



Public School Choice School Plan Guide for [Chrystal Battey-Brown, Patricia Thompson, Alex Campbell, Katie Reiter David Lai]

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p>Section 1: Vision of the Student</p> <ul style="list-style-type: none"> • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school? 	<p>The vision of Lovelia P. Flournoy is to build a strong academic foundation to enable all students to attain their learning potential and demonstrate appropriate social values, in an effort to foster life-long learners and healthy productive citizens.</p>	<p>Upon matriculation from Lovelia P. Flournoy students will:</p> <ul style="list-style-type: none"> • Have developed their intellect by mastering basic and critical thinking skills to solve real life problems. • Be emotionally well balanced by being able to effectively communicate their feelings amongst peers and adults in a respectful manner. • Be socially capable of demonstrating respect and appreciation for diversity. • Retain knowledge necessary to maintain a healthy lifestyle. 	<p>Intellect – scholarly well read, academic, educated, school</p>
<p>Section 2: Vision of the School</p> <ul style="list-style-type: none"> • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond? 	<p>Instructional Philosophy Lovelia P. Flournoy’s instructional philosophy supports district mandated instructional programs that align with California common core state standards based curriculum including assessment and professional development that will allow all students to develop to their fullest potential.</p> <p>The school community firmly believes that all children can and will achieve through collaboration between staff,</p>	<p>We believe learning occurs when there is:</p> <ul style="list-style-type: none"> • High expectations and cognitive engagement for all • Multiple exposures and opportunities • Capitalize on the learning strength and style of the child by using multiple modalities • Experiential and hands on activities • Scaffolding • Differentiated Instruction • Culturally Responsive Teaching 	



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	<p>administrators, parents, and students in which all stakeholders understands and accepts responsibilities for the successful education of all children.</p>	<ul style="list-style-type: none"> Linguistic needs are addressed 											
<p>Section 3: Where is the School Now? Student Performance</p> <ul style="list-style-type: none"> What is the current reality of the school? What areas of the school show strength? What areas of the school are of concern and require growth? What information was used to determine where the school is currently in terms of student’s school performance? How will you address the needs of each subgroup of students? 	<p>*Title I Ranking is 95.80%, Tranciency Rate is 28.8%, Program Improvement 5+ School, Few advanced and proficient students in Math and English Language Arts</p> <p>*Areas of Strength: Our EL Population met AMAO 1 & 2. The number of students that have been reclassified increased. Parent participation has improved. Fewer suspensions</p> <p>The IFEPs and RFEPs met proficiency second through fifth in word analysis and vocabulary.</p> <table border="1" data-bbox="1053 1117 1559 1291"> <thead> <tr> <th></th> <th>IFEP/ RFEP</th> </tr> </thead> <tbody> <tr> <td>5th grade</td> <td>79% / 72%</td> </tr> <tr> <td>4th Grade</td> <td>83% / 78%</td> </tr> <tr> <td>3rd Grade</td> <td>80% / 81%</td> </tr> <tr> <td>2nd Grade</td> <td>91% / 98%</td> </tr> </tbody> </table> <p>* My Data (School CST Scores), School Performance Meter, Dibels Data, School’s Accountability Progress Reporting, Classroom Observations.</p>		IFEP/ RFEP	5 th grade	79% / 72%	4 th Grade	83% / 78%	3 rd Grade	80% / 81%	2 nd Grade	91% / 98%	<p>Our school is comprised of a high percentage of children from low-income families. Many at-risk factors that affect student achievement.</p> <p>*ELs progress towards English proficiency on the annual CELDT, and ELs maintain English proficiency on CELDT. (09/10 28 students 10/11 35 students) The School Experience Survey School Participation rate increased from 76.3% in 2009 to 89.0% in 2010. 1.4 decrease in student suspensions in 2010.</p> <p>*English Learners use of Non-Standard English may contribute to lower academic performance on assessments given in Standard English.</p>	<p>*Tranciency</p> <p>English Learners</p> <p>Standard English Learners</p>
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	<p>*Needs of Subgroups:</p> <p>*All Subgroups need a Robust Grade Level Appropriate English Language Arts and Math Program, frequent progress monitoring. Early identification and assessment of low achieving students to determine specific interventions</p> <p>English Learners- Oral Language Development. ELD that explicitly teaches elements and features of the English Language such as vocabulary, syntax, grammar, discourse, functions and conventions and comprehension, and SDAIA</p> <p>Standard English Learners - Oral Language Development. Need Oral Language Development focuses on syntax, grammar, and discourse.</p> <p>Students with Disabilities: Oral Language Development Program, Meet IEP and Behavioral Goals of each individual student for ELA and Math.</p>	<p>*Standard English Learners use of Non-Standard English may contribute to lower academic performance on assessments given in standard English</p> <p>Students with Disabilities have a present level of performance (a list of skills) that should be focused upon to reach their IEP Goals.</p>	



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<p>Section 4: School Plan Priorities To Turnaround Student Performance</p> <ul style="list-style-type: none"> • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school? 	<p>The top priorities we must address in order to improve student achievement are:</p> <ol style="list-style-type: none"> 1. School Culture 2. Discipline and Character Building 3. Language Arts Instruction 4. Math Instruction <p>In order to improve in the 4 areas listed we will be implementing the following:</p> <ol style="list-style-type: none"> 1. Theory of Change 2. School Wide Positive Behavior Discipline Plan 3. Professional Learning Communities 4. Cognitive Coaching Model 5. Data Dialogues 	<p>In order to achieve the growth necessary to get the school of the future where all students are high achievers, we need to include character building, and social values into our school wide positive behavior plan. Teachers and staff will implement the plan with fidelity.</p> <p>In order for faculty and staff to turnaround the school, we need the support of the community and all parents at Flournoy.</p> <p>We want parents to work together with us to get more parents involved in our turnaround efforts.</p>	