



Western Avenue Elementary

PSC 3.0

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A. SUMMARY ANALYSIS

A-1. Mission and Vision

VISION: We at Western Avenue Elementary School will provide a safe, standards-based, whole child teaching approach that will eliminate the achievement gap.

MISSION: Western Avenue, “*where hard work can lead to great things,*” fosters a culture of high expectations for behavior and academics. We provide a stimulating environment to inspire children of all ability levels to be critical thinkers, problem solvers, capable communicators, and global citizens. We also foster teacher creativity, work with parents as allies, and ultimately prepare students for college, career, leadership, and life.

CORE BELIEFS: At Western Avenue, we understand the following:

- We believe that all children can learn.
- Children learn best with hands-on, real life experiences and collaboration with their peers.
- Children learn best in a culturally relevant, responsive, and safe environment.
- High-quality, research-based, and reflective teaching practices are best for all students.
- Parents are our best allies and partners in the education of our students.

A-2. School Data Analysis

Western Avenue Elementary is a single-track school that has served the Chesterfield Square community in South Los Angeles for over 100 years. Situated within the Western/Slauson Redevelopment Area and the Los Angeles State Enterprise Zone, the campus covers approximately one city block. The school is located along a high-traffic stretch of Western Avenue which contains small businesses, motels, single family homes, and multi-resident dwellings. Western’s student body is comprised of approximately 675 students in 35 classrooms, serving Pre-kindergarten to 5th grade. QEIA (Quality Education Investment Act) funds allow Western Avenue to keep class sizes at 20:1 for K-3, 21:1 for 4th grade, and 25:1 for 5th grade.

We provide services for a student population composed of 30% African American and 70% Latino. We are a school-wide Title 1 school with 100% of our students receiving free meals. Forty-two percent of our students are English Learners in the Structured English Immersion program and 12% are students with disabilities. Our special education program consists of six special day classes (PSI, PSM, Autistic K-2, Autistic 3-5, MMR, and SLD 2-5) and one Resource Specialist Program (RSP).

Based on the 2010 API score of 644, Western Avenue became a Focus school in the third round of Public School Choice. We recognized that our students were not achieving academically and worked hard during the 2010-2011 school year to improve our student achievement. We are proud to report that our 2011 API score is 740, a gain of 96 points and one of the highest gains in the district. After 13 years of being identified as a Program Improvement school, Western Avenue is in holding status and has a chance to exit Program Improvement. Within Public School Choice, we are now a Watch school.

Given the demographics of Western Avenue, the major subgroups are African American, Latino, English Learners, and Students with Disabilities. In 2011, all the subgroups increased the number of proficient and advanced students on the CST in Language Arts by more than 10% and in Mathematics by more than 20%. Western Avenue plans to maintain this growth trajectory by continuing many successful practices, including RtI² implementation, intensive data analysis, and a focus on access strategies.

More specifically, our biggest gains came in Mathematics, where we increased the percentage of students scoring Proficient and Advanced by 24%. In 2010, only 33% of students were Proficient or Advanced in mathematics. This number increased to 368 students or 57% in 2011. Not only did we increase the number of students scoring at Proficient and Advanced levels, but we decreased the number of students performing at Below and Far Below Basic. Currently, there are less than 26 students on our campus performing at a Far Below Basic Level in Mathematics.

We also saw significant gains in English Language Arts. We increased the percentage of students scoring Proficient and Advanced by 12%. In 2010, only 26% of students were Proficient or Advanced in English Language Arts. This number increased to 182 students or 38% in 2011. Not only did we increase the number of students scoring at Proficient and Advanced levels, but we decreased the number of students performing at Below and Far Below Basic. Currently, there are less than 60 students on our campus performing at a Far Below Basic Level in English Language Arts. We have broken down the subgroup data by grade level in the following charts.

GROWTH from 2nd to 3rd
Percent of Students scoring Proficient and Advanced by Subgroup Population

English Language Arts	2 nd Grade 2010	3 rd Grade 2011	GROWTH % Prof. or Adv.
All Students	27%	31%	+4%
R-FEP	*(less than 10 students)	77%	No Comparison Available
Latino/Hispanic	31%	31%	No Change
African American	17%	29%	+12%
Eng. Lang. Learners	15%	7%	-8%
Special Education	0%	9%	+9%
Mathematics			
Mathematics	2 nd Grade 2010	3 rd Grade 2011	GROWTH % Prof. or Adv.
All Students	27.8%	73%	+45.2%
R-FEP	*(less than 10 students)	85%	No Comparison Available
Latino/Hispanic	32%	65%	+33%
African American	17%	59%	+42%
Eng. Lang. Learners	19%	54%	+35%
Special Education	0%	27%	+27%

