



**Lovelie P. Flournoy ES & Magnet
Public School Choice 4.0
Proposal
October 2012**

Table of Contents

A. Vision and Instructional Philosophy	3
B. School Data Profile/Analysis	7
C. School Turnaround	
1. Academic Focus: What We Teach and How We Teach	13
2. School Wide Behavior Discipline Plan	20
3. Data Dialogues: The Value of Using Data Often	21
4. Instructional Leadership	22
5. Positive School Environment & Parent Involvement	26
D. Implementation	28
E. Governance Models and Autonomies	29
F. School Planning Team	29
 Appendix	
A. Waiver: Mutual Consent Requirement for Employees.....	32
B. Planning Team Members	33

A. VISION AND INSTRUCTIONAL PHILOSOPHY

1. What is your school's vision for the child or youth who will matriculate from your school?

The vision of Lovelia P. Flournoy Elementary School and Magnet is to build a strong academic foundation for all students enabling them to achieve their highest learning potential while demonstrating appropriate social skills, balanced emotions and values, as life-long learners and healthy productive citizens.

2. What is the vision of the school that will help achieve the vision of the successful future graduate described above?

Upon matriculation from Lovelia P. Flournoy ES and Magnet students will:

- Master basic and critical thinking skills to solve real life problems.
- Think critically, communicate well, and be able to collaborate with others.
- Read, write, and speak well.
- Effectively communicate their feelings with peers and adults in a respectful manner.
- Demonstrate respect and appreciation for diversity.
- Retain knowledge necessary to maintain a healthy lifestyle.

Our beliefs support our vision. Our mission is to take these actions steps to achieve our vision:

First and foremost, we believe that our students rise up to meet clear and high expectations, deserve to be treated with dignity, and learn within a classroom climate that responds to students' behavior resulting in optimum, mutual respect and rapport. We believe that our students must be ready for productive citizenship, college, and career. The demands placed on the minds of young people entering the 21st Century workforce are parallel to the skills needed to succeed in higher education institutions. The majority of the jobs being created require post-secondary training, certification, or an apprenticeship. An additional 33% of jobs will require a Bachelor's Degree or more.

Expectations for Learning, Teacher Interactions with Students, and Classroom Climate

We believe that teaching fundamentally depends on the quality of relationships among individuals. We believe teacher interactions with students must project respect and caring that creates a safe and supportive learning environment. In order for students to reach their full potential our classroom environments must be places that are safe and supportive where risk-taking is encouraged, where students may freely contribute their ideas, and where students' mistakes are treated as learning opportunities. The culture of the classroom must reflect clear and high expectations of students in order for them to learn. (Developed by TLS, Inc. Based on the work of Charlotte Danielson, 2007.)

What We Teach

Thus we believe that ALL students must be provided a worthwhile, coherent, content-rich curriculum that provides ample opportunities for them to read, write, and speak well within the context of cognitively challenging tasks that require critical thinking, collaborating, and communicating. We believe that the *Common Core State Standards* require students to solve complicated problems, think on a higher order, make sense of increasing complex material, and we believe it is what we must provide our students now to ensure their success. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms. Standards also help students and parents by setting clear and realistic goals for success. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and work. (Common Core State Standards Initiative, 2012.)

How We Teach

We believe that in addition to addressing what we teach, we must address how we teach. We believe that utilizing a common rubric that provides teachers with an outline of clear pedagogical expectations is the key to improving teaching and learning in our classrooms. Thus, it is a part of our mission to master the

standards and elements of the *LAUSD Teaching and Learning Framework*. The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving.

Literacy is the Pinnacle

We believe that the ultimate gateway to academic success is literacy. Research has shown that students who read, write, and speak well are more likely to achieve. Thus we believe we must commit to a relentless focus on teaching our students to read, write, and speak well.

Reading

All of our teachers must be skilled teachers of reading, and writing in these key five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We believe that when students are failing in reading, not matter what their age, we must teach them the skills within these key areas in a progressive manner, thus remediation through intervention will be provided as needed. We believe all teachers must explore the research, open their minds to changes in their instructional practice, and take up the challenge of helping all children become successful readers (Put Reading First, by National Institute for Literacy, 2000.)

Writing

We believe students become excellent writers when given effective lessons that included shared writing, interactive writing, and independent writing opportunities. We believe students must be given daily opportunities for sustain writing of their original compositions within various genres and provided support through writing lessons, mini-lessons, re-teaching of skills in small group lessons, teacher-student conferencing, editing, and publication of works.

Essentially our mission is encapsulated by the simplicity, clarity, and commitment to priorities that Mike Schmoker advocates for in his book, *Focus: Elevating the Essentials to Radically Improve Student Learning* (2011). Mike Schmoker states what we need to declare: “There will be no more initiatives—at least for a time. Instead we will focus only on what will have an immediate and dramatic impact on learning in your classrooms: ensuring implementation of a common, content-rich curriculum; good lessons; and plenty of meaningful literacy activities (such as close reading, writing, and discussion) across the curriculum” pp. 2-3.

3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

Lovelia P. Flourney ES and Magnet’s instructional philosophy supports district mandated instructional programs that align with our adopted curriculum, California Common Core State Standards, New Master Plan for English Learners, periodic assessments, the LAUSD Teaching and Learning Framework, and professional development priorities that will allow all students and staff to develop their knowledge and skills to their fullest potential. The school community firmly believes that all children can and will achieve through effective collaboration between staff, administrators, parents, and students in which all understand and accept responsibility for the successful education of all children. Our instructional philosophy is based on our belief that we teach the knowledge and skills of the content standards through well-structured lessons that provide cognitive challenge and all the elements of an effective lesson. Our content standards provide insight into what all students must know, understand, and be able to do in real-life contexts. By organizing standards around key concepts and understandings of the discipline, we engage the personal intellect and emotions of the students (Erickson, 2002). When students explore concepts over time as opposed to facts in isolation, they develop deeper understanding and are able to transfer knowledge across disciplines and situations. Our standards-based learning activities are designed to engage students in cognitively challenging work that is aligned to the standards. These learning activities are highly suitable for diverse learners and directly support the instructional outcomes. They are designed to engage all students in high-level cognitive activities that reflect 21st Century Skills and are

differentiated as appropriate to meet the needs of individual learners. (*LAUSD Teaching and Learning Framework*, 2012.)

The key lesson elements we refer to are both important to lesson design and the delivery of instruction. We believe learning occurs when:

- Lessons are structured to include gradual progression from modeling, guided practice, to independent work that allows students to apply new knowledge and skills independently while engaging in cognitively challenging and purposeful tasks.
- Lessons are structured based upon the key elements of an effective lesson.
- Lessons reflect high and clear expectations.
- Lessons require cognitive engagement and challenge for all.
- Lessons reflect an understanding of how children learn and include multiple exposures and application of multiple modalities that is taught to the learning strength and style of the child.
- Lessons provide experiential and hands-on activities that connect to broader learning concepts.
- Teachers respond to and adjust their lessons to meet the needs of students by differentiating instruction and scaffolding learning.
- Lessons demonstrate knowledge of students' interests and cultural heritage.
- Lessons provide support for English Learners and Standard English Learners using ELD and SDAIE strategies in order to meet their linguistic needs.
- Lessons provide opportunities for collaboration and communications within productive, purposeful instructional groupings.
- Delivery of instruction engages students in learning via rigorous, purposeful questioning that leads to intellectually challenging student-to-student interactions.

