their learning. Teachers will be overheard talking about classroom successes and future units. The sense of success, positivity, and empowerment will be palpable. Everyone on campus is a learner; no one is such an expert that there is not room for growth. Administrators, teachers, and students interact as colleagues, fellow travelers on a journey of self-improvement and self-knowledge. This is our new cultural transformation.

Historically, at Forty-Second Street Elementary School, we failed to make meaningful academic gains. Partly responsible is a misconception that the Teacher's Edition had primary responsibility for ensuring student achievement. This built gradually and persistently. Teachers and professional development were focused on the minutia of the scripted program and not the specific needs of individual students. The onus shifted off the teacher, if the teacher was implementing, it was the program's job to ensure student success. As our students continued to lag behind, teachers felt increasingly powerless.

In order to achieve success in the classroom, our teachers must know and believe that they make the educational decisions within their classroom, that are directly responsible for the achievement of their students. We know that many attempts at school-wide reform have failed due to failures in implementation that can be largely traced to teacher buy-in. (Olson, 1999) Our teachers must be engaged, positive, and hopeful. Culture has a key role in transforming struggling schools serving high-poverty clientele. We must infuse our school with caring and supportive structures to mitigate the challenges of poverty. Research shows that focusing on developing individual students in an atmosphere of respect and collegiality is a constant ingredient in transforming high-poverty schools. (Chenoweth, 2007)

Student buy-in is dependent on teacher buy-in. Students know when their teachers are engaged and when they are believers. The enthusiasm and willingness to grow that teachers demonstrate is key in bringing students, and subsequently parents, into the fold.

At Forty-Second Street Elementary, we want our students and families to recognize their role in the school community. We have made significant gains in parent involvement, through family events from the Back to School picnic to the Get Away day at the Getty. However, involvement is only the starting point, we must work on further student and family engagement. Forty-Second Street Elementary parents must take ownership of the school. To increase this, we are currently developing a School Beautification Team comprised of staff, parents, students, and community members. The team works to remediate the landscaping issues that arose as our custodial staff has been severely diminished. Their goal is to transform the face of the school, to make it the type of welcoming façade that one expects at a high-quality school working collaboratively with parents and community members in ownership of the beautification process.

Transforming our culture starts with capitalizing on the successes of classrooms, grade-levels, and other structures that are already in place. There are examples of our success everywhere, and they will be celebrated as pioneers in our transformation. Time in every staff meeting must be given to praising specific practices of teachers or grade levels that work towards addressing our highest priorities and leading indicators.

This celebration can start with *Playworks*. We see the positive changes *Playworks* has made in our student interactions. These changes fuel our belief that continuing to address the culture between the students and further developing personal relationships within the school will translate to better discussions in the classroom and risk taking that is required for real academic growth.

Building on the success and positivity of *Playworks*, teachers will dig in to the CSC program and develop the norms and protocols that underpin our teacher cohort system. Teacher ownership of the programs is vital to developing the enthusiasm to implement.

We will also engage the teaching staff as we breathe life to our plan. Just as a lesson plan for a unit cannot be set in stone once written, but must be continually monitored and adjusted as it is put into practice, our plan must be a living document that is dynamic in its implementation. The concept of teacher advocate has been successful in middle- and high-school setting, developing a climate of respect and rapport as well as guiding students in decision making skills. (McClure, Yonezawa, & Jones, 2010) As pioneers in this endeavor at our school, we will collaborate as a teaching community to adapt this structure to our elementary setting. The larger the teacher voice in organizing these structures, the greater the buy-in will be for the teaching staff.

3. Engaging our School Community

a. What needs to be true?

To achieve our transformative vision for Forty-Second Street Elementary School, all stakeholders must work together to break the unproductive patterns and cycle that led to stagnant growth over the last several years. This is a culture shift that starts with the teaching staff but must envelop the entire Forty-Second Street Elementary community. (Parcel & Dufur, 2009) Above all things, all stakeholders must know that the onus is on us, as this is a no excuse environment.

First and foremost, teachers must believe that every child can succeed academically. This starts with good first instruction in all classes but does not end there. Teachers must understand that coordinating our efforts in a meaningful way will yield improved academic results. This coordination is achieved through collaborative planning, regularly observing our peers, and authentic dialogue between teachers and administrators.

