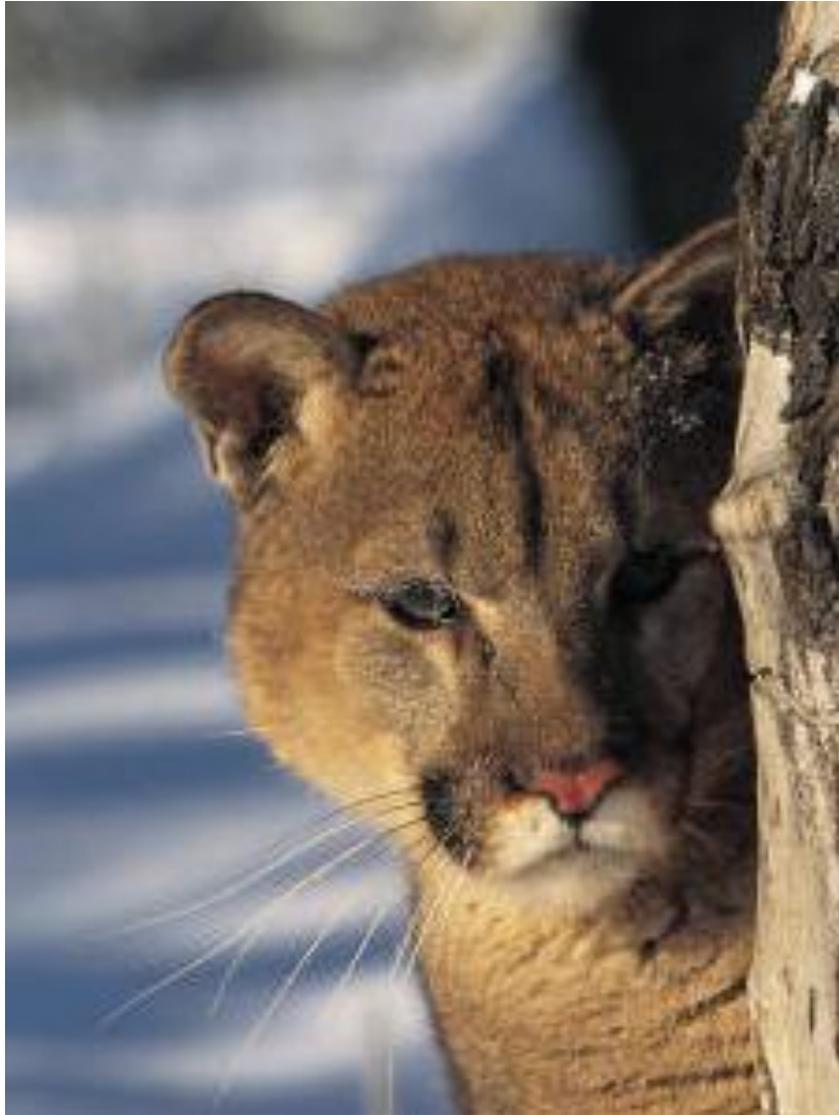


PSC 4.0 Plan



Coliseum Street Elementary School

Home of the Cougars

Home of the Coliseum Scholars

Table of Contents

Vision and Instructional Philosophy.....	1
Coliseum Street Elementary School Vision.....	1
Vision to Achieve Success.....	1
Instructional Philosophy.....	1
School Data Profile and Analysis.....	4
Summary of Coliseum Street School’s Challenges.....	7
School Turnaround.....	7
Priority Areas to Turn our School Around.....	9
Math Skills Acquisition and English Language Arts Improvement.....	9
Differentiation and the use of Universal Access.....	9
Academic Language.....	10
Cooperative Learning Groups.....	10
Techniques for Questioning and Inquiry.....	10
The Use of Manipulatives.....	11
Implementing Professional Development.....	11
English Language Acquisition.....	12
SDAIE.....	12
Think-Pair-Share and Preteaching techniques.....	13
Adherence to the ELD instructional minutes per day (45 minutes for ELD levels 4 and 5, 60 minutes for ELD levels 1, 2, and 3) and ELD teaming to facilitate clustering of ELL levels.....	14
Suspension Rates and Attendance Rate.....	14
District Discipline Program.....	14
Classroom Management Techniques.....	14
Posters and Banners for Reminders of Behavior Expectations.....	14
Weekly Discipline and Review Team to Monitor Referrals.....	14
Behavior Supports and Behavior Plan.....	14
Reflection Room.....	14
Perfect Attendance Recognition Dance Bimonthly.....	14
Monthly Awards Assemblies.....	15
Culture and Climate of Coliseum Elementary.....	16
School Community Engagement.....	17
Implementation.....	17
Alternative Governance.....	19
School Planning Team.....	19
Bibliography.....	21

Coliseum Street Elementary School Plan

1. Vision and instructional Philosophy

1. Coliseum Street Elementary School Vision

The students of Coliseum Street Elementary School will acquire the skills and knowledge needed for proficiency with the Pre-K-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.

1. Vision to Achieve Success

Thus, the vision of the school is: To produce responsible citizens who are critical and creative thinkers prepared to embrace opportunities of the 21st century.

In that regard, our mission is that Coliseum will implement a rigorous academic program in which: teachers recognize that not all students learn in the same way; teachers will provide flexible grouping; teachers will design instruction for students' learning styles, strengths, and needs. Additionally, teachers will continuously assess, reflect, and adjust instruction to honor the diversity of Coliseum's population and to guide their choices of strategies that accommodate students' needs, and to enable students to learn to build a community of respect. Coliseum students will thrive in the 21st century becoming aware and proficient with technological tools by the time they enter middle school. Those Coliseum students who are English language learners will be re-designated by the end of 5th grade.

1. Instructional Philosophy

Coliseum Elementary Core Beliefs and Values on Teaching and Learning:

The Coliseum Elementary community embraces the belief that all children can learn. We know and understand that not all children learn in the same way. We believe that everyone has the right to learn in a culturally relevant, responsive, safe and supportive environment. We believe that education is a shared responsibility between all stakeholders. Parents and teachers work together in partnership to address the needs and holistic growth of each child so that learning will be supported in the home and at school.