The educational philosophy we espouse is aligned with the *The Framework for Teaching*, (Charlotte Danielson, 2007). This framework is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Teachers will participate in strategic, ongoing professional development around adopted curriculum, LAUSD Teaching and Learning Framework to develop an in-depth grounding in a constructivist view of learning and teaching. We commit to mastering the instructional strategies listed below. When used in a lesson, these standards will ensure that the sequence or delivery of instruction helps students learn. In addition, using the strategies listed below, teachers will receive professional development on the sequence of lesson delivery in all academic areas.

Lovelie Flourney EL School Instructional Philosophy Essential Elements for Teaching and Learning Standards 1, 2, & 3 from the Teaching and Learning Framework	
Standard 1: Planning and Preparation	Standards 2: Classroom Environment
<p>a. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. Awareness of Students’ Skills, Knowledge, and Language Proficiency 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students’ Special Needs 4. Knowledge of Students’ Interests and Cultural Heritage <p>c. Establishing Instructional Outcomes</p> <ol style="list-style-type: none"> 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners <p>d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure <p>e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. Criteria and Standards 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Teacher Interaction with Students 2. Student Interactions with One Another 3. Classroom Climate <p>b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment <p>c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 1. Management of Routines, Procedures, and Transitions 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parent Leaders, other Volunteers and Paraprofessionals <p>d. Managing Student Behavior</p> <ol style="list-style-type: none"> 1. Expectations for Behavior 2. Monitoring and Responding to Student Behavior

<p>Standard 3: Delivery of Instruction</p> <p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. Communicating the Purpose of the Lesson 2. Directions and Procedures 3. Delivery of Content 4. Use of Academic Language <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation <p>c. Structures to Engage Students in Learning</p> <ol style="list-style-type: none"> 1. Standards-based Projects, Activities, and Assignments 2. Purposeful and Productive Instructional Groups 3. Use of Available Instructional Materials, Technology, and Resources 4. Structure and Pacing <p>d. Using Assessment in Instruction to Advance Student Learning</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2. Monitoring of Student Learning 3. Feedback to Students 4. Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responds and Adjusts to Meet Student Needs 2. Persistence

B. SCHOOL DATA PROFILE/ANALYSIS

1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

Lovelie P. Flourney ES and Magnet is located in the city of Los Angeles and is surrounded by three Public Housing Developments. The majority of our students live in the Nickerson Gardens Public Housing Development. We have a current enrollment of 667 in grades Pre-K through fifth grade. Ninety-one of our students, grades 2-5 (one class at each grade level) attend our Math Science Technology Magnet Program. Our transiency rate is about 28.8% so our enrollment fluctuates throughout the year. All of our students meet the criteria for free or reduced lunch. Our school population is comprised of 71.1% Latino, 28.6% African American, 0.1% White. Approximately 335 of our students are English Language Learners in K-5th grade. Flourney ES entered into Program Improvement in 2004-2005.

The California Standards Test (CST) is given annually to students in 2nd-11th grade. The scores from the CST are used to determine the Annual Yearly Progress (AYP). The Federal government has established goals, which are used under the No Child Left Behind (NCLB) law. Schools are held accountable for meeting these target goals for all students and significant subgroups.

Table 1: API Trends Flourney Elementary School

API * subgroup met target	Flourney Elementary	African American	Hispanic	EL	Socioeconomic Disadvantaged
2012	706	647	727	702	706
2009	722	667	747*	734*	721
CHANGE	-16	-20	-20	-32	-15

Based upon the table above, the API and AYP depict a significant decline in student achievement across all subgroups since 2009. Due to this decline Flourney ES and Magnet is continuing the status as Program Improvement as set by “No Child Left Behind” for not meeting the API and AYP targets. Although the API and AYP score may be dismal, Flourney ES and Magnet has improved its rate of students who have scored in Advanced and/or Proficient in Language Arts and Mathematics. The stagnation and decline of student achievement shown in API and AYP is attributed to the following factors.

Two major factors that contributed to the stagnation and decline of student achievement were the failure to implement, with fidelity, the core curriculum as prescribed by district mandates and the change in leadership that occurred within two years. Both in 2009 and 2011 Flourney ES and Magnet experienced two new principals. According to Michael Fullan, “effective school leaders are key to large-scale, sustainable education reform. In creating successful change, relationships must be improved. Positive relationships with staff and students are developed over time to create sustainable educational reform and a positive school culture.” However, change in leadership disrupts this process of building capacity and relationship that directly affects positive outcomes of effective and sustainable instruction. Flourney ES and Magnet is still recovering and working toward building a positive school culture and climate through the development and implementation of a Professional Learning Community. Due to the circumstances listed above, we are requesting a waiver for Mutual Consent Requirement for Employees. SEE ATTACHMENT A

The third factor is the turnover of staff. Over the course of 4 years Flourney ES and Magnet has experienced high levels of teacher and staff reduction in force (RIF) due to budget cuts. Last year alone, all of the Kindergarten teachers were given RIF notices and to open the school year new teachers were hired based on 9 vacancies and only one of the former teachers returned. Key positions such as principal, assistant principal, coordinators, counselors, psychologist, clerical, and teachers have been cut or reassigned to other locations. Due to the changes in staff, inconsistencies in program implementation and supervision of instruction, instructional reforms have been stymied.

Table 2: Performance Data for Flourney Elementary

Data Point	2008-2009	2009-2010	2010-2011	2011-2012	*Performance Meter Goal
API	722	688	706	706	Goal 2
AYP: ELA	34.4%	30.5%	32.7%	37%	Goal 2
AYP: Math	48.0%	42.9%	49.0%	42%	Goal 2
Reclassification	14.1%	9.2%	10.8%	-	Goal 2
AMAO 1: CEDLT Annual Growth	59%	51.8%	55.6%	-	Goal 2
AMAO 2: Eng Prof <5yrs	-	15.2%	30.4%	-	Goal 2
AMAO 2: Eng >5yrs	-	28.8%	32.3%	-	Goal 2
AMAO 3: Proficiency in ELA	18%	31.4%	31.8%	-	Goal 2
AMAO 3: Proficiency in MATH	30%	47.3%	52.8%	-	Goal 2
Attendance Rate: Staff	-	92.3%	92.6%	-	Goal 3
Attendance: Staff 96% +	67%	71.1%	76.3%	-	Goal 3

Attendance Rate: Student	-	94.9%	95.3%	-	Goal 3
Attendance Rate: Student 96%+	52%	56.6%	56.9%	-	Goal 3
Parent Survey: % Responses	7%	32.6%	49.5%	-	Goal 4
Parent Survey: Welcome at School	-	87.0%	97.9%	-	Goal 4
Parent Survey: Communication with Teacher	72%	58.2%	66.7%	-	Goal 4
Student Survey: Participation	-	76.3%	89.0%	-	Goal 5
Student Survey: Safety	83%	83.9%	82.7%	-	Goal 5
Suspension Rate	2.0%	4.4%	3.0%	-	Goal 5
Suspension Rate: African American	-	10.0%	6.6%	-	Goal 5
Suspension Rate: Latino	-	2.0%	1.6%	-	Goal 5

Suspension Rate: SWD	-	10.1%	12.0%	-	Goal 5
----------------------	---	-------	-------	---	--------

CST Trends Analysis/Hypotheses	Evidence
Since 2009 Flourney Elementary has decline 15 points or more in our API and AYP.	In 2009 our API was 722 In 2012 our API was 706
Our African American subgroup has declined 20 points over the last four years. African American consistently score 60 points or more below all other subgroups.	In 2009 the African American API was 667 In 2012 the African American API was 647