GROWTH from 3rd to 4th
Percent of Students scoring Proficient and Advanced by Subgroup Population

English Language Arts	3 rd Grade 2010	4 th Grade 2011	GROWTH % Prof. or Adv.
All Students	19.9%	37%	+17.1%
R-FEP	65%	80%	+15%
Latino/Hispanic	23%	37%	+14%
African American	9%	35%	+26%
Eng. Lang. Learners	9%	13%	+4%
Special Education	*(less than 10 students)	*(less than 10 students)	No Comparison Available
Mathematics	3 rd Grade 2010	4 th Grade 2011	GROWTH % Prof. or Adv.
All Students	44.3%	55%	+10.7
R-FEP	94%	80%	-6%
Latino/Hispanic	49%	54%	+6%
African American	30%	58%	+28%
Eng. Lang. Learners	37%	38%	+1%
Special Education	*(less than 10 students)	*(less than 10 students)	No Comparison Available

GROWTH from 4th to 5th
Percent of Students scoring Proficient and Advanced by Subgroup Population

English Language Arts	4 th Grade 2010	5 th Grade 2011	GROWTH % Prof. or Adv.
All Students	32.4%	35%	+2.6%
R-FEP	60%	47%	-13%
Latino/Hispanic	30%	35%	+5%
African American	38%	36%	-2%
Eng. Lang. Learners	5%	14%	+9%
Special Education	8%	*(less than 10 students)	No Comparison Available
Mathematics	4 th Grade 2010	5 th Grade 2011	GROWTH % Prof. or Adv.
All Students	34.2%	38%	+3.8%
R-FEP	80%	67%	-13%
Latino/Hispanic	39%	36%	-3%
African American	25%	38%	+13%
Eng. Lang. Learners	16%	24%	+8%
Special Education	8%	*(less than 10 students)	No Comparison Available

Our priorities for the immediate future are:

- Meet our school-wide Safe Harbor targets:
 - 46.6% proficiency in Language arts.
 - 61.0% proficiency in Mathematics.
- Increase our reclassification rate by at least 2%.
- Increase the percentage of ELs scoring proficient on the CELDT by 4%.
- Have 80% of students with 96% attendance.
- Decrease suspensions by 5%.

More detailed goals are in the table below:

Data Point	2009-2010	2010-2011	Goal
API	644	740	800
AYP: ELA	26.5%	38.5%	46.6%
AYP: Math	33.0%	56.8%	61.0%
Reclassification	5.1%	7.2%	10.0%
AMAO 1: CELDT Annual Growth	37.3%	52.8%	60.0%
AMAO 2: Attaining Eng. Prof. <5 yrs	14.1%	19.9%	22.0%
AMAO 2: Attaining Eng. Prof. >5 yrs	12.2%	19.4%	22.0%
AMAO 3: Proficiency in ELA	21.9%	35.8%	46.6%
AMAO 3: Proficiency in Math	35.9%	57.6%	61.0%
Attendance Rate: Staff	94.3%	95.8%	96.0%
Attendance: Staff 96%+	63.8%	59.6%	80.0%
Attendance Rate: Student	93.8%	93.9%	96.0%
Attendance: Student 96%+	47.7%	45.6%	80.0%
Parent Survey: % Responses	16.9%	24.0%	80.0%
Parent Survey: Involvement	87.9%	93.0%	95.0%
Parent Survey: Welcome at School	85.0%	91.4%	95.0%
Parent Survey: Communication with Teacher	60.0%	64.3%	95.0%
Student Survey: % Responses	59.9%	56.6%	80.0%
Student Survey: Safety	80.8%	78.4%	95.0%
Suspension Rate: School-wide	4.2%	5.4%	0.4%
Suspension Rate: African Americans	8.9%	11.1%	6.1%
Suspension Rate: Latinos	2.3%	2.6%	0.4%
Suspension Rate: SWD	6.3%	7.1%	2.1%

A-3. Applicant Team Analysis

Given recent school improvements, we believe that the Western Avenue design team is well-suited for managing the academic operations of a school. Broadly defined, the design team consists of the Principal, the Assistant Principal of Elementary Instructional Services (APEIS), Categorical Programs Advisor/English Learner Coordinator, Instructional Coach, Intervention/Bridge Coordinator, Access to Core Coach, UTLA Chapter Chair, general and special education teachers, parents, and classified staff.