We cannot rely on just textbooks or programs to meet the needs of our students. We must take ownership of the classroom. When our teachers believe in their own efficacy and begin to alter their practice and perceptions, our vision will become clear to our students and families. A core group of our families have persistently supported Forty-Second Street Elementary School and they have shared our frustrations with the lack of consistency and variations between teachers. When that core group sees the change in the attitude and beliefs of our teachers, they will be a driving force in the culture shift for other parents and the student body.

Just as some of our teachers have historically seen student success as dependent on factors outside their control, many of our parents and students have also perceived student success as outside their control.

Once the plan is approved, our first steps will be to create a common language of success. How does Forty-Second Street Elementary School define rigorous? How do we define advocacy? Defining these terms is a prerequisite for both developing our common, scholarly culture and developing the ownership we need for meaningful implementation.

Finally, all stakeholders must believe that the strategies and structures within this plan address the needs of our community and that they are capable of implementing changes to their practices and behavior.

b. Generating Buy-In for the Plan

Teaching Staff

To create the highly accountable, no excuses culture that will transform Forty-Second Street Elementary, the teaching staff must believe that transformation is possible. To that end, we will begin by taking field trips to schools that have successfully transformed their school culture. We have identified four schools, Burbank Middle School, Julian Nava Learning Academies, YES Academy, and Western Avenue Elementary. Working with similar populations, these schools have developed the type of culture that we are striving for at Forty-Second Street Elementary School. Observing these schools and listening in on their teacher talk, both within the classroom and in more formal PD or planning settings, would serve as a model, or anchor paper, for our staff.

Our Professional Development for the remainder of the school year will concentrate on preparing for the culture shift. We will begin the Professional Study outlined above. We must also build on the success we have seen with *Playworks* to generate excitement for digging into the CSC and preparing a plan for implementation in the new school year. Faithfully using *Playworks* and CSC as a guide for reimagining how we interact at all levels, we will see a change in student behavior as they relate to ourselves and each other.

Families

To move beyond our core supports to engaging the larger school community, we must have unified supporters as ambassadors to generate excitement and action about the plan. In meetings with parents, their primary concerns have revolved around student safety and bullying, our plan works directly to address those concerns with *Playworks*, CSC, and teacher advisors. Students whose families are supportive of their education and involved in school life but attend weaker schools academically outperform students who attend effective schools but whose families are disengaged. (Parcel & Dufur, 2009)

We will empower Room Parents to be those ambassadors. Currently, some of our classes have room parents. The majority of room parents are African American. Latino parents have stated that they have difficulty engaging in the school community due to a language barrier. We will engage in a “Parents Matter” campaign with posters, personal letters from teachers and students to ensure that all classrooms have two Room Parents. In classes with a significant Latino population, one of those Room Parents must be Spanish speaking, preferably bilingual. Room Parents will have a visible presence in the classrooms they serve and work to enlist other parents on campus. Parents need opportunities to see the quality of teaching within the classrooms for them to see evidence of and believe in the transformation we are undertaking.

We will engage in a publicity campaign to engage parents and generate excitement in the school community targeting excellence and improvement in student achievement and attendance. This will be

composed of four complimentary strategies: 1) a bulletin board in the main building hallway will be a revolving display honoring students, 2) quarterly awards honoring students and parents, 3) monthly ConnectEd phone calls congratulating students and parents; 4) breakfast with the principal for parents whose students are achieving excellence or improvement. In all of these strategies we will honor the efforts of parents to improve our school community.

D. IMPLEMENTATION

1. Leading Indicators

While our successful turnaround will be confirmed with significant gains in English Language Arts, Mathematics, and Science scores in August 2013-2014, as this document comes to life, we must be focused on leading indicators to illuminate our gains and potential shortfalls. As we develop as a professional learning community, the LAUSD “Teaching and Learning Framework” must play a pivotal role to guide in the development of our teachers. Informal weekly classroom walk-throughs and formal Instructional Rounds will focus on 1) Management of Routines, Procedures, and Transitions, 2) Quality and Purpose of Questions, and 3) Discussion and Student Participation. As the teachers engage in analyzing the framework, honest and open conversations will be held concerning Effective and Highly Effective teaching. The goal is for all teaching at Forty-Second Street Elementary School to be Highly Effective.

