

42nd Street Elementary Informational Summary

Mission

The mission of 42nd Street Elementary School is to prepare students to attend and to compete at the top colleges and universities in the nation; to provide all students with a first rate educational experience; and to cultivate a love for learning by developing each student's gifts and talents.

Vision Statement

Forty-Second Street Elementary School is a place where all stakeholders firmly believe that every student can learn and are committed to developing each student's potential through teacher collaboration, stakeholder communication and collegiality, professional growth opportunities, and a safe, nurturing, learning environment of high expectations, so that each student can become a critical thinker, problem solver, and cooperative learner that is academically prepared, culturally aware, respectful, and technologically advanced to meet the needs of a global society.

Values/Core Beliefs

- Start with students: Provide purposeful, student-centered instruction, focused on students' strengths;
- Families are our partners: The school community will provide a welcoming environment and engage parents in a variety of participation opportunities;
- Success is in the classroom: Teachers will provide a first-rate, world class education for all students;
- Diversity is our strength: Individuals are valued through a supportive and inclusive learning environment;
- Effective teaching, leadership, and accountability are the keys to success: Create a school-wide culture of collaborative planning and decision-making.

Designing A Data-Driven And Student-Centered Instructional Program

Based on Federal Government criteria, all students at 42nd Street Elementary are socio-economically disadvantaged. Approximately 40% of the student population is in foster care. Eight Percent of the students are homeless, while 33.9% of families were below the federal poverty line according to the 2000 Census. The teachers at 42nd Street Elementary School will address the academic needs of all students, including students with special needs, gifted students, English Learners (ELs), and Standard English Learners (SELs).

In spite of alarming statistics, 42nd Street Elementary had a 21-point gain in CST scores during the 2010-11 school year. The students showed gains in all areas except in 4th grade English Language Arts for African American students, 5th Grade Math for African American students, Annual Measurable Achievement Objectives (AMAO) goals for English Language Learners, and Students with Disabilities in Mathematics. 42nd street staff will use the following findings to build a strong student-centered instructional program.

- Based on California Standards Test (CST) English Language Arts (ELA) scores. there was a decrease of 3.1% among African American students in 4th grade in 2010-11. Students have moved from Advanced and Proficient to Proficient and Basic in English Language Arts. CST Math scores indicate that there was a decrease of 7.4% among African American students in 5th grade. There is a decline in Math of Advanced and Proficient students in 5th grade. Math scores for Students with Disabilities (SWD) declined at a rate of 2.3% in 2010-2011. The goal is to

increase the percentage of students attaining Advanced and Proficient levels by 10% from Basic to Proficient and from Proficient to Advanced each year in grades 2-5. Through improved instructional practices, teachers will continue decrease the number of students who are Far Below Basic and Basic at a rate of 10% each year in grades 2-5. Student progress will be measured using CST, DIBELS, ELA District Periodic Assessments, ST Math, and Math District Periodic Assessments.

- Annual Measurable Achievement Objectives (AMAO) goals for AMAO 1 & AMAO 2 were not met for the Latino student population. AMAO 1-- CELDT growth has declined by 19% in 2010-11. Teachers will increase the percentage of students demonstrating CELDT growth by 25% each year. AMAO 2 – Students achieving English proficiency as demonstrated by CELDT has declined by 16%. Teachers will increase the percentage of students each year by 25%. Student progress will be measured using annual CELDT Scores.

Content and Curriculum, Instruction, Professional Development and Intervention are the cornerstones of a strong student centered instructional program.

Instructional Program

Forty Second Street Elementary School is a learning community that believes in the academic abilities of the students it serves. The community recognizes that there are students that demonstrate academic aptitude through a variety of intelligences as described by Howard Gardner. The members of this learning community believe that learning should be student-centered, relevant to student lives, and that the thirst for knowledge should be contagious. Students of the 21st century enter our campus as digital natives, intuitively able to navigate the newest of technologies fearlessly. They also come with a great propensity to express themselves through, music, dance, and the visual arts. It is imperative that teachers, administration and parents challenge and expand student knowledge using these innate skills.

Curriculum

The 42nd Street School Staff will implement the standards-based Treasures Language Arts Program, EnVision Math, FOSS Science, Scott-Foresman Social Studies, Houghton Mifflin Health program, and District adopted programs with an emphasis in Art and Technology.

Instruction

Teachers at 42nd Street Elementary will ensure the implementation of high quality “Good First Teaching” practices using Professional Learning Communities (PLC). The PLC will implement effective differentiated instructional strategies that provide access to core for all students: pre-teaching, re-teaching, front-loading academic vocabulary and extended practice.

The Instructional Coach will support the PLC by providing opportunities for teachers to reflect on practices, and delivering appropriate intervention, engaging in Lesson Study Model, and assisting them in implementation of core curriculum. Through formative and summative assessments, teachers will identify the students working at specific levels: Far Below Basic, Below Basic, Basic, Proficient, and Advanced, to ensure targeted multi-tiered intervention strategies and effective differentiation. Teachers will provide tier 2 and tier 3 students with supplemental instruction at a higher level of intensity and a narrower focus of instruction.

Professional Development

The PLC with the assistance of the Instructional Coach, District experts, and leading authors and educators in the field will provide professional development that is data driven, based on intensive analysis of assessment data. Teachers will receive professional development on effective

instructional strategies for differentiation of ELA and Math during differentiated small-group instruction and will learn how to implement *Language* and *Voyager* language arts programs for targeted students who need pullout intervention. Gifted professional development will address the needs of student who require enrichment opportunities.