The Coliseum Elementary community believes in educating the whole child by teaching academic and social skills so that all students will successfully navigate both their personal and professional lives in the 21st century. Responsible citizens must possess a strong command of emotional intelligence in order to effectively communicate; work well in teams with people of diverse backgrounds; and collectively solve problems. We believe the social curriculum is just as important as the academic curriculum. Teaching behavioral expectations and conflict resolution skills at Coliseum are necessary to promote peace in our school, neighborhood and global community.

Learning in the 21st century entails developing a specific set of readiness skills that lead to college and career preparedness. These skills are developed and refined through a standards-based academic program which provides learning opportunities that are rigorous, relevant and integrates active learning, technology, visual and performing arts into all content areas. We believe in order to foster student engagement and improve student achievement, teachers must utilize flexible grouping, a multi-tiered approach to instruction and intervention that is designed for students learning styles, strengths and needs.

The goal at Coliseum Elementary is for our students to become active participants in their learning process; to be self-directed, problem solvers, and critical thinkers. Students will be able to apply their learning to complex experiences and real-life situations through collaborative engagement and inquiry learning.

The cornerstone of the Coliseum Elementary philosophy is based on the Progressivism belief that education should focus on the whole child. Our core values and beliefs are based on child development theory and research, drawing on the work of educator and progressivism reformer John Dewey, who taught that people learn best through social interaction. The work of Dewey resonates with the needs of our students. It emphasizes the positive aspects of the experiences of the community in which our students are involved, recognizes the cultural values of our students' community, and makes use of the experiential knowledge drawn from the community that our students bring to school.

We also draw upon the work of developmental psychologist and educator Lev Vygotsky, especially the strategy of adult scaffolding (supporting children at their current developmental level and helping them build upon their present knowledge to support what they need to know). Social environment and character education are important in turning on and tuning in moral emotions and sensitivity. Social and emotional competencies are essential to children's well being and success both in school and in life. *A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed* (The Child Mental Health Foundations and Agencies Network, 2000, p. 7) provides evidence that social/emotional readiness is critical to a successful kindergarten transition, early school success; and even later accomplishments in the workplace.

Society is changing at such a quick pace. New ways of communicating and sharing learning are being developed and explored. Nonetheless, we are bound to others and must honor the past as well as look forward with eagerness to the future. Teachers need to adapt and be adept at making students' learning experiences both meaningful and engaging. The Coliseum Community of educators has determined what students need to learn today in order to prepare them for tomorrow as stated in our mission statement. It is important that we know and understand our students' interests, strengths and needs. We will take an individualized approach to support student learning through careful examination and analysis of student performance data. Weekly and periodic formative assessments in core academic subjects will be discussed and analyzed in bimonthly grade level meetings. This will lead to instructional design and delivery that will be specific for individual and small group academic skill acquisition (Heacox, 2002).

However, we will also emphasize the value of working together to reach goals as a necessary component of both academic and social processes. In keeping with our philosophic ties to Dewey and Vygotsky, we will provide scaffolds and guidance towards developing individually and yet becoming adept in working within groups. We will provide the behavioral guidelines with a developmental

approach (exemplified in Kohlberg's *Essay's on Moral Development, Vol. I: The Philosophy of Moral Development*. 1981) to support group work by emphasizing the lessons in Second Step. Through focused professional development, we will develop and utilize sound classroom management strategies for developing routines and study skills that are necessary for successful work/career skills acquisition. Using the work on organizational skills of Cejovic (2011), Fry (2005) and Deci and Ryan (2000) on self-determination theory and the relationship of organizational skills and motivation to learn, we will teach our students the value of beginning work behaviors. We feel that with better organizational skills students' motivation to learn will increase (Cejovic, 2011).

To ensure that our students are able to learn by being present, we are committed to increasing in-seat attendance to 75% of our students attending 96% of the time and encouraging 7 days or less of absences during the course of the school year. We also commit to increasing proficiency in Mathematics by a minimum of 7% on the CST by all subgroups; decreasing suspensions on our campus by 5%; and redesignating all English Language Learners who have been in a school in the United States for more than one year by the end of 5th grade.

In order to prepare students for the 21st century, we must provide effective classroom instruction in all classrooms. The pursuit of excellence is everyone's responsibility. We will strive to increase student achievement by building and sustaining a collaborative culture through Professional Learning Communities (PLCs). The PLC structure will focus on developing teacher capacity in the following areas: cooperative and flexible student groupings; high standards for classroom behavior; utilization of Universal Access strategies; reading, writing, listening and speaking activities in every content area; and inquiry based learning.

Teachers and school leaders have a responsibility to be mentors and role models to students. We have a responsibility to cultivate a sense of community and belonging. Education is a collaborative effort that needs leadership and a strong vision. Cooperation among all stakeholders is essential. A community is an essential extension of a school. Relationships between a school and its community should be encouraged and pursued. We must value and foster relationships with parents and family. The power of having all significant adults working together to raise a child cannot be underestimated. It is vital to keep parents and our partners informed and actively engaged in their child's education. Caring, compassion and empathy are cornerstones to a meaningful educational relationship. Lee and Bowen (2006, *American Research Journal*, 43, 193-218) point out the strong correlation between parent involvement and academic success. Coleman (1988) said that despite the parent's educational attainment, children can only benefit if the parents direct their social capital toward their children. Coliseum, then, will make being at the school inviting to parents. We want the children to benefit from seeing their parents' participation in the school and to feel their parents' support of the children's efforts.

B. School Data Profile and Analysis

Coliseum Street Elementary is a single-track school with only the administrator out of the classroom. It has a co-location Charter school on the campus. The presence of the co-location has created a clear awareness of space issues and organizational challenges. These issues and challenges are managed through a clear attempt at keeping relationships productive and goal oriented. We have designed schedules that are beneficial for each location. Parents and students for both schools enter through the Coliseum main office and are greeted by Coliseum staff. The Principal for Coliseum works closely with the Charter school secretary.

