



**42<sup>nd</sup> Street Elementary School Falcons**

Outcomes for Our Students	Explanation	Rationale	Glossary of Terms	Questions for Teams
<p><b>Section 1: Student Vision</b></p> <ul style="list-style-type: none"> <li>• What skills and knowledge students will gain to prepare them for the next level of learning?</li> <li>• What will students know and be able to do when they leave this school?</li> </ul>	<p>Our Falcons will learn to fly. They will:</p> <ul style="list-style-type: none"> <li>• understand who they are &amp; where they are going</li> <li>• be successful in Language Arts and mathematics</li> <li>• problem solve, think critically, and creatively</li> <li>• make independent, healthy choices</li> <li>• recognize the difference between fact and interpretation</li> <li>• use metacognitive strategies</li> <li>• be able to give back to their community through their choice of actions</li> </ul>	<p>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. This rejuvenation of their own personal inner strength will impact directly on their ability to focus and succeed in the rigors of the classroom. Independent thinkers, who excel and reading, writing, and mathematics are prepared for all of life’s challenges.</p>	<p>Metacognitive strategies: examining the way we think and reason</p>	
<p><b>Section 2: School Vision</b></p> <ul style="list-style-type: none"> <li>• What will the school culture feel like for students and parents at your school?</li> <li>• What must the school do to make sure all students are successful and prepared to go to the next school level and beyond?</li> </ul>	<p>We will</p> <ul style="list-style-type: none"> <li>• provide rigorous curricula based on Common Core and CA State Standards</li> <li>• work together to form a network of learning communities</li> <li>• emphasize life-long skills such as a positive attitude towards learning and a belief in oneself to succeed</li> <li>• develop 21<sup>st</sup> Century Students</li> <li>• intentionally cultivate positive relationships throughout the school community</li> <li>• create an environment where students can feel free to focus on learning and take academic and social risks</li> <li>• mentor students and facilitate mentor relationships between students</li> <li>• actively advocate for the academic, social</li> </ul>	<p>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 see themselves as part of a larger world. Through mentoring and advisory programs, students will become aware of the possibilities beyond school. We believe in forming meaningful relationships with students, families and the whole community.</p>	<p>21<sup>st</sup> century students- Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. They demonstrate digital literacy as well as civic responsibility.</p>	



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<p><b>Section 3: Where is the School Now? Student Performance</b></p> <ul style="list-style-type: none"> <li>• What information was used to determine where the school is currently in terms of student’s school performance?</li> <li>• How will you address the needs of each subgroup of students?</li> <li>• What areas of the school show strength?</li> <li>• What areas are of concern and require growth?</li> </ul>	<p>and emotional success of our students</p> <p>Over the past several years, our test scores have fluctuated, showing no growth over time:</p> <ul style="list-style-type: none"> <li>• 2010-2011, our CST scores rose 21 points</li> <li>• 2011-2012, scores dropped by 26 points</li> <li>• 2011-2012 31% of our students scored advanced or proficient English Language Arts CST</li> <li>• 2011-2012 32% of our students scored advanced or proficient on the Mathematics CST</li> <li>• CST data show that Below Basic and Far-Below Basic scores were concentrated within five classrooms</li> </ul> <p>Attendance has been a persistent problem:</p> <ul style="list-style-type: none"> <li>• 63.9% of the staff had 96% attendance or higher</li> <li>• 46% of the students had 96% attendance or higher</li> <li>• 68.3% of students were found truant three or more times during the year</li> </ul>		<p>CST: California Standards Test. This test is used to gauge student and school performance throughout the state. You receive your own child’s results in a STAR report you get near the end of the summer. The data is also used in the School Performance Meter that LAUSD send out to you as well.</p>	
<p><b>Section 4: School Plan Priorities To Turnaround Student Performance</b></p> <ul style="list-style-type: none"> <li>• What is required to achieve the growth needed to get to the school of the future where all students are high achievers?</li> <li>• What type of support is</li> </ul>	<p>Drastic measures must be taken to improve the current state of education at Forty-Second Street Elementary. We have focused our efforts on four urgent and actionable challenges. We need to:</p> <ol style="list-style-type: none"> <li>1. Develop a Professional Learning Community: As a central piece to our transformation, we will work as a team to improve the quality of teaching and learning in EVERY classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Learning Community: There is a great deal of variation in the quality of instruction from room to room. This variation in performance negatively impacts students.</li> <li>2. Positive School Culture: On the playground students do not feel a healthy spirit of competition. In the classroom, all students do not feel “safe” or open</li> </ol>	<p>Professional Learning Community: The school staff works together to study and practice best teaching strategies and skills.</p> <p>Playworks: A structured recess program that is already at work transforming our playground.</p> <p>Caring School Community: a school-wide program that develops relationships and empathy between students.</p>	