Despite California's, and subsequently LAUSD's, ongoing budget crisis and the continuing waves of teacher and classified lay-offs in the past few years, the majority of the administrative/instructional

team has had the opportunity to work together for at least 5 years. That stability has enabled us to clarify what works and what doesn't for Western Avenue.

According to Karin Chenoweth (2007) in *"It's Being Done": Academic Success in Unexpected Schools*, there are 25 characteristics that successful, turnaround schools exhibit. At Western Avenue, we believe that we either have these characteristics in place or are working toward them.

CHARACTERISTIC	School – Western Avenue Elementary School
1. Teach students.	Our number one priority is student learning. Teachers do long-term and backwards planning in ELA and math.
2. Don't teach to the state test.	Teachers are focused on teaching the standards in core subjects. Additional programs for students include: <ul style="list-style-type: none"> • Arts Program (formerly Arts Prototype) • Nutrition Network • Music/Chorus • Physical Education/Marathon Kids • Iridescent Science
3. Have high expectations.	We expect to close the achievement gap with more of our students reaching proficiency levels every year.
4. Know what the stakes are.	Public School Choice QEIA Mandates Constant budget concerns leading to RIFs
5. Embrace and use all the data they can get their hands on.	Frequent use of MyData, Core K-12, mClass Home for: Attendance data, Office Discipline Referral data, ELA/math periodic assessment data, DIBELS data, BURST, ST math progress, Language! Assessments, Reading Lab assessments, CST data, CELDT data, and ELD portfolios
6. Use data to focus on individual students, not just groups of students.	Twice yearly "Crucial Conversation" meetings with Principal Student Success Team and Language Appraisal Team Data Reviews
7. Constantly re-examine what they do.	Grade Level Planning Teachscape Classroom Walk Throughs Access to Core Observation Feedback
8. Embrace accountability.	Minutes for every meeting Bi-monthly data analysis meetings Weekly ST Math updates
9. Make decisions based on what is good for kids, not what is good for adults.	Push-in interventions ST Math interventions Reading Lab – focus on primary grades DIBELS Progress Monitoring
10. Use school time wisely.	Prioritize classroom instruction and academic engaged time Computer lab only for ST Math

11. Leverage as many resources from the community as possible.	Parent Center with three Community Representatives Strong volunteer program Morning Safety Valet Program Career Day
12. Expand the time students – especially struggling students – have in school.	Tuesday Banked Time Homework Club Reading Lab Interventions Universal Access time Newcomer support through ELAP/Access to Core Tutoring
13. Do not spend a lot of time disciplining students, in the sense of punishing them.	Each classroom has a classroom management plan Office Discipline Referral AIM – Anger Impulse Management School-Wide Positive Behavior Support Team in place Strong referral system in place for immediate behavioral interventions
14. Establish an atmosphere of respect.	Campus beautification program 3Bs: Be Safe, Be Respectful, Be Responsible
15. Like kids.	Valet greeting “Move Your Body” exercise each morning before the bell CST recognition ceremony Awards assemblies Attendance incentives
16. Make sure that the kids who struggle the most have the best instruction.	RtI ² Implementation Reading Lab for the most struggling students run by the instructional coach ST Math After-school intervention (CST Prep) Student Success Team Meeting
17. Principals are a constant presence.	Monday Morning Assemblies, announcements, Connect-Ed messages Teachscape Classroom Walk-Throughs Rainy day supervision Yard Supervision Coffee with the Principal
18. Pay careful attention to the quality of the teaching staff.	Reduction in the number of “Must place” teachers at Western Recruitment of promising displaced teachers
19. Provide teachers with the time to meet to plan and work collaboratively.	Banked Time Tuesdays and Staff Meetings Minimum Days Half-Day and Full-Day PDs
20. Provide teachers time to observe each other.	Teachscape Classroom Walk-Through
21. Think seriously about professional development.	Professional Development Calendar Teacher needs assessments
22. Assume that they will have to train new teachers more or less from scratch and carefully	New Teacher Academy Rigorous interview process with panel and demo lesson required