Coliseum Street Elementary School serves Baldwin Village within the Crenshaw District. The neighborhood includes many multi-resident dwellings, a large number of section 8 residences, single-family homes, and small businesses. Daily attendance is a significant concern. Only 46% of our students have achieved 96% daily attendance. The transiency rate continues to climb (up from 38% to 40.5% in 2012). Although there are no official statistics on the number of students “fostered” at the school, estimates from anecdotal information place it at or about 15% of the student population. This figure includes both official agency placements and those children residing with a relative who has no educational or medical rights on behalf of the child. Coliseum’s student population is currently 293 with 16 classrooms and 1 resource specialist room serving Pre-K to fifth grade. Among the 16 classrooms are 3 SDC classrooms for special education students who are autism eligible in K through 5 and two preschool moderate special education classes (morning and afternoon classes). Students eligible for free or reduced lunch comprise 81% of the student population; however, it is quite difficult to accurately depict the number of students entitled to the free or reduced lunch program since parents manifest reluctance to turn in the meal applications. The student population subgroups are: African American, Hispanic, Socio-Economically Disadvantaged, English Learners, Students with Disabilities and Gifted. While there is a large African American population (61%), the Hispanic population (36%) is increasing. As a Program Improvement school for the last five years, Coliseum Street Elementary experienced gains in several performance areas, for the 2011-2012 school year. Our API score increased from 658 in 2010-2011 to 703 in 2011-2012.

The CST results for 2011-2012 show a significant improvement in 5th grade ELA and 5th grade Science scores. There was also a notable increase for the last two years in 2nd and 4th grade ELA. The performance level of more than 50% of the 2nd grade students was proficient or advanced in ELA and Math. Third grade African American students performed above 50% in Math. The English Language Learners who tested proficient on the CELDT increased significantly from 18.4% to 33%. In addition, the English Language Learners performed at basic or above on the CST in ELA. The scores rose from 46.9% to 59%.

We have identified the following challenges for Socio-economically Disadvantaged and English Language Learners in math skills acquisition as shown through CST scores and periodic assessments: reclassification rate of English Language Learners, the low percentage of students with 96% attendance, and the number of instructional days lost to suspension. Additionally, we note the low percentage of

students who earned proficient or advanced scores on the CSTs albeit there was an improvement from the previous years' scores.

In analyzing the data in the above stated areas we looked at the data through the lens of ethnicity, English Language learners' language levels, grade levels, and grade level trends over the last few years. There was a diminishment of scores in mathematics from the previous year in all grades except 5th grade. The 5th grade scores were too low in reference to District goals, but had not gone down any further. The most serious diminishment was in 4th grade. We found that interesting because ironically there had been significant staff absenteeism in the 5th grade, but fortunately we had the benefit of able and consistent substitutes in the 5th grade. However, in the 4th grade, last year, we were presented with other staffing issues that we have since ameliorated. Last year's staffing issues seemed to have had a serious affect on students' skill acquisition. In looking further into the math data, we saw that in each grade there were similar diminished scores in the areas of algebra and functions and in operations. Thus, a lack of comprehension of what was being asked, difficulty gathering inferential information for finding what was missing, and a lack of basic fluency/automaticity with basic operational facts all impeded students' achievement. We then looked at the data for English Language learners and found that the scores were skewed for those students classified as Limited English Proficient. In this area most of the students scored FBB, BB, and B while English Only learners had a very clear bubble in the BB to Proficient range. This information reinforced our notion that students were having difficulty with making inferences in mathematical problems, understanding the teacher's presentation, and acquiring enough fluency with operations. Looking over trends from 2007-2008 through 2011-2012 we noted that the scores were uniformly too low, but more significantly the scores did not change much in the 2nd and 5th grades. Scores were inconsistent in each of the other grades. Looking over periodic assessment results from last year reinforced our information showed similar results to the last year's CST math scores. Thus, the information from periodic assessments could give formative information for CST math results.

The reclassification of English Language learners is also a critical issue for Coliseum. When we reviewed the data we concluded that we had improved in reference to students on track for acquiring English proficiency, but had not reached a high enough percentage of students reaching proficiency. Additionally, our long-term English learners had improved, but not rapidly enough. Coliseum has 58% of its English learners on track to for AMAO 1 and 8% of its English learners are long-term English learners. Last year, our reclassification rate was only 11%. This latter statistic indicates that our students' issues with acquiring adequate CST scores in ELA, written language proficiency, and the need for increased vocabulary in order to increase the reclassification rate. When giving the CELDT, we observed that a large number of English learners hesitate to expand their sentences and lack more complex vocabulary terms in English.

Our next area of concern is attendance. The rate of students who attended 96% or more of the school year increased from 41.4% to 45% in the 2011-2012. Last year we were able to participate in the Superintendent's program to increase attendance and had a PSA counselor for kindergarten. This year we do not have that resource.

Since 2009, we have seen a decrease in overall attendance for both students and staff. Our student transiency rate has increased from 37% to 40.5%. Several causes of absence include unpredicted illness or injury, parent motivation, family housing issues, and school choices. Parents are invited to the school to discuss their child's poor attendance. Excuses range from health issues to not being able to get

the child to school due to other family issues. Parents often express that the only reason we pursue children's attendance is for money. We will send home user friendly information that explains the relationship of attendance to acquiring social and human capital. Tardies have also increased in the past two years. Parents offer that they are trying to transport their older child to various middle schools and therefore are unable to get the elementary school child to school on time. We continue to work on helping families find resolutions to their issues. This year we have added a bimonthly recess dance for students who have perfect attendance (including no tardies and no early outs) for the previous two weeks. As with last year, we continue to have the monthly awards assemblies to which parents are invited. At these assemblies we recognize students with perfect attendance (as well as for academic achievement and citizenship), award a certificate and prize, and take the students' pictures to be posted in the office. Staff attendance was affected by sudden and critical issues for particular staff members. The percentage of staff members with 96% or higher attendance was 75%.