The PLC will participate in common planning time for all grade levels and professional development in core curriculum and the use of supplemental materials, culturally relevant education, access strategies, and Response to Instruction and Intervention (RtI²). The planning time provides teachers with an opportunity to communicate best practices, analyze data, determine appropriate interventions, and develop common lessons and activities. Teachers will also engage in lesson studies and demonstration lessons to ensure effective program implementation and comprehensive instruction in ELA and Math.

Intervention

Teachers at 42nd Street Elementary will implement high quality “Good First Teaching” practices and provide additional support and intervention for students who are not meeting grade level standards with proficiency. Additional support and intervention will include: effective implementation and monitoring of RtI², one-to-one/small group support for proficient and advanced students to maintain proficiency levels, effective implementation and assessment using DIBELS, a progress-monitoring tool.

The CPA, Instructional Coach, and Bridge Coordinator will support the efforts of the PLC to ensure comprehensive implementation of differentiated small group instruction, support, and intervention services to K-5 students in ELA and Math. Support will include ensuring the implementation of the *Language* program and *Voyager* intervention program. *Language* is an alternative language arts program for 4th and 5th grade students performing Below Basic, and Far Below Basic on the CST. *Voyager* is an intervention program for students with disabilities.

The implementation of these programs will give students the sound foundation required to matriculate to middle and high school and be successful. This will ensure students graduate college-prepared and career-ready.

School Culture and Climate

Description of School Culture

42nd Street Elementary School teachers, staff, parents and students desire a world-class education for students. Historically, the teaching staff has not been consistent in their collaboration. The culture of the school has been that teachers tend to work in isolation. The conversation between colleagues is more product focused instead process focused. The staff at 42nd Street has begun a paradigm shift towards the beliefs that teachers start with students, that families are partners, success is in the classroom and that there is strength in diversity. This will be accomplished with PLCs that emphasize high expectations, effective teaching, strong leadership and accountability.

A Day in the Life

Ebony arrives at school in her uniform and is warmly greeted by the campus aide at the entrance of the school. Her parents are invited to sign in and receive a visitor’s pass if they wish to enter the campus. This procedure provides a safe environment for Ebony. After Ebony walks on campus, she goes directly to the cafeteria to eat a well-balanced breakfast. After breakfast and before the morning bell Ebony has the choice of going to the Auditorium to play quiet games, to library for quiet reading, to the computer lab to review her technology skills, or to the yard to await the morning bell. Five minutes prior to the bell, the principal convenes the students for an assembly to

welcome them, say the flag salute, school pledge, review the character trait of the month, and give short announcements. Today is Ebony's birthday, so she receives a Happy Birthday sticker and a school pencil and all the students sing Happy Birthday to her and to the students' celebrating their birthdays this week. Ebony's teacher escorts the students to class at exactly 8:10 a.m. In class, Ebony is familiar with the class routines and performs her assigned job for the week, collecting homework. The teacher begins the day delineating the day's instructional goals, objectives and standards. Ebony looks forward to the day because she knows what is expected of her and receives assistance when needed. Ebony is in the first grade and knows her daily schedule includes 2 hours of reading language arts, 1 hour of math, 1 hour of English Language Development, 20 minutes of P.E. and 40 minutes of science, history-social science, or health. Her teacher has announced that the class will go to Kenneth Hahn Park to culminate Nature Watch, the Language Arts unit they are finishing in Treasures. During recess and lunch Ebony finds her assigned "Buddy" from the Special Education Class and has lunch with her, plays and talks about girl things. The final 10 minutes of the day students review, reflect, and evaluate the day. At the close of the day Ebony has the choice of tutoring, the computer lab, the library or participating in L.A. Best's intramural sports program. Today, Ebony participates in an intramural sport. She will not attend tutoring today because her Friday tutoring session helped her understand the homework. Ebony is excited to go home and share everything she did at school today with her family.

Extracurricular Activities

Teachers will volunteer two hours a week before and/or after school to coordinate school programs and tutor students. They will staff areas of the school that require adult supervision such as the Library, computer lab and auditorium, teachers will work an extended day.

Parent Engagement and Involvement

Family and Community engagement is an essential component of 42nd Street. The school will empower parents through various opportunities to become involved. Opportunities include the Parent Information Center, Community Health and Job Fairs, Math and Literacy Nights, Career Day for students, Community Service Projects, Parent Conferences, Back-to-School Night, Language translators, use of notices, memos, phone calls, newsletters, school website, school marquee, school email, phone calls and Connect Ed., Student/Parent Handbooks, New School Year Orientation, Volunteering throughout the school and at events, and participating in decision making on School Governance Boards.

Staffing

Hiring and maintaining highly qualified teachers is paramount for the success of the students of 42nd Street Elementary School. The hiring committee will implement a very rigorous hiring process, which includes the following steps:

- Advertise on LAUSD human resources website.
- Hiring committee comprised of staff, teachers, administration and parents will fact check resumes and references and conduct initial interview.
- Qualifying candidates will be asked to teach a lesson at their school site, while committee representatives observe the lesson and classroom environment.
- Qualifying candidates will be invited to teach a lesson at 42nd Street in the perspective grade.
- Follow-up interview after the successful completion of the second lesson demonstration.
- Qualifying candidates are offered a position after reading and signing the elect-to-work agreement.
- The teacher is paired with a mentor teacher to support their professional growth and assimilation to the school culture.