acculturate all newly hired teachers.	Explanation of expectations
23. Have high-quality, dedicated, and competent office and building staff who feel themselves part of the educational mission of the school.	Office staff assist with fundraising and social events Office staff and other classified continue volunteering after RIF Campus aides, parent reps, and YDP staff have strong ties to the community and assist with extra-curricular and social events. Cafeteria staff assists with social events, special events (Career Day), and support field trips. Custodial staff takes pride in school and work hard to make grounds hospitable.
24. Are nice places to work.	CST Recognition Luncheon for the entire staff Monthly Fatty Fridays Happy Hours Holiday Socials Secret Santa Staff Lounge at lunch Supportive colleagues, staff friendships, morning greetings
25. Adults expect their students to learn, and they work hard to master the skills and knowledge necessary to teach those students.	Teachers voluntarily tutor their students throughout the year and prior to the CST. Many teachers come early and stay late, work on strong teams, co-plan, and share resources. Teachers and staff also continue with their own education, pursuing Master Degrees and Administrative Credentials. There are currently 4 NBC teachers on campus and more candidates in the pipeline perfecting their craft.

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction:

a. Instructional Program

Western Avenue Elementary School offers a standards-based program with high expectations for everyone, fostering a desire for learning and respect for oneself and others. Our focus is high academic achievement, through critical thinking, inquiry, and creativity. We plan to focus on teaching what our students will need to be successful citizens of the future. According to Daniel Pink (2005), businesses of the future need people with the ability to think like artists and leaders. In a similar vein, Mike Schmoker (2008) notes that a 21st-century education must include “the ability to argue, analyze others’ arguments, conduct research, and acquire such ‘habits of mind’ as the ability to invent or synthesize information” (p. 70). To achieve our goals of a 21st-century education, we plan to continue our commitment to RtI², data-informed decision making, Academic English Mastery Program (AEMP) access strategies, Specially Designed Academic Instruction in English (SDAIE) strategies, and the Classroom Walk-Through (CWT) process. We also plan to expand our instructional framework to include constructivism and project-based learning.

Response to Intervention and Instruction (RtI²): Tier 1

In order to meet the needs of the diverse learners at Western Avenue Elementary School, we use the RtI² Framework. Within the three tiers of RtI², we know that the first tier begins with good first teaching. For us, good first teaching lessons include clear learning objectives, modeling and demonstration, guided practice, and checks for understanding (Schmoker, 2011). Good first teaching is not simply asking and answering questions, but rather helping students discover the answers to problems and questions (Lewis & Kim, 2008). Beyond that discovery process, we want students to learn to ask their own questions and independently seek those answers. We value the time students are with us in school and plan to have a laser-like focus on the most important standards and on literacy: close reading, discussion, and writing (Schmoker, 2011).

Direct Instruction:

At Western Avenue, students have historically entered kindergarten already at-risk. They are simply not prepared. For the past two years, we have administered the DIBELS (Dynamic Indicators of Basic Literacy Skills) assessments to all our students and have found that the majority of our kindergarteners enter in the “well-below basic” category. We know that it is our job then to accelerate their learning to prepare them for first grade. Our instructional focus for all grade levels is Explicit Direct Instruction lessons (Hollingsworth & Ybarra, 2009). Hollingsworth & Ybarra (2009) say that educational research strongly supports the conclusion that “teacher-centered direct instruction is more effective and efficient, especially for struggling students” (p. 11). Direct instruction allows all students to be successful. The key components of direct instruction lessons are: anticipatory set, objective, purpose, input, modeling, checking for understanding, guided practice, closure, and independent practice. In this lesson model, checking for understanding is constant throughout the lesson in every section. Teachers monitor student learning through checking for understanding and demand active participation. By continually checking for understanding, teachers can pinpoint struggling students and work with them

while the remainder of the class is on independent practice. In this way, teachers are able to differentiate instruction.

While direct instruction is very teacher directed, it is not solely teacher-centered. Through active participation strategies and checking for understanding, students are continually engaged. Within one lesson, students might Think-Pair-Share, create a Thinking Map, use hand signals or response cards, or share their responses on a small white board. Teachers are still using many of the AEMP access strategies and SDAIE strategies that are so effective, like cooperative and communal learning and advanced graphic organizers. Hord & Hirsh (2009) say, “research shows that learning in a social context is deeper than independent learning” (p. 22). This direct instruction model also allows teachers to give constant feedback to students, which is essential to deep learning (Patterson, Grenny, Maxfield, McMillan, & Switzler, 2008). Direct instruction incorporates so many of the strategies that will help students at Western succeed.