The fourth critical issue is that of instructional days lost to suspension. We reviewed the statistics from the 2007-2008 school year through the 2011-2012 school year. The number of student suspensions varied during the period of 2007 to 2012. There were 88 suspensions in 2007-2008, 63 suspensions in 2008-2009, 15 suspensions in 2010-2011, and 44 suspensions in 2011-2012. Originally, when we looked over the data, some of the team posited that this was due to the lack of a full time Assistant Principal, EIS. However, in looking more closely at the data, the year with the most suspension days was a year with a full time APEIS. Instead, we looked over the behavior referrals saved from the past three years. The anecdotal evidence shows that some students presented with pervasive serious behavioral challenges and had been referred on several occasions. These same students tended to be the ones who received suspensions. Again, team members suggested that years when there were many days of instruction lost to suspension in reference to the alternate years could be attributed to the lack of an elementary counselor and fewer days of psychological time. During 2007-2008 and 2008-2009 the school had the benefit of an elementary school counselor 1 day per week and 2 full days of psychologist time as well as a full day of PSA and 2 days of nursing. In 2008-2009 the number of days decreased to 50% of the previous year. Again in 2009-2010 Coliseum decreased the psychologist time to 1.5 days and the days lost to suspension increased by 38%. The loss of ½ day should not have played that significant a part in the increase. In 2010-2011 Coliseum lost a whole day of psychologist time, the PSA counselor was reduced to ½ a day, and the counselor was reduced to ½ a day. The days lost to suspension diminished by 76% of the previous year. Unfortunately, in 2011-2012 the days lost to suspension tripled the 2010-2011 year. Thus, the expenditure on counseling resources does not seem to have affected the days lost to instruction. We do note that the 44 instructional days lost to suspension last year were comprised of only 17 students and of those students one child comprised 5 of the suspension days while one other had 4 of the suspension days. The reasons for most of the suspensions involved threats and serious physical injury to other students or to adult staff. The root causes are a serious lack of problem-solving skills and anger management skills. The tendency to act out against school personnel seems to indicate a need for many discussions about the long-term ramifications and the need to differentiate between accepted behaviors in weekend and home situations from more formal school based situations.

Finally, we observed lower scores than desired in English Language Arts. Although we increased our scores in English Language Arts, our students' overall scores were far below the District's average. We saw an increase from 2010-2011 in grades 5 and grade 2. Grade 4 remained virtually the same, but in grade 3 there was a diminishment of scores. We looked more deeply at the scores and saw that grade 3 presented with difficulty in written language arts in reference to their other scores. Grades 2 and 4 had

more difficulty in reading comprehension. Looking at the scores through the lens of ethnicity we saw that the preponderance of scores were on the level of Basic. This shows that there is great opportunity to enhance our students' scores to proficient through the strategies we propose in the following sections. Then we looked at the scores for English language learners and found that our English language learners actually performed better than our English only students. Obviously using English language development teaching techniques needs to be expanded to our English only learners. By looking at the trends in English Language Arts in the CST scores we note that there is a continuous move towards less BB and FBB scores. This is a positive trend that we need to continue.

Summary of Coliseum Street School's Challenges

Following our analysis of the data, the most urgent issues hindering our students from learning and achieving are: chronic below basic math scores showing an ever increasing gap with the acquisition of grade level skills, the need to ensure that our English Language Learners progress toward reclassification in a timely manner, the large number of students who have not met the district's attendance goal indicating a lack of consistency for being present for instruction, and a high number of instructional days lost to suspension. Additionally, we note the slow progress towards increasing our English language Arts scores. The root causes of our challenges are teacher turnover and teacher absences in the upper grades, infrequent use of formative assessments to drive curriculum, the lack of addressing the particular learning styles of our students, a need to differentiate instruction for students with specific needs, and parents' permissive attitudes towards their child's lack of school engagement. In the publication from the National Education Association, in conjunction with MALDEF, (2010) the authors say that "there needs to be a process with activities that will intentionally develop collaboration over a period of time..." between parents, teachers and administrators (p. 27), but that "Parents who do not feel knowledgeable about the educational system or lack a strong sense of self-efficacy..." may feel mistrustful of the school or administration. We acknowledge that this also is a challenge for Coliseum Street Elementary. Thus, low daily and on time attendance, and behavioral issues that lead to an increase in out of school suspensions may be mitigated by a sense of community and partnership. The following sections will focus on the strategies Coliseum will use to effectively cause a turnaround and the manner in which we will determine progress in the implementation of the turnaround.

C. School Turnaround

Coliseum Street School community realizes and is excited and prepared to meet the challenges to foster our students' success. All stakeholders are committed to establishing and maintaining high expectations for all staff, students, and parents. The priority areas the stakeholders have identified from the school data are increasing proficiency in math, movement towards reclassification for English Language Learners, the imperative need to increase daily attendance, and diminishment of out of school suspensions as well as making more rapid improvement in English language arts.

1. Priority Areas for Turning Around Our School

Specific strategies and practices to address math skills acquisition and more rapid improvement in English language arts include the use of

- Differentiation and the use of Universal Access
- The use of academic language
- The use of cooperative learning groups
- Techniques for questioning and inquiry
- The use of manipulatives,
- Implementing professional development in and frequent assessment for progress monitoring and to inform instructional practices to meet students' needs

Differentiation and the use of Universal Access:

Carol Tomlinson (2012) said,

The strongest argument for differentiation to me is looking at the kids sitting in the classroom. To find virtually everyone fully engaged and participating in an optimistic way signals a need for instruction that addresses individual variance. Differentiation is an instructional approach to help teachers teach with individuals as well as content in mind. Differentiation really means trying to make sure that teaching and learning work for the full range of students. (Tomlinson, C., <http://curry.virginia.edu/articles/carole-tomlinson-on-differentiation>).