Analyzing student data will also serve to direct our practice. DIBLES data, particularly the middle of year data generated in late January, will give a window on our progress in ramping up ELA achievement just as the Quarter 2 and Quarter 3 math assessments will be a leading indicator in the improvement of mathematics achievement. Student achievement is intrinsically linked to teacher efficacy and this data will also inform our understanding of the effectiveness of our practice.

Another leading indicator of improved teacher quality is student progress in English Language Development (ELD). When teachers are effectively planning and executing ELD lessons that meet ELD portfolio standards while creating authentic language learning experiences, our students will meet or exceed the district goal of moving up one ELD level per school year and put our students on track reclassification before entering middle- and/or high-school and help student be college and career ready. This data will be discussed and reviewed as a school community. When we identify areas of concern, we will engage in an inquiry-based problem solving model as a school community. Using Charlotte Danielson’s *Enhancing Professional Practice* and other resources, we will engage in dialogue and practice to refine our teaching practice.

The success of our attempts to change the way our students interact with adults and peers will be first seen in reduced office behavioral referrals and suspensions. We are already seeing a reduction in students with behavioral referrals stemming from playground issues since implementing *Playworks*. We expect to see these numbers continue to drop as *Playworks* becomes ingrained in the fabric of the culture of Forty-Second Street Elementary and as we begin implementing CSC.

In looking at our behavioral referrals and suspension data, we must identify specific trends to see when and where we need to refocus our efforts. These factors could be due to teacher buy-in, specific teacher difficulties, or inappropriate student placement, among other things.

Our early success in engaging Forty-Second Street Elementary School families will be indicated primarily by student attendance and parent attendance in school events, from council meetings to special events.

Engaged students and parents are a vital aspect of the transformation of Forty-Second Street Elementary School.

Examining these leading indicators must be accomplished as a staff. We must then identify specific strategies to improve our implementation or research new solutions. The success or failure of Forty-Second Street Elementary School is larger than any written plan that we may develop. Rather, it demands from all members of this community an unwavering commitment to focus on the indicators that we have already found, a desire to continue their own and their students' learning process, and the willingness to identify, problem solve, and address areas where we continue to need more radical improvement.

2. Overcoming Significant Barriers

Forty-Second Street Elementary School needs a full reboot. We need a drastic shift in culture and practice that stems from letting go of our perceived powerlessness and a misaligned set of practices. This is not an easy task.

In order to overcome our barriers, we must first focus on team and trust building. Working as respectful, critical friends is the cornerstone of our plan for teachers. A starting point would be *Playworks* PDs that focus on lowering the affective filter and building positive relationships, first among faculty and then with the students.

The most daunting tasks ahead are making the pivotal shifts in our classroom structures. Teachers are well practiced at maintaining the classroom status quo; and so are the students. Current structures promote the sense of powerlessness ensuring that neither teachers nor students believe they are accountable for success in the classroom. Changing this problem of practice will be the biggest challenge to our transformation.

To overcome this obstacle, we must provide our teachers with the hope that these changes are possible and the belief that they will lead to increased student learning and self-esteem. This will be accomplished through research and partnerships with schools that have made these cultural shifts.

E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

1. Local School Initiative Model

The UTLA members have chosen, by 88% vote, Local Initiative School (LIS) as the governance model for Forty-Second St. Elementary School. LIS gives us the authority and option to determine local policy at our school without the need for waivers of policy or contract from the District or UTLA. We changed from Extended School Based Management which was part of last year's PSC 3.0 plan to Local Initiative School. The goal was to determine which governance model would allow teachers an opportunity to develop a safe and student-centered environment, curriculum and instructional program with activities to ensure that all students at Forty-Second Street Elementary School will excel academically and its vision is aligned with the agreed upon focus areas within the new PSC plan and Single Plan for Student Achievement. All teachers had to research the "pros and cons" of the various models before a vote was conducted. We believe that schools have the right to reject principals and teachers sent on a "must-place" basis by the District, and the school needs to waive aspects of the collective bargaining agreement and specific District policies. All employees will sign a commitment to work agreement prior to employment at Forty-Second Street Elementary School. This is crucial to transforming our school. As with any new plan, major changes will not be implemented by certain teachers if they have no buy-in, therefore, they

need to reapply and be interviewed next school year. The quality of instruction and academic rigor must improve since we are in the seventh year of Program Improvement.