Our Hispanic subgroup has declined 20 points over the last four years however , this population consistently score higher than all other subgroups.	In 2009 the Hispanic API was 747 In 2012 the Hispanic API was 727
Our EL population has declined 32 points over the last four years. This has been the most significant decline compared to other subgroups.	In 2009 the EL API was 734 In 2012 the EL API was 702
Our Socio Economic Disadvantaged Population has declined 15 points over the last four years.	In 2009 the Socio Economic Disadvantaged API was 721 In 2012 the Socio Economic Disadvantaged API was 706
The overall rate of growth over the last 4 years for the proficient or advanced in English Language Arts has grown by 2.3%.	In 08/09 34.4% of students scored proficient and advanced. In 09/10 30.5% of students scored proficient and advanced. In 10/11 33.3 % of students scored proficient and advanced. In 11/12 37% of students scored proficient and advanced.
There was a significant decline in math this year. The overall rate of growth in Mathematics over the previous 4 years (before 2011) had grown by 3.0%.	In 08/09 48.0% of students scored proficient and advanced In 09/10 42.9% of students scored proficient and advanced In 10/11 49.8% of students scored proficient and advanced In 11/12 42% of students scored proficient and advanced

CST trends includes the AYP and API growth over a four-year period as reflected on the California Standards Test. Flourney Elementary did not meet AYP or API for 2011-2012. The current AYP for Flourney is 36.1% for ELA and 41.3% for Math. School-Wide data in ELA shows that our school only met 14 out of the 24 AYP Criteria.

API Implications:

Careful examination of qualitative and quantitative data support our need to strengthen our knowledge of academic instruction. Our data in math, science, and language arts provide a lens into student learning. Currently, forty-nine percent of our students are English Learners, and thirty-one percent are Standard English Learners. Acquiring academic language is challenging and critical for both of these subgroups. Based upon periodic data more than half of the students are within the intensive and strategic band across the grade level in vocabulary and comprehension. This suggests that our students’ lack of a rich vocabulary is impeding their ability to fully comprehend text. Current data in student writing applications in ELA reflects a need to improve writing. Most students have scored within the within the strategic range. We see a need for students to develop the use of vivid verbs, precise language, voice, and clear ideas. An increased focus in academic vocabulary will lead to improvement in our students’ ability to express their thoughts clearly in oral and written language, thereby leading to greater numbers of children reaching proficiency in writing, as measured by periodic assessments and State Test.

API Implications, English Learners Hypotheses/Analysis	Evidence
Our CELDT Annual Growth (AMAO1) showed a 3.8% increase from 2010 to 2011.	In 2010 51.6% of our students moved one CELDT level. In 2011 55.6% of our students moved one CELDT level

Our EL population has not met AMAO 2 for the last 5 years.	Only 31.4% demonstrated proficiency in ELA in 2010. Only 31.8% demonstrated proficiency in ELA in 2011 Only 47.3% demonstrated proficiency in Math in 2010 Only 52.8% demonstrated proficiency in Math in 2011
Our Reclassification rate has shown steady and significant growth over the last 3 years.	In 08/09 14.1% of our ELs reclassified. In 09/10 9.2% of our ELs reclassified. In 10/11 10.8% of our ELs reclassified. There was a .6% increase from 08/09 to 09/10 (from 9.2% to 10.8%).

Implications for English Learners

Due to the fact that our EL population has not met AMAO (2) for the past five years, teachers need to provide systematic, direct instruction, using SDAIE methodologies to enhance the district mandated, *California Treasures*, ELD program. Effective lessons will focus on the four domains: listening, speaking, reading, and writing. Opportunities for accountable student talk via Think-Pair-Share will be embedded in all lessons to ensure optimal student engagement and participations.

- For all EL students to be successful in all subject area they must be progressing an ELD level per year
- ELD level directly impacts the CST achievement.
- More than half of the EL student’s scores basic, below basic, or far below basic.
- If trend continues students according to table 4 only 30% of students will be proficient advanced this percentage will decrease overtime if drastic implementation of turnaround strategies is not implemented.
- Must dedicate time to teach ELD daily.
- Must use SDAIE strategy throughout the day.
- Must implement small group strategies during Universal Access time.

ELA Trends

In 2012 Approximate 30% decrease in percentage of advanced and proficient students from 2nd-5th Grade.
 In 2012 there is a 30% decrease of advanced and proficient students from 2nd to 3rd grade.
 In 2012 there is a 30% decrease of advanced and proficient students from 2nd to 3rd grade.
 In 2009 Approximate 20% decrease in percentage of advanced and proficient students from 2nd-5th grade
 Comparison from 2009-2012 there is an improvement in 2nd and 3rd grade in increasing the percentage of advanced and proficient students.
 Comparison from 2009-2012 there is an approximate of 10% drop of advanced and proficient students in 4th and 5th grade.

Parent Engagement Analysis and Hypotheses	Observation
Parent participation has increased overall.	There is a 12.7% increase in the number of parents who returned completed surveys (76.3% in 2009 to 89.0% in 2010).
Parent participation at parent conferences increased	6.9% (58.2% in 2009 to 66.7% in 2010).

Parent Engagement Implications:

Parent engagement has increased over the last two years. This home to school connection is essential to ensuring academic success for all of our students. The Flournoy staff has increased the opportunities for

parental involvement and this is reflected in the number of parent volunteers at advisory council meetings, parent teacher conferences, parent workshops, and school activities. Parents are currently volunteering in the computer lab, learning lab, classrooms, and recess/lunch area

Attendance Hypotheses/Analysis	Evidence		
Student Attendance has increased over the last four years.	56.9% of students reached the goal of 96% in 10-11 56.6% of students reached the goal of 96% in 09-10 52% of students reached the goal of 96% in 08-09		
Student In Seat Attendance has slightly decreased for this current year.	Compared to October 11-12 and 12-13 our attendance has declined by .2%.		
Teacher Attendance has increased over the last four years.	76.3% of teachers reached the goal of 96% in 10-11. 71.1% of teachers reached the goal of 96% in 09-10. 67% of teachers reached the goal of 96% in 08-09.		
Staff attendance has improved over the last school year.	Percentage of Staff with 96% or Higher Attendance was 84% in 2011-2012. Three year data: Percentage of Staff with 96% or Higher		
	2009-2010	2010-2011	2011-2012
	76%	71%	84%

Table 4: Parent and Community Engagement GOAL 4 Performance Meter

Parent Community Engagement 2011	Your School's Baseline Results		
	09-10	10-11	11-12
Parent Participation on the School Survey	32.6%	49.5%	-
Percentage of Parents Who Talk with the Teacher about Their Child's Schoolwork	58.2%	66.7%	-
Opportunity for involvement	88.5%	91.7%	-
Feel welcome at school	87.0%	97.9%	-

Table 5 displays Flourney’s Implementation of a Safe and Supportive School Program. Significant changes are reflected in table 4 that support a Safe and Supportive School Program. There has been a 1.4 decrease in student suspension (3.0% in 2011 to 1.6% in 2012) . While in 2010/2011 53 instructional days were lost, 2011/2012 only 19 instructional days were lost. More importantly there was a 1.1% increase in the percentage of students that feel safe in school (83.9% in 2009 to 82.7% in 2010)

Table 5 : School Safety GOAL 5 Performance Meter

School Safety 2012	Your School's Baseline Results		
	09-10	10-11	11-12
Instructional Days Lost to Suspension	76	53	19
Single Student Suspension Rate (%)***	4.4%	3.0%	1.6%
Students Who Feel Safe on School Grounds (%)	83.9%	82.7%	-

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

Based on our school data, we recognize the need to start implementing strategies that will build a strong academic foundation to provide students with quality “first teaching.” CST data, quarterly district assessments (ELA/MATH) and classroom observations indicate an urgency to build academic foundations and a positive learning environment in order to prepare students for college and careers in the 21st century. The three most urgent areas that are hindering our school from improving student learning are:

1. Quality of Instruction
2. Instructional Leadership
3. Literacy & Intervention

If we commit to thoroughly implementing our adopted curriculum with fidelity, to address the content standards, then student achievement will improve in English Language Arts and Mathematics. We will also commit to building teacher capacity in order to ensure the delivery of effective lessons. We will focus on implementing the following strategies that we identified in the turnaround section below.