Differentiated instruction is designed to match the readiness level of each student in the classroom. Teachers customize instruction to learner's needs by adjusting pace and level of instruction. Every child learns differently. Each child is unique. Students are recognized at current levels of achievement in reflection of ongoing assessment which will drive the teacher to create challenges to strive towards and interventions in areas of needs.

Universal access (as described in the *Treasures* reading series) is another aspect of differentiation. Engaging all learners is essential. At Coliseum Street Elementary School we are committed to providing for the unique needs of every student we serve. Teachers will create universal access workstations that encourage tiered instruction. Students will be assessed based on multiple factors, including (a) the previous year's CST scores (b) District periodic assessments in both math and language arts, DIBELS (Dynamic Indicator of Basic Early Literacy Skills) (c) as well as with graded portfolio work. Teachers will evaluate students based on various levels of readiness, interest, background knowledge, language, culture, and learning preferences. Research has indicated that students flourish when teachers differentiate throughout the school day creating lessons that feature depth, complexity, novelty, and varied pacing in order to meet the diverse needs of the students in our classrooms (Tomlinson, C., 1997).

Elements of a Differentiated Class	Coliseum Teachers will	Coliseum Students will
Flexible group	Group students and regroup according to objective and student need	Learn in small groups by level, ability, or need. Help each other complete tasks or assignments
Independent and individualized work	Create, coach, and facilitate individual student work	Actively participate in learning, producing, and assessing his own learning
Rigor and excellence	Use Bloom's Taxonomy to drive analytical strategies such as open ended questioning, encouraging sharing of opinions, and guiding evaluative discourse	Will actively participate in discourse and analytical discussion, evaluating, offering opinions

Finally, Chenowith (2009) looked at schools in high poverty areas throughout the United States that made their AYP. Most of the schools in her study performed at the same level or higher as the wealthiest schools in their area. Their successes came from:

- Teaching using all of the senses, learning styles, and modalities
- Thematic units that combine math, science, literature, history, geography, writing, and the arts
- Integrating the arts into all aspects of the curriculum
- Hands-on projects with differentiated products and performances
- Pre-assessment, formative assessment, and data analysis that drives all aspects of instruction
- Individualized instruction and work depending upon how each student learns
- Flexible grouping based on skill levels and individual student needs

Chenowith's research resonates with Tomlinson's work on differentiation and the strategies suggested (specifically Universal Access) in the District's choice of the *Treasures* reading series for ELA. Both education researchers emphasize the need to address learning styles, address unique needs, use hands-on projects, and continuously use assessment and data analysis to drive instruction. Coliseum intends to use these strategies and commits to improving our school through the use of differentiation and Universal Access techniques.

Academic Language

In Jim Cummins's work (1996) analyzing minority students' achievement gap, Dr. Cummins posits that the low academic vocabulary of many students is a barrier to understanding the language used in textbooks, in classrooms, and on tests. Thus, the teaching of Academic Language is a means to prepare students for an academic setting. Included in Coliseum's practice of Academic Language Strategies is "wait time" to allow students who are second language learners to have the time to choose their words to speak. This will also develop and foster the use of high quality questions. Word walls of academic vocabulary will serve as references for students. Most especially, teachers will continue to create and maintain an environment that is safe so that students will not feel anxious about mispronouncing academic vocabulary.

Cooperative learning groups

According to Johnson (2006) cooperative learning differs from simply grouping students. He points out the concepts of developing mutual goals, division of labor, understanding that what benefits one benefits the entire group, the notion that learning together but performing alone ensures that no one borrows the other group members' work or efforts for personal gain, the emphasis on oral explanation of problem solution and the discussion of concepts to achieve the group's goals, as well as the development of group social skills all cause cooperative groupings to be effective in raising achievement. Johnson's research is buttressed by Fink's research (2003) in which he explains that students learn to become better students in cooperative groups. Fink goes on to say that cooperative groups cause students to become "self-directing learners." (p. 50-55). The use of cooperative groups encourages the use of Academic Language strategies as well as the technique of differentiation all through the lens of Universal Access. At Coliseum the students will benefit from the teachers' strategic planning encouraging language, oral and written, to create learners who seek to raise achievement that will benefit the group as well as the individual. Our strategies depend on one another and further our goals.

Techniques for questioning and inquiry

Shein (2012), Harvey and Goudvis (2000), and Hmelo-Silver, Duchan, and Chinn (2007) all investigated the use of questioning and inquiry within the classroom. Each research investigation points out that the inquiry approaches address content knowledge, collaboration, and self-directed learning. Most importantly, the use of appropriate questioning and inquiry techniques utilize scaffolding techniques that allow students to learn in complex cognitively demanding subject areas with higher levels of success. That is precisely what Coliseum desires for students. We are aware of the needs of our English language learners and our students with deficits in focused educational experiential learning. The use of questioning and inquiry based learning will benefit our students due to the implicit use of scaffolding embedded in the techniques.

The Use of Manipulatives

Active engagement through the use of manipulatives and total physical response supports concept mastery from concrete to conceptual understanding. According to Hartshorn and Boren (1990), the use of manipulatives in the classroom enables students to leap from the intuitive to logical thinking. It appeals to students whose learning requires a more kinesthetic style. This approach connects to the use of realia for English language learners. Basically, the use of manipulatives and realia fosters sense making for students to work through new problems and situations. In this way students can experience math not as spectators but as participants. It is a technique that also is in keeping with the real world and can be applied to the workplace. We want our students to develop a strong foundation in concepts to further their reasoning skills and become competitive in our global society. Another form of manipulatives is computer-assisted instruction and technology. Programs such as IXL Math, the District's math program EnVision online, and various measuring objects, and other realia will be used. These forms of manipulatives also encourage application of concepts to real life experiences.