LIS realizes that teachers and parents are in the best position to make decisions to move the school forward. Parents and teachers best understand the challenges facing the students and community at Forty-Second Street Elementary School. Working with all stakeholders the teachers will be able to align activities for the after school program, homework club, daily schedules and RTI2 to ensure flexible instructional programs to meet the immediate needs of all students.

LIS allows us to build the critical school/home community partnership necessary to change the culture, close the “Achievement Gap” plus allow the students to take pride in themselves.

LIS provides an opportunity for teachers, parents, classified staff, community members and the administrator to receive training throughout the process, refine our communication skills, and determine what is in the best interest of all students attending Forty-Second Street Elementary School. LIS training over the period of the plan allows stakeholders an opportunity to request waivers necessary to ensure all students are successful, and have continuous communication, articulation, joint academic, community events or celebrations with Audubon Middle, Crenshaw High or Dorsey High Schools.

At one point, Forty-Second Street Elementary School was a “Charter School” (1999-2004) and a model AEMP school. The entire Local District during that five year period was Charter and developed unique curriculum, teachers utilized strategies that African American student related to, attended workshops, and participated on the Charter Council. These skills have not carried over into the current incarnation of the school. It is difficult to get teachers to serve on committees, hold offices and, when pay is not involved, stay after school for meetings. Under LIS, with a small staff everyone has to take on a leadership role. Teachers have increased decision-making authority and empowerment and therefore need to do what is necessary to move forward the academic achievement of students. Teachers, along with the principal and parents, will determine various aspects of the school’s educational program and policies. Accountability will be shared by all stakeholders at the school site, including the student, for the school’s success.

As of October 2012, the staff at Forty-Second Street Elementary School, has made several efforts to improve pedagogy and student achievement. We have begun grade level meeting utilizing *Playworks* and classified staff members. To ensure quality instruction continues while teachers plan articulation between grade levels budget transfers will be made to hire highly qualified substitute teachers. Intervention strategies and special support programs will be provided with support from classified staff, parents, UCLA and OASIS tutors. After grade-level planning, teachers will progress monitor, provide directed focus of services to assist struggling students while the substitute provides instruction and works with small groups under the supervision of the classroom teacher.

With a student population of 304 students, we are a small learning community of fifteen total teachers (and possibly three pool teachers). There are currently two classes per grade level or splits due to high primary numbers. Forty-Second Street Elementary School is a small learning community with 15 teachers and three teachers in the pool system. This school needs the necessary flexibility and autonomies at norm day to prevent large number of splits, especially in the upper grades. This autonomy would allow us to reduce the need for splits in the primary grades which domino all the way up to fifth grade. By reducing the number of splits, we will be able to accommodate better the far below basic students in ELA and Math.

Leadership Team

A Leadership Team will be formed encompassing:

1. Representatives from each grade level (minimum of four: two upper grade, two lower grade; one representative must be Special Education)
2. The Principal or designated administrator
3. Coordinator or coach (if budget allows position to continue)

The school Leadership Team has the responsibility of making decisions that will support the mission, vision and educational plan for 42nd Street Elementary School. The team will be responsible for overseeing all components of operating a school. This includes, monitoring of the instructional program, improving school culture and climate, increasing parent/community involvement, budgeting and financing, safety and operational matters, and promoting student safety, well-being and higher education awareness. The strength of the team is based on their experiences, knowledge and a commitment to actively participation in implementing the school plan. They will possess the following qualifications: positive beliefs, attitudes and fairness; ability to communicate information in a timely fashion; capacity to build collective efficacy; ability to self-reflect, and celebrate successes.

The School Site Council (SSC) is the decision-making council at the school with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and insure the expenditure of funds is aligned with the SPSA. The SSC in consultation with all stakeholders including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education Program Advisory Committee will develop and review the plan. The SSC will certify, update and revise the SPSA annually. A Home/School Compact will be developed by the School Site Council.

2. Autonomies

By March 29, 2012, waivers will be requested for the 2013-2014 school year. We are selecting:

- 1) **Local Schedule and Strategies:** The school day will be extended thirty minutes to build in time for RTI2 and professional development of teachers. Each teacher will be required to tutor for 120 minutes each school week beyond the 6-hour school day.
- 2) **Requirement for “Local Consent”:** Complete autonomy of hiring staff. No “must-place” people under any circumstances including classified employees and office personnel. Every position affects the running of a school, the instructional program, welcoming tone toward the community and quality of work produced.