C. SCHOOL TURNAROUND

1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school?

Turnaround Strategy #1 Academic Instructional Focus: What We Teach and How We Teach

What We Teach

If we commit to thoroughly implementing our adopted curriculum with fidelity to address the content standards then student achievement will improve in English Language Arts and Mathematics.

Reading

We will assist our teachers in mastering the teaching of reading. All of our teachers must be skilled teachers of reading, and writing in these key five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We will reference “Put Reading First,” by National Institute for Literacy as our philosophical guide, Treasures ELA curriculum for our lessons, and the California Common core State Standards.

We will teach phonemic awareness so children notice, think about, and work with (manipulate) sounds in spoken language. Effective phonemic awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language. Our teachers will use many activities to build phonemic awareness.

We will systematically and explicitly teach phonics to significantly improves kindergarten and first-grade children’s word recognition and spelling. Knowledge of the alphabetic principle contributes greatly to children’s ability to read words both in isolation and in connected text.

We will teach reading fluency through repeated and monitored oral reading, which improves reading fluency and overall reading achievement. “Students who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy as well as fluency (Put Reading First, by National Institute for Literacy, 2000).”

We will explicitly teach vocabulary. Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly. Direct instruction helps students learn difficult words, such as words that represent complex concepts that are not part of the students’ everyday experiences. Direct instruction of vocabulary relevant to a given text leads to better reading comprehension. Direct instruction includes providing students with specific word instruction and teaching students word-learning strategies.

We will teach text comprehension through use of reading comprehension strategies. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active. The strategies we will teach are: monitoring comprehension through meta-cognition, use of graphic organizers, purposeful and various questions that require text explicit (stated explicitly in a single sentence); text implicit (implied by information presented in two or more sentences); or scriptal (not found in the text at all, but part of the reader’s prior knowledge or experience). This includes the technique of close reading as found in the Common Core State Standards for ELA Anchor Standard #1: **Key Ideas and Details**, CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Adopted Curriculum

Macmillian-Mcgraw Hill’s California Treasures program will be used as core curriculum to address the English Language Arts domains of 1) Listening, 2) Speaking, 3) Reading, 4) Writing. This program has a fully integrated English Language Development program that ties in with the thematic units in the Core English Language Arts program for each grade. In addition, California Treasures offers a good balance of fictional literature and expository text. This curriculum is 100% aligned with California State Standards, and is the mandated curriculum for LAUSD. This program matches our instructional strategies of the Gradual Release of Responsibility Model. (GRRM). It incorporates direct instruction leading to small group lessons and prepares students for independent work, as well as cooperative learning through homogenous and heterogeneous groups.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and

elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. (Common Core State Standards Initiative, 2012.) *College and Career Ready Anchor Standards for Reading Common Core State Standards: Key Ideas and Details*, CCSS.ELA-Literacy.CCRA.R.1.

Writing

We believe students become excellent writers when given effective lessons that included shared writing, interactive writing, and independent writing opportunities. We believe students must be given daily opportunities for sustain writing of their original compositions within various genres and provided support through writing lessons, mini-lessons, re-teaching of skills in small group lessons, teacher-student conferencing, editing, and publication of works.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. (Common Core State Standards Initiative, 2012.)

<i>College and Career Readiness Writing Anchor Standards Common Core State Standards</i>	
Text Types and Purposes	<p>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>
Production and Distribution of Writing	<p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Research to Build and	<p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under</p>

Present Knowledge	<p>investigation.</p> <p>CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Range of Writing	<p>CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

Speaking

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

<p align="center"><i>College and Career readiness Anchor Standards Speaking Common Core State Standards</i></p>	
Comprehension and Collaboration	<p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
Presentation of Knowledge and Ideas	<p>CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Math

Pearson's *enVision* Mathematics program will be used as the primary source for delivering math instruction. It is based on the California Mathematics Standards for grades K-5. The program follows the researched-based Conceptual, Representational, and Abstract model of teaching math concepts. This model gives a vast majority of students the opportunity to access and understand mathematical concepts at an abstract level, and helps students build meaningful connections between concrete materials, representational drawings, and abstract numbers and symbols. *Pearson / Scott Foresman, ©2009*

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas. — Mathematics Learning in Early Childhood, National Research Council, 2009

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

CCSS Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

How We Teach

If we focus intently on the key elements of effective, concept-based lessons and effective teaching then students' ability to manage demanding cognitive challenges, solve problem that require critical thinking, communicate clearly, and collaborate with others will improve.

We will master the standards and elements of the *LAUSD Teaching and Learning Framework*. The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving.

See section A. Lovelia Flourney EL School Instructional Philosophy Essential Elements for Teaching and Learning Standards 1, 2, & 3 from the Teaching and Learning Framework

Effective Lesson Gradual Release of Responsibility Model

In order to improve instruction in English Language Arts, Flourney ES and Magnet teachers will use the research-based method the Gradual Release of Responsibility Model (GRRM). The GRRM provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The GRRM ensures that students are supported in their acquisition of the skills and strategies necessary for success. Teachers must plan for a diverse group of learners, students learning English, students who find reading easy and those who struggle, and students who need strategic intervention to be successful. As part of a GRRM, curriculum must be vertically aligned. Similarly, without strong vertical alignment as part

of the gradual release of responsibility model, skills can be missed.

The GRRM of instruction requires that the teacher shift from assuming “all the responsibility for performing a task, to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility “... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). The GRRM of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

Components of the Gradual Release of Responsibility Model

- **Focus Lessons.** This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose or intended learning outcome and clue students into the standards they are learning.

In addition to the purpose and the teacher model, the focus lesson provides teachers an opportunity to build and/or activate background knowledge.

- **Guided Instruction.** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, the evidence is clear that reading instruction necessitates small group instruction. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.

- **Collaborative Learning.** To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as workstations ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did while at the workstation.

- **Independent work.** As the goal of all of our instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding. Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

Supporting English Learners (EL)

Trends in recent data reveal that English Language Learners at Flourney ES and Magnet have dropped 32 API points in English Language Arts (ELA) since 2009. Currently, only 27.2% of EL’s are Proficient or Advanced in ELA. The staff recognizes the need to implement strategies to increase proficiency for these students. In order to address the needs of all students including students with disabilities, English Learners, Standard English Learners, students of poverty and gifted students, the school will implement a sound instructional core program where the focus will be on rigorous standards-based quality first teaching. In order to provide targeted instruction and services to students, teachers will embody the Six Principles for English Learners and Specially Designed Academic Instruction in English methodology as stated in LAUSD MASTER PLAN 2012. The Principles are as follows:

PRINCIPLE 1

English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students and our work in meeting student needs can draw upon work in the fields of bilingual education, second language acquisition, and recognizing that the education of an EL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

PRINCIPLE 2

English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. LAUSD recognizes that while informal social language usually develops quickly, the academic use of language can take from 4-7 years depending on the individual learning variation of a student.

PRINCIPLE 3

English learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. LAUSD further recognizes that students who participate in one of the Bilingual Alternative programs are provided the same challenging content in all academic areas. The dual language instructional programs have the added expectation that students will develop bilingualism and biliteracy in English and the target language.