Implementing Professional Development in and Frequent Assessment for Progress Monitoring and to Inform Instructional Practices to Meet Students' Needs

To accomplish a reform of our mathematics program, the Coliseum staff will utilize a differentiated approach through the use of EnVision mathematics. We will focus our efforts on frequent assessment and analysis of the assessment data through grade level teacher meetings every other week. In this manner no student will have the misfortune of continuing with deficit skills that are not recognized or addressed. Further, Coliseum teachers will do lesson studies and analysis of curricular units to manage their planning to incorporate lessons throughout the curriculum. We have noticed that students need to have models to learn to generalize their information and understanding across the curricular areas. Through analyzing the different subject areas for common themes, teachers will be prepared to model how the students can use information from one area to another curricular area. This will further the students' ability to analyze, conceptualize, and evaluate information. The use of cooperative grouping will be part of each classroom's planning as will the use of manipulatives to enable each child's learning to progress from the concrete to the conceptual. Students will be exposed to academic vocabulary and teachers will participate in professional development designed to enhance their expertise with the use of academic vocabulary.

In reference to English language arts, teachers will, as a means to accomplish a more rapid skills acquisition for each student, use *Treasures* and supported curriculum as well as the expertise and knowledge gained through professional development . As already described, professional development will be every other week and teachers will have the opportunity to unpack data, analyze the data, and look further at their lesson planning to address their students'

needs. Teachers will have professional development on the use of Dolch Sight Words to further students' mastery of sight words. The Dolch Sight Words are common English words that cannot be taught through phonemic awareness. Mastery of the sight words allows students entry into much of what they are asked to read.

Specific strategies and practices to address English language acquisition and more rapid improvement towards reclassification in English language include the use of

- SDAIE techniques
- Think-Pair-Share techniques
- Preteaching techniques
- Adherence to the ELD instructional minutes per day (45 minutes for ELD levels 4 and 5, 60 minutes for ELD levels 1, 2, and 3)
- ELD teaming to facilitate clustering of ELL levels

SDAIE

Specially Designed Academic Instruction in English (SDAIE) is defined as an instructional focus to make instruction comprehensible and to make grade level learning more accessible for English Language learners. There are four critical elements of SDAIE: Content, Connections, Comprehensibility and Interactions. The teacher enhances learning for students with limited English language when using the four critical elements. SDAIE is a tool for oral language production, usage of oral expression and the development of academic vocabulary. The promotion of social learning such as cooperative group learning, during which students interact to complete tasks and projects, and whole group learning allow them to use their language skills as they are given an opportunity to speak and listen to each other.

Teachers are able to make language and academic decisions in their lessons that are sensitive to ELLs at all stages of English language proficiency. Lallas and Solomon (2007) describe academic adaptation as a conscious approach to educational equity solutions because it is an integral part of educational planning and fundamental to the teaching-learning processes.

Elements of SDAIE	Coliseum Teachers will	Coliseum Students will
Teacher uses English Language, Core and Content Standards to drive curriculum	Know and plan using grade level standards, curriculum content ; use periodic assessment and formal assessment to lead instruction.	Be exposed to standards in every subject area
Vocabulary exposure and application through use of grade level lists, assessment and textbooks	Create weekly, quarterly assessment that reflect vocabulary (prefix, suffix, double meaning etc.)	Have the opportunity to practice communal discussion and discourse
Provide opportunity for scaffolding of materials in a systematic way with connection to previous learning	Align topics across the curriculum; build skills upon previous learning. Provide repeated exposure to academic language. Model language as they scaffold curriculum from more complex to simple terms for better understanding.	Work reflecting appropriate use of language. Use academic language in context in all domains of reading, writing, speaking and listening

Think-Pair-Share Techniques and Preteaching Techniques

Think-pair-share is another collaborative learning strategy that incorporates many of the SDAIE strategies as well as those strategies used in cooperative groups. Preteaching techniques also uses many of the same elements with the additional element of including academic language. Using the think-pair-share technique has a particular connection to Coliseum students. It allows the students to work together to solve a problem or answer a question but with a low stress level. Thus, students should not have extra behavioral challenges to benefit from the teaching technique. Teachers begin by asking the students a question or pose a topic for them to think about, the students are paired (typically the routine has been established and the students know how to move their chairs to be near each other in order to discuss their topic). Students are

encouraged to think about what they already know or have learned about the topic—this is an important connection to Vygotsky and also SDAIE techniques—and finally, students share within their pair. Teachers then ask pairs to share out to the whole group.

In reference to preteaching techniques, teachers introduce topics or words to students either in whole groups or in small cooperative groupings. Students may then share what they already know about the topic or words. Teachers can affirm the information, clarify the information, and expand the information for the sake of the focused learning activity to be taught later. In this manner students bring enough information to the focused learning activity to benefit from the whole group lesson. Preteaching is also connected to the work of Vygotsky in that it is a means to provide the experience necessary for students to learn more complex information. It is also connected to the research associated with academic language. It is a means to front load students for more complex learning. Coliseum students will benefit from both techniques, and teachers will participate in professional development to ensure their professional understanding of the techniques and feel encouraged to utilize the techniques for their students.

Adherence to the ELD instructional minutes per day (45 minutes for ELD levels 4 and 5, 60 minutes for ELD levels 1, 2, and 3) and ELD teaming to facilitate clustering of ELL levels

Coliseum Street Elementary School will cause English learners to achieve English proficiency and reclassify as soon as possible by adhering to the LAUSD ELD curriculum and providing the appropriate amount of instructional minutes per day as per the students' English learner level. To facilitate best practices and manage English language learning, we will cluster our students within grade levels for their ELD instructional time by ELD levels. We will do this with grade level teaming. Students will benefit from strategies teachers employ for ELA instruction as described above as well as ELD instructional strategies. Teachers will participate in professional development for current ELD instructional strategies and will be encouraged to take District provided courses through the Learning Zone.