We need autonomy to select teachers who share our vision for a new and improved Forty-Second Street Elementary School. Therefore we request a waiver not to accept district mandated priority placements. We will utilize the Personnel Team which will include our administrator, certificated teacher(s), parent, UTLA representative, and a community member to select prospective teachers. There shall be a Personnel Team designated to participate in the selection of all full time employees at the school site. It shall consist of:

4. Four teachers (two elected for that purpose, plus the Chapter Chair and the appropriate grade level chair for the opening being filled);
5. The Principal or designated administrator
6. A classified employee selected by the school’s classified staff
7. Two parents selected by the parents on the School Site Council, parents will represent our two main subgroups, Latino and African American

Decisions of the Personnel Team, before becoming final, are subject to the independent concurrence/consent of the Principal. The Personnel Team (including an outside administrator in place of the current principal) shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the Superintendent or designee. Principal removals or reassignments remain within the authority of the Superintendent and District.

- 3) **Local Process for Determining Assignment of Teachers:** After conferencing with teachers and analyzing data, the principal will determine teacher placements. Teacher skills, certifications, and assessment data will be the basis for teacher selection for specific classes, including, but not limited to, Gifted/High Achieving Clusters, Looping, and Multi-Age Classrooms. Dispute Resolution Procedures: follow contracts of UTLA, AALA, and the District and agreed upon in Section V. "General Provisions Covering All Local Governance Models".
- 4) **Methods of improving pedagogy:** Leadership and teachers will collaborate in developing differentiated professional development to meet the needs of our staff and our plan.

F. SCHOOL PLANNING TEAM

1. The Planning Team

The planning team at Forty-Second Street Elementary is a collection of the willing. We are aware of the need of a new set of eyes as we move from PSC 3.0 to PSC 4.0. We are composed of invested stakeholders within the Forty-Second Street Elementary community. We are certificated and classified staff members spanning Kindergarten through 5th grade, including special education. With a staff of only fifteen teachers for most of the writing process, all teachers needed to participate as researchers. Martha Renette McLellan (teacher) has functioned as team coordinator and has had the most visible presence in the incubator. LaTaska Ridgeway (principal), Nikysha Gilliam (teacher), Harry LaMotte, Debra Cummings, MBA (special education assistant), and Deborah. Zimmerly (teacher, non-LAUDS school), played large roles in writing and revising the plan. Research and logistical support was provided by Raychelle Cade (teacher), Marjorie Smith-Leslie (teacher), Donna Massenburg (teacher), Judy Matsumoto (teacher), Kim Bankole (teacher), Portia Smith (grandparent), and Anthony Snowden (parent). Portia Smith and Anthony Snowden also worked to generate support and awareness within our parent community.

2. Parent Engagement in Plan Development

Parents should be an integral part of the plan writing, both as members on the school planning team and as informed and engaged members of the school community. In this section, explain how you engaged parents, specifically in the writing and development of the school plan outline. Describe how parents took part as leaders and representatives throughout the process.

Along with changing our staff culture, we believe engaging and involving parents is a key component in transforming our school. We see engaging our parents in the plan development as a stepping stone for building the relationships with our parents that we need to foster the best possible school culture and climate for rigorous academic challenges. We engaged our parents in this process through surveys and face to face meetings. These are the beginnings of a series of workshops and trainings, specifically designed to get parent input and to address parent needs ranging from tips for homework success and discipline strategies to classroom volunteer and room parent trainings.

Appendices

Appendix A: Bibliography

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Appendix B: Say, Mean, Matter

From: Straight Talk for Today's Teacher: How to Teach so Students Learn
By: Adrienne Mack-Kirschner

I first learned this strategy from my colleague Shelia Sutton, who said she learned it from teacher/author Kelly Gallagher, who said he got it from a workshop with professor/author Sheridan Blau. And Blau may have first learned this strategy from someone else as well. I continually learn new strategies in order to expand my repertoire, keep my students interested and engaged, and keep myself from being bored. This reading comprehension strategy has widespread use for fiction and nonfiction, for print and non-print text. It directs students to examine the text's surface features and to also uncover the deeper meanings. We read for basic information, but we also read to understand and to change the world. What begins as a strategy becomes a way of reading all text, including people.