PRINCIPLE 4

English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. LAUSD recognizes that ongoing assessment using multiple measures is crucial in determining progress and to drive instruction in language acquisition and academic progress. LAUSD further recognizes the need to provide professional development for administrators, teachers and all school staff to help support the learning of Els in our schools.

PRINCIPLE 5

English learners are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.

PRINCIPLE 6

The academic success of English learners is a responsibility shared by all educators, the family, and the community. LAUSD, in partnership with the families and community must all take interest and responsibility for the education of EL students. The EL Master Plan strives to promote the family's role in the education of the student and to promote open communication and avenues for involvement.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is a methodology, a set of specific strategies, centered around four elements—*content, connections, comprehensibility, and interaction*—and designed to make instruction comprehensible and grade level academic content **accessible** for English learners. (*LAUSD, Language Acquisition Branch*)

The 4 Critical Elements of SDAIE are: Content, Connections, Comprehensibility, and Interactions.

1. Content: Determine key concepts and skills; Design lesson objectives that focus on specific concepts and specific language; Use district/state adopted grade-level curriculum; Choose ancillary text and other materials that will help clarify the content.

2. Connections: Build connections between what is to be learned and what students already know. Take into consideration: Previous content learning Processes and skills learned (e.g., Think-Pair-Share, outlines) Personal experiences (e.g., selecting culturally responsive examples from the student's life to illustrate a key concept). Organize lessons that build on previous knowledge

3. Comprehensibility: Combine visual clues such as pictures, diagrams with verbal and written communication. Make a one to one correspondence between spoken and written concept and the visual clue. Control range and diversity of vocabulary (e.g., idiomatic expressions). Repeat new key words in different contexts and chart them. Check frequently for comprehension

4. Interaction: Use a variety of grouping. Use modeling and sentence frames to scaffold academic language development. Make sure students use targeted academic language. Ask many and varied questions

Response to Instruction and Intervention (RtI2)

In order to measure the effectiveness of our instruction and intervention programs, Flournoy ES and

Magnet will implement the RTI (Response to Instruction and Intervention) model. RTI is a multi-tiered framework that guides the planning and implementation of a coherent system of instruction and interventions matched to student needs. RTI addresses the “3A’s” of instruction: Attendance, Attitude, and Academics. Intervention groups will be flexible, based on a specific identified need, and progress monitored for effectiveness. The five essential components of RtI₂ are:

- Multi-tiered Framework to Instruction and Intervention: Instruction and intervention, which is differentiated, culturally responsive, evidence-based and aligned to grade level and content standards.
- Problem Solving Process: Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention.
- Data-Based Decision Making: Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures.
- Academic Engagement Time: Effective use of the number of minutes each day/week in which students are engaged in instruction.
- Professional Development: On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students.

Turnaround Strategy #2 School Wide Behavior Discipline Plan

In order to ensure school turnaround, Flournoy ES and Magnet has committed to immediately implement a school-wide positive support plan. The eight major components of this plan are detailed in the table below.

Key Feature	Flournoy Elementary School
Administrative Leadership	The Principal has established a Discipline Committee and keeps SW-PBS at the forefront of everyone’s minds by having it on meeting agendas, staff bulletins, and parent communications. The administrative team ensures that supervision and schedules are current and available.
Team-based Implementation	The Discipline Committee, comprised of members of all stakeholder groups, meets monthly and keeps track of what occurs.
Behavior Expectations Defined	The 3Bs: Be Safe, Be Responsible, and Be Respectful are posted throughout the school. They are defined for all common areas.
Behavior Expectations Taught	At the beginning of the school year, each grade level attends the annual 3Bs presentation in the auditorium.
Acknowledge and Reinforce Appropriate Behavior	Flournoy ES and Magnet has a “Success Ticket” incentive program on an individual and class basis. Individual students will receive success tickets for Being Safe, Respectful, and Responsible. Tickets go into a raffle box in the main office and students are eligible to win a prize at the weekly Monday Morning Assembly. Students can win a class Green Success ticket when 20 tickets have been collected. Class progress is tracked on a hallway bulletin board.
Monitor and Correct Behavioral Errors	Students experience the Second Step curriculum to proactively address appropriate behaviors. Second Step assists students in anger management and social skills while aiming to prevent bullying and substance abuse. Students also have access to an anonymous bullying report box in the office. Consequences for behavioral errors are consistent, progressive, and communicated to all stakeholders.
Data-Based Decision Making	All teachers and staff members have been trained on the Office Discipline Referral (ODR) system. When an ODR is placed into the system, students are sent to the office with an orange ODR office pass and a designated administrator handles the ODR.

	The Discipline Committee reviews the ODR data on a monthly basis to make decisions in designing, implementing, and revising school-wide efforts.
Family and Community Collaboration	A parent or community member is a part of the Discipline Committee. Parents receive updates and communication on the school’s SW-PBS policies through letters and the website on a monthly basis.

Turnaround Strategy #3 Data Dialogue: The Value of Using Data Often

The foundational information on incorporating data into school improvement planning has focused heavily on data that provide feedback on an annual basis. Analyzing this data can be an insightful process in identifying strengths and weaknesses of students. Data collected annually can contribute to judgments made about the acquired skills of students, the effectiveness of teachers, and the quality of the curriculum *after* learning or instruction has taken place.

If the goal is to improve the system, however, there is a need to gather data that tell about the variables in the system on a continual basis. When working with achievement data, important programmatic decisions should not be made without a full view of how the students are learning. Yearly standardized tests are not adequate for a comprehensive assessment system. When analyzing the success of learning in the system, there is a need to look at progress to see if the students are improving and showing growth. Therefore, the state assessment data must be complemented with other tiers of data to make sound instructional and programmatic decisions.

In addition to using tiers of data on a continual basis, the Leadership Team will work to build the data literacy of all teachers and staff. Developing literacy around the use of data to make decisions is valuable and has a major impact on a school’s improvement effort. A long-range in-service training plan will be devised. This plan will consist of several components:

- Forums and team meetings during the school year with guided assistance. Teachers meet in teams to review periodic and classroom assessment data. There is no better way to learn than to delve in with relevant, current data about students in the classroom.
- A system in which teachers can serve as mentors to their peers. Mentors from a service agency or college or university can partner with teachers on the use of data.
- Periodic sessions throughout the year in which the Leadership Team comes together to go over ongoing data collected. Team membership should be on a rotating basis so all teachers have an opportunity to share.
- The use of data in supervision evaluation systems. Administrators can require or strongly suggest teacher involvement with data. Such requirements, however, should be supported with training, mentoring, and group work.

Flournoy ES and Magnet will utilize a data driven improvement cycle based upon research from Learning Point (2004). The cycle is designed for our educators who are using data in their school improvement planning process. The commitment is to develop skills and knowledge in data-driven decision making and planning. It is necessary to begin with a foundation on which to build processes for data use. The plan offers some foundational information on types of data, strategies for analyzing and understanding data, and methods for determining how these efforts can influence goals and planning. Teachers will use data to define their problems and needs, select improvement strategies and goals, initiate change, and monitor progress. The data analyzed includes achievement data, demographic data, program data, and perception data.

The data driven decision-making and problem solving cycle requires collaboration, which asks members of a school community to join in ongoing problem-solving ventures—pooling their knowledge, talents, and ideas. And reflection, a companion to collaboration, asks the school community to think about

the information in front of them and to adjust their actions accordingly. Effective school improvement processes are cyclical and continuous, with no clear beginning or end: 1. Plan: Develop a plan for improvement. 2. Do: Implement the plan. 3. Study: Evaluate the impact according to specific criteria. 4. Act: Adjust strategies to better meet criteria.