Specific strategies and practices to address suspension rates and the need to improve students' attendance rate include the use of

- District Discipline Program
- Classroom management techniques
- Posters and banners for reminders of behavior expectations
- Weekly Discipline and Review Team to monitor referrals
- Parent invitations to Discipline and Review Team meeting for their child
- Parent referrals to community mental health agencies
- Behavior supports and Behavior Plan

- Reflection Room
- Perfect Attendance Recognition Dance bimonthly
- Monthly Awards Assemblies that include citizenship awards

Suspensions are a major concern for the staff and community, The Coliseum community realizes that every student is able to learn and grow both academically and socially. Classroom management that promotes active learning, questioning-inquiry driven instruction, and established routines and behavioral expectations are key to developing productive teacher-student relationships (McKinley, 2003). Children who experience positive classroom interactions are more motivated to respond with positive, constructive behaviors. The LAUSD discipline program defines appropriate student behavior as “Be Safe, Be Respectful, Be Responsible, with school plans that encourage positive behaviors, and consequences for disruptive behaviors. The Coliseum staff will implement the school-wide behavior plan to encourage positive student behavior and in keeping with the RTI² model. The tier 1 level incorporates “Second-Step.” This program will be used in every classroom to model and role-play behaviors that are socially productive and promote respectful interaction. Posters and banners reinforcing the concepts of Be Safe, Be Respectful, and Be Responsible will be posted throughout the school to provide reminders to all students and community members that we are a school community whose students will develop into responsible community members. Tier 2 will include behavior contracts and behavior supports. These contracts and supports will be developed between the teacher, student, parent, and administrator through the Discipline Review Team. Parents will be invited to join the Discipline and Review Team to create behavior supports for their children. These supports may include behavior contracts or notes home or other supports specific to the student’s needs. Parents will be on the team to benefit their children’s positive behavior and create a coordinated school-home connection. These supports may also include referrals to community based mental health agencies. Information about the various community agencies is available in the main office and in the Parent Resource Room. We are also using webinars during professional development for staff members supplied by Educational Strategy of the Week: PD 360°, Sadliey School, and 95 percent Group to enhance behavior management skills. The Reflection Room (room 16) is specific to Tier 3 students and will foster the implementation of intensive problem solving strategies, interactive vignettes, anger management techniques, and journaling to provide alternative responses for children to solve difficult situations. It is taught by an elementary credentialed teacher who has experience with teaching Second Step and is available on Mondays, Wednesdays, and Fridays. Teachers are asked to send the precise class work and materials for the student in order that no instructional time is lost. This will allow students to continue their education program during the instructional day and reduce the out of school suspension rate.

Students who attend school every day for the full day of instruction will have greater opportunity to acquire the knowledge and skills of the common core standards. The goal for students with 96% or higher attendance is 75% for this year. The goal for staff with 96% or

higher attendance is 74% for this year. We will recognize perfect attendance through incentives such as awards, perfect attendance families, and performing arts celebrations. We will communicate the school calendar and community events in a timely manner through backpack notices and ConnectEd messages for optimal family participation.

2. Culture and Climate of Coliseum Elementary

Coliseum Street Elementary School is committed to a safe school environment, a culture of positive and respectful feeling, and a rigorous academic program for all of our students. To achieve these goals we will close the achievement gap our students have experienced. Our staff feels a deep responsibility to cause each student to have high expectations and to fulfill their learning goals. While providing for academic success, the staff also is aware of the need to teach social responsibility to students. We are committed to causing each child to be a viable citizen of his/her community and in our 21st century's global society to be a viable and able citizen of the world. Thus, we ask each day "who is in the house?" and our students can answer with their shout out: "Coliseum Scholars!"

Coliseum staff and community will develop an increased awareness of the common core standards, the need for respectful citizenship, and the goal to create a community of engaged learners. Staff and parents will have access to the instructional guides and common core standards for the educational plan at Coliseum Elementary. These are housed in the Parent Resource Room as well as the front office. Information about them is given out at our Parent Conferences twice per year, our Title I meetings three times per year, and at our Safe School Plan meeting once per year. This year students will participate in personal commitments to their own learning. We have begun to review CST assessments, periodic assessments, and classroom weekly assessments in core subject areas with students, parents, and teachers. Students are asked to commit to raising their scores and increase their achievement by being aware of where they are and where they should go. We ask students "where are you?" "where are you going?" and "where are you supposed to be?" The staff is committed to guiding students in being more self-directed and more personally responsible.

The Parent Center will provide many opportunities for the community to support the school with volunteer opportunities in the classrooms and throughout the school, including encouraging donations, providing opportunities for trainings, and gathering information through surveys. Our new Parent Center will address the various needs of different groups of parents. We are opening a new State Preschool program and parents of our new students will want and need focused parent training opportunities on early education. Meanwhile, our large special education parent group desires more information about parent support groups specific to their children's eligibilities. Other parents have expressed a desire for information about how to help their children with homework. We will invite speakers to provide information in each of these topic areas as well as others that are important to our parents. The Parent-Teacher Association will become more actively involved in our fundraising and extra-curricular activities, as well as

improving the home-school connection. Evidence of student learning will be posted around the school. We will hang motivational banners to make our goals public and create enthusiasm around our public goals.

3. **School Community Engagement**

Teachers will develop family to school relationships through parent conferences, letters, and phone calls home, parent and student surveys, Back to School Night, Open House, awards assemblies, and cultural celebrations. Parents are able to contact the teacher or other staff through phone, notes, email, or in person. Parents are regularly informed through the Public School Choice 4.0 parent meetings and brochures. We provide a monthly newsletter to parents that includes parenting tips, test taking strategies, and suggested questions to ask teachers.

Previously parents requested that our programs for instrumental music and drama arts be held in the evening so that working parents could attend. This year we've included evening presentations as well as the usual daytime presentations. Communication will be effective with staff, students, and the community regarding school events, student progress, and programs. Methods of communication will include banners, flyers, ConnectEd calls, emails, website, and community meetings.

Parents and community members share with staff members on School Site Council, English Language Advisory Committee, and Local School Leadership Committee. These various groups meet a minimum of once per month to review our Single School Plan for Student Achievement, discuss our plan for PSC 4.0, assessment results, and consider how to create coherence with our plans, budget, and goals. Additionally, we have parent volunteers who assist in classrooms, school beautification projects, and the general well being of the school.