Say: What does the text say? What is the information presented? What are the facts as presented? (This is what the clarifying questions in Interactive Reading seek to uncover.) Consider: What is the character/person saying? What is the character/person doing?

Mean: What does this information mean? What is the implication inherent within the text? What thoughts and emotions does the text evoke? Consider: What does it mean when the character/person takes this action? Says these words? What is the motivation, the intention?

Matter: So what? We have the facts and we have the implications, what does it all matter? What is the significance of this text? How does it impact the rest of the text/novel/story/work? How does it impact the world? What challenges can we present to the text or because of the text?

Appendix C: Instructional Rounds

From: <http://www.instructionalrounds.com/>

Instructional Rounds is a process designed to examine as never before what is happening with teaching/learning in classrooms and schools by working with groups of educators (forming a network) within a school, school district, or area. The goal is to provide high-quality teaching/learning at scale in an ongoing learning community through the coordinated efforts of a collegial network.

Instructional Rounds is based upon the work of Dr. Richard Elmore who adapted ideas from the professional practice of medical rounds used by doctors. When implemented at its best, this work results in systemic improvement at scale developed through distributed instructional leadership focused upon the rigor of all students learning well. The roles and actions of all those in schools become redefined by that which is necessary to result in the highest levels of student learning.

The process begins with the formation of a network that takes on challenging work by focusing on a “problem of practice” (POP) or an unresolved question of student learning at a network school. The POP is selected by the school principal and staff because of its importance in the school's improvement efforts. It is based upon this POP that the entire network will visit the school and visit classrooms in small groups, using expert and precise observation techniques. Once the network members have observed in numerous classrooms throughout the school, the network reconvenes as a whole to share, analyze, and come to agreement on what they observed. This stage of the process keeps the analysis on the factual description of what the visitors actually saw, not personal judgments of what they believe occurred. This debriefing does not identify individual teachers or classrooms; rather it identifies patterns of teaching/learning within and across classrooms throughout the school.

The next stage of the process is to use the patterns as the basis for further work to connect the teaching and learning taking place in relation to the stated school problem of practice. The visiting network members are asked to think about what students would know and be able to do if they did everything they were expected to do. Network members conclude their work by taking on the central questions of what would need to happen within the instructional core (teachers and students in the presence of content) to cause the learning the school wants to see take place, and what roles do the school and network play in this endeavor. The juxtaposition of what was actually observed to what ideally would be observed with the highest, most rigorous learning taking place provides the basis for the generation of the “next level of work” for the school and eventually for the entire network.

The network generation of options for the “next level of work” includes ideas for what could be done next week, next month, and by the end of the year. These options take into account time schedules, resources, and necessary support at the school and network and/or district level. This work is explicit and concrete leading to specific ideas for the school as well as development of capacity and improvement at scale for the network schools and members.

Appendix D: Summary of Evaluation Findings on the Child Development Project (Caring Schools Community)

From: http://www.devstu.org/sites/default/files/media/pdfs/cdp/cdp_eval_summary.pdf

The Child Development Project (CDP) has been extensively and rigorously evaluated in several studies over the last 20 years.¹ These studies consistently found that in schools where the program was widely implemented, students showed significant benefits in a number of areas, including attitudes toward school and learning, feelings about the self, social and ethical attitudes and values, and behavior, relative to students in closely matched comparison schools. All of the program effects noted below are statistically significant differences between program and comparison students. In order to convey some idea of how large these differences are, they are expressed in terms of the percentage of program students who scored better than they would be expected to have scored if they had not experienced the program (i.e., if they were in the comparison group rather than the program group).