Data Use Essentials: Develop a leadership team(s), collect various types of data, analyze data patterns, generate hypotheses, develop goal-setting guidelines, design specific strategies, define evaluation criteria, and make the commitment. Well-written S.M.A.R.T. goals will have the following characteristics: **Specific**, **Measurable**, **Achievable**, **Research-based**, **Time Sensitive**, in addition to these characteristics listed below. •Clear. Goals should be focused and clearly stated. •Data based. The goals should be directly based on the observed patterns seen through the data and their connection to the evaluation criteria. •Few. Goals should be few in number; they should be substantive and focus on the primary purpose of improving student achievement. •Measurable. Goals should be measurable. They should articulate the desired outcome, not the specific strategies. •Sustainable. Goals should be systemic and sustainable. The goals should lead to system changes and adjustments that can be sustained into the future. •Community driven. Goals should be developed with outcomes that will meet the needs of the district's community. •Developed by consensus. All team members should agree on all of the district goals. •Attainable. The goal should be one that can be achieved. Avoid unrealistic goals and aim for tangible, realistic goals that cause stretching but are attainable.

Turnaround Strategy #4 Instructional Leadership via Professional Learning Communities, Instructional Rounds, and Coaching

Professional Learning Communities

Evidence indicates that working collaboratively represents best practices. As a Professional Learning Community, teachers and staff will engage in collaboration to analyze and improve classroom practices. Collaboration among teachers in each community on and across grade levels enables teachers to collectively plan instruction, review qualitative and quantitative data, create, monitor and implement short and long term S.M.A.R.T goals, select or create additional supplemental instructional materials, and develop formative assessments to monitor mastery of the standards. This high level of collaboration enables teachers to learn from, and be supported by each other. Teachers will be given opportunities to visit their colleague's classrooms in order to observe best practices.

The Flournoy ES Community will work to achieve a culture of collaboration. In shaping a professional culture, Flournoy Elementary ES embraces the three core tenets of Professional Learning Communities (PLC's):

1. PLC's are student-centered: Staff focuses on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves what students need to learn, how we can know students have indeed learned, multiple strategies and tools we can use when students struggle with learning, and what we will teach next once students have demonstrated appropriate learning.
2. PLC's are deliberately collaborative: Staff has regular, job-embedded time to plan common lessons, develop common assessments, and discuss the students they share. Collaboration is based on collective inquiry, active research, and experimentation. In other words, teachers do not work in isolation but recognize that a team committed to collective solutions to common problems provides a far more productive way to improve student achievement.
3. PLC's are professionally accountable for outcomes and reflective: Staff "own" student success or failure. We commit to looking in the mirror and addressing the factors that are within our control rather than pointing the finger of blame elsewhere or expounding on factors outside of our control that impact student learning. We also commit to using data to evaluate defined outcomes, not merely intentions, and to ensure that data (broadly conceived) guides and modifies school-wide, team level decisions and individual classroom decisions.

The professional learning culture will also include a mentoring relationship between a beginning teacher and a more experienced teacher. In this case, the relationship is not a simple ‘master-apprentice’ relationship, as learning in such contexts is a two-way process in which the knowledge and experiences of the less experienced teacher provide possibilities for learning for the more experienced teacher as well. Teachers will actively support each other to construct knowledge and develop pedagogies that have the capacity to improve student learning. While students are clear beneficiaries of a team-based approach, benefits also flow to teachers by growing their knowledge, skills and confidence. The very nature of a learning community, where collaboration and sharing is the norm, means that much professional learning occurs informally, and may not always be team based or delivered in the school.

It is clearly not enough for teachers just to collaborate; there needs to be a focus on instructional practice and an intentional structure for observation and dialogue. Wiggins and McTighe (2006) also emphasize the importance of focus for a PLC: For a school to be a model learning organization, all faculty members should be professional learners: They should engage in deep, broad study of the learning they are charged to cause. What works? What doesn’t? Where is student learning most successful, and why? Effectively tackling these questions is what the “professional” in “professional practice” means. Danielson (1996) also extolled the virtues of focused learning in peer coaching relationships: When teachers use the same framework, they improve communication because they’re using the same set of concepts and terms to describe phenomena. In addition, by using the framework, they can be sure that the areas chosen for improvement are truly those most in need of work. Using a research-based set of standard teaching practices, as a basis for observation and discussion, will add a concrete, results-based focus to discourse in professional learning communities (Danielson, 1996; Spitz, 2001). In addition, such standards can be used to gather data on teaching effectiveness; for an individual and/or for a group. Such data can guide personal professional growth as well as the professional development of a staff or group of teachers. (The Center for Educational Effectiveness, Inc. © 2007 www.effectiveness.org)

Teaching and Learning Framework The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The LAUSD Teaching and Learning Framework will provide the PLC’s with a common criteria and language for rating the effectiveness of various aspects of teaching and learning. We will assist teachers in mastering the standards 1, 2, and 3, see table of standards in Turnaround #1.

Instructional Rounds

During instructional rounds, small groups of teachers make relatively brief observations of their fellow teachers. These observations are longer than a typical “walkthrough” (i.e., longer than a few minutes), but usually shorter than an entire class period. When engaged in rounds, groups of teachers conduct as many substantive observations of classrooms as possible within part of a day or the entire day. For example, a group of teachers might spend an entire morning conducting rounds and then discuss their experiences in the afternoon. Another option is to discuss experiences immediately after each observation. Instructional rounds are usually not used to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Consequently, the observing group of teachers may summarize their observations and make these comments available to the observed teacher. This notwithstanding, the primary purpose of instructional rounds is for the teachers making the observations to compare their practices with those observed in the classrooms they visit. It is the discussion at the end of a set of instructional rounds and the subsequent self-reflection by observer teachers that is their chief benefit.

Setting Up Instructional Rounds

Ideally, every teacher should have a chance to participate in instructional rounds at least once per

semester. If this is not possible, then once a year will have to suffice. A lead teacher—someone who is respected by colleagues as an exceptional teacher and recognized as a professional, should facilitate rounds. Instructional coaches commonly fit these characteristics. Administrators may also lead rounds, but it should be made clear from the outset that their purpose is not to evaluate the teachers being observed.

Teachers who are observed are typically volunteers. Ideally, these volunteers are drawn from the pool of master teachers in a building—those veterans who have proven their ability to enhance the achievement of all students in their classes. This noted, any teacher might offer his or her classroom as a venue for rounds.

How to Debrief

After rounds have been conducted, members of the observing team convene to debrief on their experiences. They do so by discussing each observation one at a time. This can be done in a round-robin format where each observer teacher comments on what he or she noted. The leader of the rounds facilitates this process. The leader starts by reminding everyone that the purpose of the discussion is not to evaluate the observed teacher. Rules regarding how to share observations should be established prior to the debriefing. Useful rules include: Comments made during the debriefing should not be shared with anyone. Do not offer suggestions to the observed teachers unless they explicitly ask for feedback. Nothing observed within a lesson should be shared with anyone. Observed teachers should be thanked and acknowledged for their willingness to open their classrooms to others.

As observer teachers take turns commenting on what they saw in a particular classroom, it is useful to use a “pluses” and “deltas” format. The observer teacher begins by noting the positive things he or she observed in the classroom. Next, the observer may mention some questions (deltas) he or she had about the teacher’s use of strategies. Finally, the observer teacher compares and contrasts his or her classroom strategies with one or more of the techniques observed. This process is completed for each classroom observed. For any particular observation, an observer teacher can opt not to share his or her analysis with the group. The debriefing should end with all observer teachers identifying one thing they might do differently in their classroom as a result of the rounds.