Accessing the core curriculum:

- AEMP Strategies
 - The RtI² framework supports all students, especially those who are potentially at risk. To be effective, RtI² must be grounded in high quality core classroom instruction, so we are imbedding the framework into Culturally Relevant and Responsive Education (CRRE). Through the use of the Academic English Mastery Program (AEMP) Access Strategies, every lesson taught will be culturally relevant and responsive. The six key access strategies are as follows: making cultural connections, contrastive analysis, cooperative and communal learning environments, instructional conversations, academic language development, and advanced graphic organizers. The *Classroom Observation Matrix* by AEMP contains a detailed explanation of these strategies, and we further expound on them in Section B-1d: Addressing the Needs of All Students.
- SDAIE Strategies
 - Specially Designed Academic Instruction in English (SDAIE) scaffolds learning and provides access to core curriculum by making academic content comprehensible. The four components of SDAIE are: Content, Connections, Comprehensibility, and Interactions.
 - Teachers address Content by focusing on power standards and key concepts, by reteaching and preteaching more difficult concepts, by modifying pacing plans, and by making connections across the curriculum. Teachers provide appropriate scaffolds emphasizing academic rigor and maintaining high expectations.
 - Teachers make Connections to background knowledge, prior learning, and other academic areas. Teachers provide experiences and build upon prior knowledge, make connections to previous grade level standards, previous unit themes, and previous daily lessons.
 - Teachers increase Comprehensibility by using various strategies such as Graphic Organizers, Thinking Maps, Visuals and Realia, Videos and Technology, Total Physical Response, dramatization, and learning experiences to make Academic Content understandable.

- Teachers use multiple Interaction strategies to promote both listening and speaking skills. By incorporating Think-Pair-Share, RASP (Response by All, Some, one Person), and various interaction and questioning strategies, students reinforce academic vocabulary and higher order thinking skills.
- Teachscape Classroom Walk Through
 - At Western, we use the Teachscape Classroom-Walk Through (CWT) process, because in analyzing data with the CWT tool, there is more chance for teachers to change behavior. The CWT tool is a survey that an observer (usually a person on the administrative team) uses to capture five minutes in a teacher's classroom. The survey is anonymous except to identify the grade level. It asks whether or not the lesson objective is evident to the students, how instruction is being delivered, how students are grouped, if access strategies are being used, what materials are being used, and on what level of Bloom's taxonomy the students are working. It also surveys room environment and differentiation. As a grade level, teachers are to pick one area in which to set a goal.

Constructivism and Project-Based Learning

Constructivism and Project-Based Learning are based on a few guiding principles:

- Learning is an active process in which the learner uses sensory input and constructs meaning out of it: Learners need to do something, because learning involves the learners engaging with the world.
- Learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, and our families. Conversations, interaction with others and collaborations are an integral aspect of learning.
- Learning is contextual: we do not learn isolated facts and theories in some abstract ethereal land of the mind separate from rest of our lives. We learn in relationship to what else we know, what we believe, our prejudices and our fears.
- One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know the more we can learn.
- Motivation is a key component in learning. Not only is the case that motivation helps learning, it is essential for learning.

We understand that children need to construct their own learning by building on what they already know, with others and in an engaging way. We believe that project-based learning is a natural offspring of constructivist beliefs.

Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the

ongoing process of project realization. Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Combining these considerations, we define Project Based Learning as:

a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

While Direct Instruction and Constructivism may seem contrary to one another, we believe that they complement each other. Both theories help set metacognitive goals for students, allow students to learn in a social context, and ask students to activate their prior knowledge. The strategies embedded within Direct Instruction are to be used constantly throughout the instructional day and during Project-based learning. And we envision that the projects and arts are ideal for summative assessments at the end of units.

Arts in the Classroom

We believe that a curriculum focused on projects and the arts will promote:

- Increased creativity which is in high demand in the business world
- Increased student engagement which leads to higher attendance and behavior
- Increased parent involvement
- Better teacher morale

As a school-wide Title I School, we recognize that many of our students may be affected by the negative factors associated with poverty (poorer health and nutrition, less opportunities for cognitively enriching activities, instability). In addition, these issues may be compounded by language barriers for our English Language Learners or Standard English Learners. We believe that if we incorporate the arts into our instruction, utilizing visual arts, music, drama, and dance, we will be better able to meet the needs of our population and in turn, increase academic achievement.

Dual Language Program Initiative

In order to address the needs of English Language Learners, and provide 21st century skills for Native English Speakers, Western Avenue Elementary hopes to establish an English-Spanish Dual Language Program beginning with up to 2 Kindergarten classes. This program will be designed as a 50/50 Two-Way Dual Language Immersion Program in which both Native English Speakers and Native Spanish Speakers learn in both languages. Initial implementation will start with Kindergarten and expand one grade level per year until we have a K-5 strand within the school.