The largest and most recent study of CDP involved an ethnically and socio-economically diverse sample of over 14,000 students from 12 program and 12 comparison schools in six districts across the US. By the end of three years of CDP implementation, students in five high-implementing CDP schools, relative to their comparison school counterparts, showed:

- a greater sense of the school as a caring community (33% higher than would be expected if they had not experienced the program)
- more liking for school (12% higher than would be expected if they had not experienced the program)
- stronger academic motivation (24% higher than would be expected if they had not experienced the program)
- more frequent reading of books outside of school (8% higher than would be expected if they had not experienced the program)
- higher sense of efficacy (6% higher than would be expected if they had not experienced the program)
- stronger commitment to democratic values (12% higher than would be expected if they had not experienced the program)
- better conflict resolution skills (17% higher than would be expected if they had not experienced the program)
- more concern for others (10% higher than would be expected if they had not experienced the program)
- more frequent altruistic behavior (8% higher than would be expected if they had not experienced the program)
- less use of alcohol (13% lower than would be expected if they had not experienced the program)
- less use of marijuana (19% lower than would be expected if they had not experienced the program)

A follow-up study of former students from three of the high-implementing CDP elementary schools in two districts showed that when these students were in middle school, they continued to show significantly better attitudes and behaviors than former comparison students. Specifically, during middle school, program students showed:

- higher grades in core academic classes (English, mathematics, science, social studies)—(average of one-half a grade-point; 25% higher than would be expected if they had not experienced the program)
- higher achievement test scores (25% higher than would be expected if they had not experienced the program)
- a greater sense of community (15% higher than would be expected if they had not experienced the program)
- higher educational aspirations (18% higher than would be expected if they had not experienced the program)

- more liking for school (19% higher than would be expected if they had not experienced the program)
- greater trust in and respect for teachers (18% higher than would be expected if they had not experienced the program)
- greater involvement in positive activities such as sports, clubs, and youth groups (20% higher than would be expected if they had not experienced the program)
- less misconduct at school (19% lower than would be expected if they had not experienced the program)
- less delinquent behavior (13% lower than would be expected if they had not experienced the program)

In addition to these positive outcomes for former program students themselves during middle school, they also reported that they had significantly fewer friends who were involved in school misconduct or delinquency, and significantly more friends who were positively engaged in middle school than comparison students.

Appendix E: Parent Workshops Provided by Raising Kids Together

- Raising Kids TwoGether (6) week workshop series
- PAIRS Essentials (parents) & PAIRS for Peers (students): 9hrs. total
- Darkness to Light: “Stewards of Children” – 7 Steps to Protecting Our Children
- Bloom’s Taxonomy: Increasing Children’s Higher-level Thinking
- Conflict Resolution: Resolving Conflict Without Combat
- GED Preparation Tutoring Session
- Job Skills Training, to include “*how to write a good resumé.*”
- Bridging the Education Gap through Family/School/Community Partnerships
- Empowering Parents: The Final Factor in Your Child’s Education
- Positive Communication: Communicating Positively w/Your Child While Maintaining Control
- Family Services Seminar
- Homework Help: Effective Homework Strategies for Parents
- Effective Listening for Parents: Hear What Your Children are “Really” Saying
- Fostering Positive Self Esteem and Positive Self-Concepts in Our Children
- Parent Empowerment: How to Be a Super Parent!
- Fatherhood Initiative & The Roles of a Man
- Great Beginnings for Black Babies/Healthy Moms & Babies

Appendix F Waiver/Autonomy Checklist

Public School Choice 4.0 Waiver/Autonomy Checklist

School Site: Forty-Second Street Elementary School

Proposed School/Design Team Name: Forty-Second Street Elementary School

Proposed Governance Model (mark all that apply):

- Traditional Pilot Expanded School Based Management
- X Local Initiative School Affiliated Charter Technical Assistance Partner
- Limited Network Partner Full Network Partner

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

X **Methods of improving pedagogy.** Rationale on page(s): 12-16, 24

School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).

Curriculum. Rationale on page(s): _____

Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).

Assessments. Rationale on page(s): _____

Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.

X **Scheduling.** Rationale on page(s): 12-13, 23

Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

Internal organization. Rationale on page(s): _____

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

Professional development. Rationale on page(s): _____

Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

Budgeting control. Rationale on page(s): _____

General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as

those governing “guided purchases.”

X **Mutual consent requirement for employees.** Rationale on page(s): 24

A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

X **Teacher assignments.** Rationale on page(s): 24

Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

Staff appointments (e.g., department chairs). Rationale on page(s): _____

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

Discipline & codes of conduct. Rationale on page(s): _____

School’s student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

Health and safety. Rationale on page(s): _____

School’s health/safety matters, aligned with District-wide health/safety mandates.

Additional Waivers: (list waivers requested) _____

Applicants selecting “Additional Waivers” must provide a rationale for the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.