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<p>needed for faculty and staff to turnaround the school?</p>	<ol style="list-style-type: none"> <li>2. Create a Positive School Culture: Playworks, Caring School Community Program, and the teacher advocacy programs work in concert to create a safer, more harmonious environment for our students.</li> <li>3. Create a more Meaningful Learning Structure for Standard English Learners: This starts with systematic monitoring of student learning but its central feature is small group tutoring before and after school. All teachers will tutor for 2 hours per week beyond the 6 hour school day.</li> <li>4. Turning Around Attendance: We have identified a new set of strategies and incentives to get our kids here every day and on time.</li> </ol>	<p>classrooms, having a detrimental effect on instruction, creativity, and critical thinking</p> <ol style="list-style-type: none"> <li>3. Create a more Meaningful Learning Structure for Standard English Learners: 83% of our students are Standard English Learners (SEs). The tragedy is this subgroup, those who are able to speak, read and write English are failing to make adequate academic growth` according to CST data.</li> <li>4. Attendance: Daily attendance for students is something we 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.</li> </ol>	<p>Standard English Learners: Speak a non-standard form of English as their first language.</p>	
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<p><b>Section 4: School Plan Priorities To Turnaround Student Performance (Continued)</b></p> <ul style="list-style-type: none"> <li>• What type of academic strategies will be implemented?</li> </ul>	<p>Teachers must:</p> <ul style="list-style-type: none"> <li>• shift from the more traditional role of a classroom teacher to that of a facilitator or knowledge consultant.</li> <li>• challenge our highest achievers while providing effective intervention for all of our students, so we must structure</li> </ul>	<p>The whole child approach maximizes “the achievement, skills, opportunities, and potential of all students by building upon their strengths and addressing their needs”. Research by the Association of School Curriculum Development (ASCD)</p>		



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<ul style="list-style-type: none"> <li>• What are the top priorities for the school to improve student achievement?</li> </ul>	<p>classrooms into small group instruction School wide:</p> <ul style="list-style-type: none"> <li>• The five lowest achieving students will receive targeted intervention daily within the classroom.</li> <li>• The five lowest achieving students will also receive targeted intervention from UCLA (college student) and OASIS (retired teachers) tutors.</li> <li>• 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.</li> <li>• Each teacher will provide two hours per week of small group tutoring outside of the six hour school day (further described below).</li> <li>• We are making a concerted effort to target potential GATE students in the 2012-2013 school year.</li> <li>• We are developing teacher advocates, peer mentors and other structures to support our students.</li> </ul>	<p>indicates that the "whole child" approach to learning, teaching, and community engagement requires the schools to address and focus on the following:</p> <ul style="list-style-type: none"> <li>• Addressing multiple dimensions, including students' physical, social and emotional health and well-being.</li> <li>• Ensuring equity, adequacy and sustainability in resources and quality among public schools and districts.</li> <li>• Ensuring that students are actively engaged in a wide variety of experiences and settings within—and outside— the classroom.</li> <li>• Providing students with mentors and counselors as necessary to make them feel safe and secure.</li> <li>• Encouraging parental and community involvement.</li> </ul>		
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