Although there are multiple strengths to this model, there are many that address the specific needs of Western Avenue Elementary.

Accelerated Learning for ELLs and SELs

The Dual Language model has been successful in closing the academic achievement gap in L2 (English for non-native speakers) as well as Native English (L1 students) who are initially below grade level. These are two of the target sub-groups at Western Avenue Elementary. Beginning

of the Year DIBELS assessments reveal that many of our ELLs and SELs begin their academic career at-risk. The majority of our ELLs place at a Beginning level on their Initial CELDT. Many Kindergarten students are Newcomers, or have limited exposure to English in the home. Our SELs have limited exposure to Academic Vocabulary. Both target groups lack school readiness skills. A rigorous Dual Language Program with a strong emphasis on Oral Language and Vocabulary Development will meet the needs of these target groups.

Enrichment vs. Remediation

In a comprehensive study (18 years of research in 23 districts across 15 states) Collier and Thomas (2004) found that Dual Language produced astounding achievement for all categories of students who participated in this type of program. The model views the Second Language (English for ELLs, Spanish for SELs) as an addition and an advantage. The second language (L2) does not replace the home language (L1). Other models have sought to replace the home language, and many times students lose proficiency in the L1. Dual Language is the only program design that consistently closes the achievement gap. In contrast, remedial models such as Waiver to Basic or 90/10 models only partially close the gap. Research shows that ELLs that transition through these programs tend to stagnate in Secondary School. We believe the Dual Language program will give our ELLs and SELs a strong foundation in early literacy and language skills.

Racial Integration and Community Building

One of the weaknesses of the Waiver to Basic and 90/10 models is that it segregates both ELLs (98% Latino in LAUSD) and African American Students. This segregation at an early age is detrimental to both target groups. By using a Dual Language Model, both communities will interact on a regular basis. Research shows that Dual Language schooling can transform school communities making them more inclusive and supportive.

Heritage Language and IFEP/RFEP students

Another benefit of the Dual Language Model is that it allows for students who are already Spanish-English Bilingual and qualify as IFEP or RFEP to maintain both languages. These students are ideal participants in the Dual Language program. They can assist both SELs and ELLs with both languages. The Dual Language program will help to maintain the home language and continue to enrich English Language Proficiency.

Because the program would be dependent upon parent interest and District approvals, all curriculum and professional development would be developed at a later time.

b. Core Academic Curriculum

Western Avenue relies on years of teacher experience, the District-provided core curriculum, and a variety of supplemental resources to teach students. Most of the programs allow copious opportunities for data collection and analysis, so instruction for students can be as differentiated and individualized as possible. These programs include:

- Treasures Language Arts and ELD Program
- *Language! 4th Edition*
- Write From the Beginning
- BURST
- *enVision* Mathematics Program
- ST (Spatial Temporal) Math through Mind Research
- FOSS Science Program
- Scott Foresman Social Science Program
- Macmillan/McGraw Hill Health Program
- Second Step: Violence Prevention Program
- LAUSD Arts Program
- LAUSD Music Program

Reading/Language Arts

California Treasures is used for language arts instruction. *California Treasures* is a comprehensive Reading Language Arts program that aligns to the current California State Standards and the Common Core Standards. The program is customized to both California's language arts content and English language development standards. Lessons are informed by ongoing assessment of each student's strengths and needs to meet California standards. *California Treasures* provides a comprehensive approach to literacy instruction including the Five Fundamental Principles of reading: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. *California Treasures* bases its successful reading and writing instructional practices on findings from the Report of the National Reading Panel (2000) and the National Research Council (1998).

- Builds a lifelong love of reading through explicit systematic instruction coupled with time-honored classics, contemporary nonfiction, and rich literature.
- Addresses the four key domains of language arts everyday: listening, speaking, reading, and writing
- Integrates print resources and digital resources providing teachers with options for teaching styles

California Treasures provides students and teachers with motivating books and award winning, culturally diverse literature. Students talk about, read about, and write about engaging themes on their way to becoming lifelong learners. Beginning in pre-kindergarten, students are introduced to the alphabetic principal, phonics, and phonemic awareness. As students matriculate through this learning community, the demands and rigor of reading increase and students no longer learn to read, but read to learn. The literature selected in Treasures centers on six themes common to all grade levels. This enables students to build a deeper understanding of common ideas and concept as they progress throughout the grades.

