



Public School Choice School Plan Guide for 24th Street Elementary

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"> • Students will master academic skills (based on Common Core State Standards) beginning in primary grades; concepts of print/alphabetic knowledge/phonics/word attack/automaticity/fluency and comprehension. • Number sense/algebraic thinking/operations and mathematical reasoning. • Students will have social skills to insure college and career readiness. 	<p>For students to be successful in school and in life they need the confidence of success. This means that at each grade level students need to be supported in mastery of key skills and academic standards and not just exposure.</p> <p>They need to be socially and academically mature to be independent and critical thinkers that can solve problems, make the right choices and good discussions.</p>	<ul style="list-style-type: none"> • Common Core State Standards - The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce
<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"> • The school will feel like the place students and families belong. • They will feel ownership and the need to support the learning that takes place here. • They will feel protective of the learning environment. • The school must implement a school-wide discipline plan that is more comprehensive than the one now in place with clear and meaningful involvement of all stakeholders. • The school must set the stage for high expectations, both academic and behavioral 	<p>Parent working with teachers and teachers working with students in a collaborative way will make the school more responsive to student needs.</p> <p>Creating a caring community will help children grow and learn. When children want to come to school they learn more and there are fewer challenge behaviors.</p>	



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<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"> • Making progress, just not enough or fast enough – falling behind District and State growth rates • Increase in % Proficient/Advanced for CST ELA • Drop in % Proficient/Advanced for CST Math • Suspension rate twice the District average • L, EL, SED populations making gains • AA population taking steps backwards • Newest AYP data released as of 10/11/12, SARC, CDE website, School Quality Snapshot • Targeted intervention, allocation of resources to K-2 grades, early screening for negative behavior, implementation of PBS component into daily instruction 	<ul style="list-style-type: none"> • API score increased 7 points (661 in 2010-2011 vs. 668 in 2011-2012) • L went up 12, EL 21, and SED 6 points – API • AA went down 9 points – API • CST scores are trailing indicators, but still give us an overall idea of schoolwide growth – it is just one of many data sets we examine, not used in current year implementation strategies • LAUSD already has a PBS in place, but we have yet to implement it schoolwide or with fidelity 	<ul style="list-style-type: none"> • Proficient/Advanced - top two performance bands on state testing • CST - California Standards Test • AYP - Adequate Yearly Progress • AA - African American • SED - Socioeconomically Disadvantaged • EL - English Learner • L - Latino • Trailing data - data that comes out “after the fact” • SARC - School Accountability Report Card • CDE - California Dept. of Education • PBS - Positive Behavior Support



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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>Top Priorities</p> <ol style="list-style-type: none"> 1. Consistent, quality first instruction developed on engagement with the Common Core State Standards 2. Increased responsibility for personnel through the Teaching and Learning Framework, clearly defining ways to hold each other accountable through the School Leadership Framework, and fostering an inclusive decision making process 3. Develop “socially responsible” students through a school-wide positive behavior support (PBS) system <ul style="list-style-type: none"> • Changes in the bell schedule • Protected MELD/ELD/ Positive School Behavior Blocks in the daily schedule • 4th and 5th grade academic academies have made a difference in the academic climate for this year. • We used the school report card and school data summary sheet • Each subgroup will be addressed through the analysis of data and committee review. This year a new committee was form (RTI/ intervention) That is for the purpose of individual and group support. • Relevant PD for teachers and staff, opportunities to attend conferences 	<p>We are moving our school toward a more positive discipline behavior approach. We want our classrooms to be more responsive to student needs and less reactive to unwanted behaviors. A responsive classroom is proactive not reactive.</p> <p>We will not let a child fail. That means each and every child receives assistance and support in meeting State and District academic and behavior benchmarks.</p>	<ul style="list-style-type: none"> • MELD - Mainstream English Language Development • ELD - English Language Development • PD - Professional development