Presently, Coliseum has three after school programs serving our students. We are lucky to have LA's BEST, CYFC (Children, Youth, and Family Collaborative), and Beyond the Bell Youth Services providing guidance, enrichment, and homework help. CYFC also provides daily tutoring to 4th and 5th grade students. Parents are actively engaged with each of these three programs. There is a large attendance for the holiday programs, and parents seek advice and information about their child's socialization skills.

D. Implementation

Coliseum Street Elementary School is a professional learning community. Last year, as part of our revision of our Single School Plan for Student Achievement the staff agreed that a Professional Learning Community would be the best choice to reform our work towards improved student achievement. As such, the staff works collaboratively towards best practices. Teachers and staff work together to analyze and enhance their classroom practices. The concept of the professional learning community is one of support for the members, a safe environment to offer ideas, and an opportunity for collective planning for the instructional program after

analyzing current data. The refinement of teaching practices to provide maximum benefit for students is a goal for the professional learning community.

Last year staff engaged in bimonthly professional development as part of the professional learning community. We met as grade levels for focused data analysis and adjusted and refined instruction based on the data analysis. Teaching Assistants also participated in bimonthly professional development to enhance best teaching practices. This proved to be beneficial and our scores went up 47 points. We will continue this practice with increased enthusiasm. We are proud of our efforts and want to continue to move forward.

Thus, our professional growth and development program will be focused on modifications to classroom pedagogy and practice. The role of the administrator and other PLC members will be to provide feedback to build capacity and oversee the implementation of effective instructional practices. The professional development program will use evaluations for effectiveness and will be adjusted as a result of the evaluations and evidence of student performance as a reflection of effective instructional practice. We will use classroom walkthroughs during the professional development time as well as staff lesson observations.

We want all school staff to be prepared to support all students academically as well as emotionally and behaviorally. We will use formative data from MyData and CoreK12 as well as additional data that includes behavior referrals, attendance records, and anecdotal information. Using an RTI² approach, we will offer a 3 tier system of academic and positive behavior support. Tier 1 is for most of our students and includes a caring, solicitous, positive learning environment. Classroom teachers and support staff will provide classroom instruction using strategies previously described and Second Step lessons, clear and articulated classroom management structures, and school wide systems that emphasize being safe, responsible, and respectful. We will evaluate our systems informally, continuously, and formally through weekly and periodic assessments. Our DRT will review behavior referrals on a weekly basis to monitor trends and needs.

Tier 2 will include academic and behavior contracts. Students will be assigned an adult mentor from the staff to check with the student regarding academic concerns. Behavior contracts will be overseen by the Reflection Room teacher and brought to the weekly DRT meetings for adjustment or continuation.

Tier 3 students will be referred to DRT meetings to formulate individual plans and monitoring. Parents will receive community agency referrals. Individuals will be assigned to periodic visits with the Reflection Room teacher to discuss progress towards individual goals. Evaluation towards individual goals will be frequent in order that students not continue to fall further and further behind. We are committed to providing every opportunity for success for each of our students.

Teachers currently turn in their lesson plans weekly. This indicates the teachers' commitment to lesson planning and a willingness to engage in professional discourse about the rigor of their intended instructional plan. We will use the lesson plans as a point of inquiry during grade level planning. We provide for grade level planning every other week on Tuesday. This is a time for teachers to share ideas for short and long term planning. We will add a data analysis component to these meetings. If students are showing improvement, the planning is effective. If students' data show needs, the lesson planning needs to show how that will be addressed.

Coliseum Street Elementary School continues to face many challenges. Budgetary issues are considerable. While we have identified the need for more counseling and more teaching assistance we are unable to pay for these services. Likewise, the need for PSA services is evident in our attendance data. The budget does not allow for that. We also are very aware of the limitations to utilization of our facility in that we share the facility with another organization. Although the relationship with the charter is amiable at this time, the limits to the use of the library, auditorium, and other facility areas are ones that we find constraining. Behavior norms are different for the other organization and that provides a constant visual contrast for our students. Additionally, while we continue to improve how we work with students with behavioral challenges, these challenges are a daily issue. Time is taken with resolving anger management problems between students, emotional repercussions for perceived slights, and defiant attitudes and acting out towards adult staff members. On occasion we must provide respite for the adult staff member as well as resolving the students' problems. The time involved is necessary but takes time from the concentration on the instructional program. As we continue to reform our practice, we have great hope that these challenges will be lessened. We are enthusiastically looking towards the day when the Coliseum's scholars' shout out will be an affirmation of successes and not only a hope for what is to come.

E. Alternative Governance

There was discussion about alternative governance plans but the staff and community are committed to a traditional governance plan at this juncture.

F. School Planning Team

1. Members of the planning team

Kathleen Brown

Ivalene Cass

Osra Collins

Lisa Curley

Dr. Karin Diskin

Drusilla Hale

Jennifer Hammer

Sydney Hillery

Suzanne Jensen

Maureen Kolkey

Gary Martin

2. Working Relationship

We worked as a cooperative and collaborative team. Each member selected portions of the proposal to research and report findings. Ms. Curley, Mrs. Collins, and Mrs. Jensen brought the research findings together to synthesize the proposal, under the supervision of Dr. Diskin and Mrs. Cass.

All participants are certificated personnel. Dr. Diskin is the school administrator and Ms. Cass is a retired administrator from LAUSD. Planning team members volunteered to participate in the proposal-writing project.

The plan was reviewed often during its writing. Pieces were brought back and forth to the staff and there was wide discussion. Design plan meetings were open to any staff member who wanted to participate. The meetings' dates and times were published in the weekly calendar.

Parents attended the first PSC 4.0 Academy in September, where they were informed of the process during which they gave input for the School Plan Proposal. Their input was incorporated into the plan. The second PSC 4.0 Academy was scheduled for October 8, 2012. Parents also offered input during that meeting and their input from that meeting was also put into the plan. Many community contributions were valuable in confirming the desires of the staff to improve the school and staff and community suggestions have been incorporated in the plan. The third meeting is scheduled at the beginning of November.

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