The themes are:

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Theme Overview	Personal Experiences	History/ Social Science	Creative Expression	Teamwork	Science	Spotlight on Grade_____
Grade 1	All About Us	Our Families, Our Neighborhoods	Have Fun!	Let's Team Up	Nature Watch	Adventures
Grade 2	Friends and Family	Community Heroes	Let's Create	Better Together	Growing and Changing	The World Around Us
Grade 3	Let's Learn	Neighborhood and Communities	Express Yourself	Our Teams	Those Amazing Animals	Storytellers
Grade 4	Growing Up	Making a Difference	The Power of Words	Working Together	Habitats	Problem Solving
Grade 5	Taking a Stand	The American West	Using Your Wits	Team Up to Survive	Investigations	Changes

Grade K	Unit 1	Unit 3	Unit 5	Unit 7	Unit 9	
	Families	Transportation	Animals	Weather	Amazing Creatures	
	Unit 2	Unit 4	Unit 6	Unit 8		Unit 10
	Friends	Food	Neighborhood	Plants		I Know a Lot

California Treasures ensures that our students are frontloaded for CST success with all tested standards taught and systematically reviewed right in the student material. California science and history/social science standards are addressed using the program's Wonders Content Readers, which provide 100% nonfiction text. Students learn to read expository text while enhancing their knowledge of science and history/social science content.

In California, almost 25 percent of students across grade levels enter state schools as bilingual or speaking a primary language other than English. Support for English learners is embedded throughout *California Treasures*. The program, coauthored by Diane August, Ph.D., and Jana Echevarria, Ph.D, incorporates the state-required English language development component to assist students transitioning from their primary language and offers 60 minutes of English Language Development instruction every day. There is built-in English learner student support, which enables teachers to meet the needs of students at all reading language acquisition levels, in both English and Spanish.

California Treasures RLA is enhanced through supplemental materials which include:

- Digital Resources (Online theme launcher video)
- CD-ROM Interactive Student Works Plus
- Diagnostic Assessments (Unit, California Progress Monitoring, CA Summative)
- Teacher Editions
- Teacher Resource Book

- Teaching Charts
- Student Practice Book, Home-School Connection activities
- Literacy Workstation Flip Charts
- Classroom Management Tools (Weekly Contracts and Rotations)
- Differentiated Resources (EL Resource Book, New Comer Resources)
- Intervention Program (Triumphs)

While we know that *California Treasures* is the districted adopted program, we recognize that students are motivated by their own interests. For that reason, Western seeks to promote an interest in literacy through student selected books. In addition to improving our school library, our goal is to have each classroom equipped with a high interest library where students can self-select reading material and devote time to Sustained Silent Reading (SSR). Research shows that children who read are better writers and spellers and have stronger vocabularies.

Students in the Dual Language Program will use *Tesoros* in addition to *California Treasures*.

Writing

Students use the writing program embedded in *California Treasures*. *California Treasures* has partnered with Writer's Express to incorporate a proven research-based model for writing instruction focused on first building foundational skills, such as strong sentences and paragraphs. The program aligns phonics and spelling instruction and links phonics and vocabulary opportunities to build writing fluency needed to succeed on the California Standards Test.

Western Avenue supplements the *California Treasures* writing component with materials from *Write From the Beginning* to strengthen the writing capacity for all our students. *Write From the Beginning* incorporates Thinking Maps as a foundation for the writing process. Teachers differentiate instruction through ongoing assessments and targeted writing mini-lessons. The program provides instruction in all genres identified within the grade-level standards. Models and rubrics for teachers and students are provided. The benefits of *Write from the Beginning* include:

- Establish a common focus and shared accountability for school-wide writing performance
- Have a plan for providing continuous writing instruction for students
- Instruct students according to their individual levels of writing achievement
- Identify areas of strengths and areas needing improvement by grade level
- Commit to continuous progress in writing proficiency with the goal of excellence for all students

Mathematics

The foundation of all math instruction is the expectation that all students will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept problem solvers. To achieve this expectation, all instruction is grounded in the *California State Mathematics Standards* as framed by the District's Mathematics Instructional Guide (MIG). The MIG provides a structure for teaching the standards and includes organizers, concept tasks and lessons, textbook connections and many other useful planning resources. The core program consists of 60 minutes of daily math instruction provided using evidence-based instructional pedagogy. The text supporting this instruction is *enVision Math*.

The *enVision* math program is a scientific research-based program that was developed based on how children learn mathematics. The program includes interactive and visual learning to develop conceptual understanding. It also provides differentiated instruction and activities to give all students access to the same content through leveled instruction. Vocabulary is scaffolded to give students access to the language of math and the problem solving process. The *enVision* program contains English Language (EL) strategies used to enhance reading writing, speaking and listening opportunities for students with second language needs. The program contains instructional videos to teach key concepts, engaging literature, and online assessments.

