



Public School Choice School Plan Guide for Coliseum Elementary School

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? 	<ul style="list-style-type: none"> • The students of Coliseum Street Elementary School will acquire the skills and knowledge needed for proficiency with the PreK-5 standards. Students will acquire a sense of community responsibility and values to be successful as they matriculate to middle and high school. • Students will leave Coliseum Street Elementary School with the academic skills, high critical thinking skills, character development, the ability to participate productively in cooperative groups, and work skills required to function successfully in their continuing school careers. 	<ul style="list-style-type: none"> • By establishing a continuing schooling/career minded student vision, students will establish a college/continuing education set of readiness skills, have a sense of clear expectations in both academic and social spheres, self-regulatory skills, a burgeoning sense of self-identity, and the developmental competencies that will prepare them to move forward in their continuing school careers. 	
<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? 	<ul style="list-style-type: none"> • Coliseum’s vision is: To produce responsible citizens who are critical and creative thinkers prepared to embrace opportunities of the 21st century. • Thus, Coliseum’s teachers’ and staff’s mission is to implement a rigorous academic program in which teachers and staff: <ul style="list-style-type: none"> - recognize that not all students learn in the same way, - provide flexible grouping, instruction that is designed for students’ learning styles, strengths and needs, - continuously assess, reflect, and adjust instruction to honor the diversity of our student population and - guide their choices of strategies that accommodate students’ needs, and - build a respectful community of 21st century forward-thinking learners who are ready for middle school and their continuing school careers. 	<p>The school’s vision and mission will be based on the whole child as part of a community of life- long learners ready to embrace the opportunities of the 21st century. The school’s vision and mission demonstrate that we are committed to producing 5th graders who are on level academically and ready for middle-school, high-school, college/vocational choices, and to be life-long learners.</p>	



Public School Choice School Plan Guide for Coliseum Elementary School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<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? 	<ul style="list-style-type: none"> • The current reality of the school: Our total scores went up 43 points and we are now above 700 on our API; however, our math scores went down in 2nd and 4th grade. We went up in English Language Arts in all grades. Our 5th graders went up 28 points in science. Our suspension rate was much higher last year from the year before. This shows that we have work to do in math and behavior. • The strengths at the school are in English Language Arts, the results of our English Language Learners, and the teachers' enthusiasm to try to do whatever it takes to improve our students' achievement. • We are concerned about the math scores and the need to improve the English Language Arts even more. We are also very concerned about the behaviors of the students. We are also very concerned about the students' poor attendance. This includes being tardy to school many days. • The information we used was from MyData, the CST scores, the attendance records, behavior referrals, and report card grades. • We use school incentives (dances and awards) for the attendance and make phone calls home. We are doing more professional development for teachers in math. We have hired a teacher who comes 3 days per week to work with our behavior students using Second Step and social skills lessons. 	<p>Students are below the District's performance expectations in math and attendance and even in English Language Arts. Attendance has become a critical issue. Many, many students come to school late which interrupts other students' work in class and causes the late student to feel uncertain of what to do. Many, many students leave early which creates the same problem as being late to class. Families increasingly blame this on having to take another family member to another school or on personal appointments. This is not good for our students. Additionally, behaviors seem to come from poor anger management skills, children who think that they can hit when they're upset, and a general lack of admitting fault for poor choices. Students have to develop better coping skills and self-respect as well as respect for the school as a place to learn for their own future.</p>	



Public School Choice School Plan Guide for Coliseum Elementary School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<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 three priorities to improve student achievement are:</p> <ol style="list-style-type: none"> 1. Raising the math scores in each grade 2. Improving attendance 3. Lowering the suspension rate <p>_To achieve this growth:</p> <ol style="list-style-type: none"> 1. teachers must use strategies that emphasize individual skill needs and use data to inform the teachers of the skills needed. Teachers must have more professional development in teaching math and more time for grade level planning. 2. Parents will be called if their child’s attendance is poor and the principal will invite them to meet to discuss the problems. Parents will be given referrals to counseling agencies for help. 3. Teachers will use Second Step in the classroom; the Reflection Room will be used for school behavior issues. Parents will meet with the Discipline Review Team. <p>_Academic strategies that we will use will include:</p> <ol style="list-style-type: none"> 1. Universal Access that includes purposeful grouping and cooperative group work. There will be an emphasis on the use of academic language throughout the curriculum. Teachers will use data to help them make purposeful groups within their classes. 2. We will continue to encourage parents to bring their children to school on time and every day. We use incentives and awards for perfect attendance. 3. We will use organizational and classroom management strategies that include setting 		



Public School Choice School Plan Guide for Coliseum Elementary School

Guiding Questions	Explanation	Rationale	Glossary of Terms
	<p>clear classroom rules, consequences, and purposeful transition periods to lessen the amount of time students have to misbehave. We will use more small group work to allow the teachers to focus on students with more critical skill needs. The use of Second Step will be a mandate for each teacher.</p>		