Cognitive Coaching

The Cognitive Coaching Model is an effective, researched model that: is a supervisory/peer coaching model; capitalizes upon and enhances cognitive processes; enables people to modify their capacity to modify themselves; allows the thinker to evaluate what is good or bad, appropriate or inappropriate, effective or ineffective, etc.; mediates thinking and enables the thinker to become metacognitive; helps to convey thinkers from where they are to where they want to be; is a powerful approach to enhancing performance and building learning organizations.

Art Costa and Bob Garmston introduced this concept in order to illustrate the process of reshaping ones thinking and learning capacities. This concept is based on the following ideas: 1. Thought and perception produce all behavior. 2. Teaching is constant decision-making. 3. To learn something new requires engagement and alteration in thought. 4. Humans continue to grow cognitively.

Cognitive Coaching requires systemic and long-term investment to create a culture that values the development of thoughtful teaching and administrative practices, self-directed learning and a support for mediation of thinking. This is not an idle venture. The following represent some of the benefits that can be derived from this work over time:

Improving Student Outcomes

There is a direct link between the types and qualities of teacher thinking and student outcomes. Traditional models of supervision and coaching have focused on installing and extinguishing certain teacher behaviors. These approaches have had limited success and, over time, have narrowed teachers’

conceptual frameworks. Cognitive Coaching focuses on the internal thinking and decision-making capabilities of the teacher. Bruce Joyce and Beverly Showers refer to these as the invisible skills of teaching. A focus on these skills helps teachers to generate new possibilities, increase instructional flexibility, and focus on outcomes, not problems. (Costa and Garmston)

Supporting Instructional Change

Conventional approaches to staff development workshops, lectures, demonstrations, etc., show little evidence of transfer into ongoing daily instructional practice. In several studies by Bruce Joyce and Beverly Showers, the level of classroom application after even high quality training hovered around 5%. When they added peer coaching to the training designs the level of application increased to 90%, and with periodic review of both the teaching models and coaching skills, classroom application remained at the 90% level. (Joyce and Showers)

Enhancing Student Thinking

There is a direct link between the language that teachers use and the quality of their thinking. Precision in language leads to precision in thinking. Cognitive Coaching leads to greater language precision for all involved. This linkage extends to the quality of student thinking in the classrooms of those same teachers. Further, Cognitive Coaching includes skill development in questioning and response behaviors appropriate to adult interaction and teacher/student interaction as well. Teacher question and response behaviors and language patterns cue student thinking, mediate student responses, focus student attention on details and essential processes, and convey caring and expectations. (Costa and Marzano; Costa and Garmston)

Appreciating and Celebrating Diversity

Human beings operate with a rich variety of cultural, personal, and cognitive style differences. These differences are resources for learning. Appreciating and working with style differences requires awareness, knowledge, skills, and positive attitudes for all involved. Key strands in the Cognitive Coaching training provide frameworks and tools for coaches to work with other adults and with students in open and resourceful ways. (Costa and Garston; Within; Bundler and Grinder)

Promoting Collegiality

Problem solving, creativity, and faculty collaboration are powerful sources of teacher renewal. Collegiality is not the same as conviviality. True professional collegiality is built upon shared norms of interaction that focus on the many roles of teachers as they share materials and ideas and seek and offer assistance to one another. The Cognitive Coaching model provides a comfortable format for professional dialogue and develops the skills for deep instructional planning, reflection on practice, and problem solving. (Little; Rosenholtz; Costa and Garmston)

Developing Teacher Conceptual Development

Cognitive Coaching enhances and stretches the conceptual frameworks of teachers. Teachers with higher conceptual levels are more adaptive and flexible in their teaching style, approaches to students, and classroom designs (Hunt; Harvey). They employ a broader repertoire of teaching strategies and a wider range of coping behaviors (Hunt and Joyce). High concept teachers are more effective with a wider range of students, including students from diverse cultural backgrounds (Harvey, Prather, White & Hoffmeister; Hunt). And they are more stress tolerant and able to deal with ambiguity. (Tomlinson and Hunt; Gordon; Suedfeld)

Building School Culture

Good instruction does not exist in a vacuum. Effective teachers working in isolation cannot create cohesive instructional patterns that serve students in a cumulative fashion. The culture of the school—the pattern of adult interaction, the traditions, rituals, and shared norms—has a strong influence on the instructional outcomes for students. Cognitive Coaching promotes cohesive school cultures where norms of experimentation and open and honest communication enable everyone in the school to interact in

healthy and respectful ways. (Saphier and King) This self-reflective method of coaching will enable teachers to enhance cognitive thought processes, evaluate and modify instruction, build respectful, collaborative and successful learning communities.

Turnaround Strategy #5 Positive School Environment & Parent Involvement

The Flournoy ES and Magnet Community will implement the recommendations from the Council for Exception Children to ensure a positive school environment for all students, especially those with exceptional needs.

Implementing a Positive School Climate

Creating a safe school environment for students and educators is critical to the personal development and academic achievement of all students. To assist educators in implementing a positive school climate, CEC has developed tips to assist in creating school environments that act as a catalyst to learning.

Confront the Issue: Assessing School Climate

By understanding the current school climate, schools can develop a plan to build on strengths and address areas that need improvement. To assess school climate, seek feedback from *all* school personnel, students, and families. Conducting an anonymous survey/questionnaire can provide valuable insight.

Be Pro-Active: Establish & Promote a School-Wide Anti-Discrimination Policy”

By establishing, disseminating, and enforcing a clear policy that prohibits harassment/discriminatory behaviors, describes unacceptable behavior, and defines/encourages teaching of expected behaviors, educators create an environment that sets clear expectations for students, school personnel and families. Establishing these expectations is a critical step in creating an environment that supports learning.

Work Together: Engage All School Personnel & Families

To improve school climate, it is important to gain buy in from all school personnel and families. Strategies – including soliciting feedback and encouraging participation – should be used to better engage the entire school community. Working together with a unified message reinforces the importance of creating and maintaining a positive school climate.

Create an All-Star Team: Educate the Educators

Just as all professional athletes must maintain a strenuous exercise regimen, all school personnel need to have access to on-going, effective professional development that supports school-wide strategies as well as in-the-moment strategies to create a positive school climate.

Lead by Example: Integrate Tolerance in Teaching

What better way to create a positive school environment than reinforcing messages of tolerance during appropriate times in classroom teaching? Whether through history lessons that illustrate the impact of tolerance/intolerance or examples in literature, classroom experiences provide excellent opportunities to help students gain a better understanding of the importance of tolerance.

The Digital Age: Understanding All Forms of Bullying

As e-mail, instant messaging, and text messaging become increasingly popular forms of communication among youth, identifying and addressing cyber-bullying should be included in bullying prevention/intervention training for all school personnel.

Stop the Cycle: Addressing the Needs of Bullies/Bullied

Providing supports to students who bully as well as to those who are bullied is vital to getting to the crux of the issue and may prevent future incidents. School personnel – particularly school counselors, social workers, and psychologists – play an integral role in addressing bullying and underlying causes for such behavior and coping strategies.

Attendance

There is a correlation between a positive school environment and student attendance. Attendance is a top priority and a critical factor to improving academic achievement. In the future, attendance will also determine specific funding for our school.

- Staff will model the importance of regular, prompt attendance. Daily, on-time attendance by staff will be reinforced by administration.
- Each grading period, staff members who do not miss a day of work due will be recognized at staff meeting with a Certificate of Appreciation from the principal.
- Regular communication will be made to parents about attendance expectations, including our goal of 96% attendance.
- We will advertise our incentives program, and school monthly progress toward LAUSD attendance performance meters via: newsletters, ConnectEd messages, morning assemblies, classroom and Parent Center presentations, BTSN, and SSC, ELAC, CEAC meetings.
- Bulletin boards will promote attendance importance & awareness by displaying pictures of students with monthly perfect attendance, school-wide goals and monthly progress, attendance incentives opportunities, attendance expectations, and strategies for parents to reinforce regular attendance.

2. *Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?*

The school culture of Flournoy ES and Magnet will revolve around the attitudes, beliefs and practices of the school community. The cultural norms of the school and the relationships between and among the people in the school are critical to the success of all stakeholders. Positive cultural dynamics can lead toward academic success. One of the keys to student achievement can be determined by the positive interactive relationships between and among teachers, teachers and students, and student to student. An effective school culture at Flournoy ES and Magnet will help initiate and sustain school achievement efforts for all students.

The turnaround strategies describe in this proposal are based on current needs, and have been determined by all stakeholders as necessary reforms to move in a positive direction. The reforms include:

- A School-Wide Positive Behavior Support Plan
- Use of data to guide instructional decisions
- Implementation of a Professional Learning Communities model
- Instructional Rounds

Elaboration of these above mentioned turnaround strategies is found in Section C of this proposal.

Consistent implementation of the turnaround strategies will lead to a culture of continuous improvement and one in which all stakeholders are open and willing to embrace change.

3. How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turn around plan?

a. Given your community context, what needs to be true for your colleagues, students and parents to join you in the transformation of our school?

It is the core belief of Flournoy ES that all school community members will serve as advocates for all students and their needs by demonstrating a commitment and willingness to ensure achievement for all students. This includes professional development that target the common core standards, focus on increasing instructional rigor, centered on students' needs, and offer timely and effective interventions. To

ensure that this proposal is effectively implemented, all school community members at Flournoy will be guided by the following norms:

- Collaboration that promotes a positive and safe-school environment
- Initiative by demonstrating problem-solving and decision-making skills
- Proactivity in addressing the academic, social, and emotional needs of all students
- Clear and meaningful communication
- Establishment of highly-organized and efficient systems that prioritize positive outcomes
- Interacting in ways that are mutually beneficial

b. Given your community context, how are you going to share, communicate and generate interest and excitement about your plan for turning around your school?

The home, school and community connection began by inviting all parents and community representatives to participate in Public School Choice workshops. These workshops were held to inform the parents of the process of writing and implementing the plan. Parents were given the opportunity to give their input on specific items they wanted included in the new plan. Each of the components of the PSC plan was thoroughly explained and questions were answered as they arose.

As part of our Public School Choice process and through monthly committee meetings, we have had the opportunity to hear many parent and community voices. Parents want the best for their children, and that the community wants an educated, respectful, and responsible citizenry. Therefore, we are committed to the safety and well-being of our students, as well as their academic success. Research on effective parent engagement models has led us to the Dr. Joyce Epstein (Johns Hopkins University) model framework to encourage parent involvement. These standards for involvement reflect the expectations by parents participating in our school:

- Communication – Communication between home and school will be regular, two-way, and meaningful. It will include written correspondence, email, a school website, and the use of ConnectEd. Parent meetings and our Flournoy Parent Center will provide additional information.
- Parenting – Parenting skills will be promoted and supported through parent education and engagement activities offered at the school
- Volunteering – Parents will feel welcome in the school, and their support and assistance will be sought and valued at all types of events and during the school day.
- School Decision Making and Advocacy – Parents will be full partners in the decisions that affect children as members of Local School Leadership Council and other advisory councils.
- Collaborating with Community – Flournoy’s goal is to ensure that we educate parents to make informed decisions about their child’s educational process. Community input is vital to our success, engaging affected families, students, and community members into the decision process will be one of our priorities. All stakeholders will be encouraged to play important roles in the educational processes by having a member attending our monthly parent and various council meetings to ensure their voices are heard and that they have adequate representation within each group.

D. IMPLEMENTATION

1. How will you monitor the implementation of your proposed turnaround efforts?

To successfully implement this proposed plan we must first create a culture of shared responsibility where all where all stakeholders accept accountability for student success and embrace reforms leading to change. The school community of Flournoy ES and Magnet will work together to develop turnaround strategies that can be implemented both in school and at home. Achievement, attendance and culture will be our direct focus, this will enable us to establish a climate where both students and adults can flourish in a safe and trusting environment.

To turnaround Flournoy ES and Magnet we will be using the five factors from *Making Change Happen*,

and Making It Stick (Booz & Company, 2010) as our model. We believe “ these five factors make the greatest difference in fostering the new behaviors needed for transformation. All of them reflect the basic importance in implementing and embedding change.” (Harshak, Aguirre, Brown). The Five Success Factors are:

1. Understand and spell out the impact of the change on people.
2. Build an emotional and rational case for change.
3. Ensure that the entire leadership team is a role model for change.
4. Mobilize your people to “own” and accelerate the change.
5. Embed the change in the fabric of the organization

Indicators of early success in our implementation monitoring will be:

Reduced office behavior referrals

Increased student and staff attendance

Teachers will score effective for standards 1-3 on the learning framework.

Teachers teaching core curriculum.

Data driven intervention in place.

Increased parent participation.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

The most significant barriers we foresee to successfully implement the strategies identified for turning around our school are:

- Staff resistance to change.
- Inconsistent implementation of mandated core curriculum.
- Inconsistent teacher follow through of the Positive Behavior Support Plan.
- Lack of parental involvement of school-wide activities.

In order to counteract the challenges listed above we will:

- Utilize Instructional Coaches to ensure implementation of core curriculum with fidelity.
- Use the Instructional Rounds method listed In Section C to consistently collect low inference observational data in order to monitor and support classroom instruction.
- Consistent implementation of the school-wide behavior plan, including parent meets and workshops.

E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan? of the plan? What is your rationale for requesting this autonomy?

After careful analysis and deliberations the stakeholders at Lovelier P. Flournoy ES and Magnet have collectively decided to continue discussion of the various governance models and autonomies. Therefore, the selection of a governance models and autonomies will be postponed until the 2013-2014 school year.

F. SCHOOL PLANNING TEAM

1. Who are the members of your planning team?

The composition of the Flournoy Elementary School Planning Team is comprised of Teachers, Support Staff, Community Members and Parents. The team was formed on a voluntary basis, and was opened to

all stakeholders. All design team members were engaged in the writing and development of the document.

The delegation of work and responsibilities was determined based on team member strengths, experience and interests in regard to the various components of the proposal. Meetings were held on a weekly basis to maintain open communication and update the school community of the progress in the development of the proposal.

SEE ATTACHMENT B

2. *In what ways did you engage parents in the development of your plan?*

- Public School Choice Orientation meetings provided on site by the LAUSD Parent Engagement Department
- Parent Workshops
- Parents who expressed an interest were invited to the planning meetings held by the proposal writing team.
- Writing team meetings were held weekly and parents were invited and encouraged to attend.
- EdConnection Notifications

References

Danielson, Charlotte (2007). *The Framework for Teaching*

LAUSD (2012). *Teaching & Learning Framework*

LAUSD (2012). *California's Common Core State Standards for ELA & Math*

National Institute for Literacy (2000). *Put Reading First*

Schmoker, M. (2008). Measuring What Matters. *Educational Leadership*, 66(4), 70---74.

Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.

Wiggins and McTighe (2006). *Understanding By Design*

Public School Choice 4.0 Waiver/Autonomy Checklist

School Site: Lovelia P. Flourney ES and Magnet

Proposed School/Design Team Name: PSC Writing Team

Proposed Governance Model (mark all that apply):

- Traditional Pilot Expanded School Based Management
- Local Initiative School Affiliated Charter Technical Assistance Partner
- Limited Network Partner Full Network Partner

Mutual consent requirement for employees. Rationale on page(s): 7
A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA- represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.