In addition to *enVision*, ST Math is a supplemental mathematics web-based program also being used at Western Avenue. ST Math comes to us through the MIND Research Institute. Born out of decades of breakthrough neuroscience and education research, MIND's Education Division deploys its distinctive visual approach through innovative instructional software and professional development for K-12. MIND's unique math education process engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step process. At Western, we believe that a student's mastery of the games at the student's grade level will be reflected in improved achievement on tests of mathematical competence. Our goal by the time of CST testing is 75% of a student's syllabus progress.

ST Math provides:

- Innovative visual approach teaches math concept
- Comprehensive courseware aligned to the state standards
- Increases state standardized test scores for students, classes, and school
- Game metaphor engages students who have struggled with conventional approaches in math and learning
- Language-independent software lessons reduce the language barrier to learning math
- Instructional design reaches students at every level of academic proficiency
- Innovative games train students in multi-step problem-solving
- Self-paced courseware makes teaching easier and more productive

We supplement our *enVision* mathematics curriculum and ST Math with best practices from Kathy Richardson and Marilyn Burns. Kathy Richardson's lessons make number concepts come alive with hands-on activities that help young children see and feel math. Kathy Richardson allows teachers decide how to use both the teacher-directed and independent activities. She incorporates classroom management ideas and planning suggestions in every lesson. Likewise, Marilyn Burns offers teachers practical classroom-tested ideas for teaching mathematics through problem solving. All of the lessons require children to think and reason; children are encouraged to talk with one another about their ideas and to describe their thinking in writing.

Social Studies

The goal of history/ social science instruction is to prepare students to be informed and responsible members of a diverse democratic society. Students are provided with opportunities to think critically, to develop an informed opinion, to research a topic effectively, to express their ideas both orally and in writing, and to listen to others who believe differently than themselves. Social studies is the ideal subject for teachers to incorporate project-based learning. Teachers will use the social studies standards to create meaningful projects that can include the other content areas of Reading and Writing, as well as well as the visual arts. Social studies is living history and it's important that students

understand that the history of the past is the bridge and foundation to the history that they are a part of and is being created today. The text used to support this instruction is Scott Foresman History. In addition to the adopted Social Studies program, teachers visit and work with local museums and cultural centers to provide enriching experiences for all students.

Science

The foundation of all science instruction is the California State Science Standards. These standards are outlined in the Science Instructional Guides for 4th and 5th grade. Science instruction is grounded in the opportunity for students to receive firsthand experiences using investigations and experiments to learn the content of the standards and use the scientific process of observing, communicating and inferring. Kindergarten – 5th grade students use Full Option Science System (FOSS), a modular K-5 science curriculum that teaches science in interesting and engaging ways, and is California’s research-based adopted science curriculum.

The FOSS program affords students numerous opportunities to develop science content knowledge and process skills through hands-on investigations. Students work cooperatively to explore familiar and/ or unfamiliar ideas through an inquiry-based process. This inquiry process is initiated by a question, problem, or scenario. Students collect evidence, interpret the evidence, and formulate an explanation to the question, problem, or scenario based on the evidence collected.

Health and Nutrition

At Western all teachers participate in the Network for a Health California-LAUSD collaborative. Within this program, students are encouraged to eat more fruits and vegetables and enjoy 60 minutes of physical activity daily. Studies have shown that children actually get excited about their health when they are challenged to explore their taste buds, minds and bodies. The Nutrition Network provides lesson plans and activities that make the exploration and enjoyment of food an educational experience that can be woven into many curricular areas, including math and history. Western has been a Nutrition Network school for ten years. Over the years Western has been the beneficiary of:

- Harvest of the Month
- Chefs in the Classroom
- Nutrition materials
- School gardens
- Nutrition Murals
- Salad Bar
- Wellness Festival
- Farmer in the Classroom
- Nike Go PE
- Marathon Kids
- Move Your Body

The *California Health and Wellness* series by Macmillan/ McGraw Hill is the program utilized to promote students leading healthy lives. Within this series, reading comprehension skills are practiced as health content is being taught, so that students learn both health and reading simultaneously. The program offers:

- Flexible lesson plans

- Integrated reading instruction
- Life Skill lessons to help students achieve Health Literacy
- Hands-on, minds-on, and physical activities
- Continuous assessment opportunities

In addition to the Health and Wellness series, Western employs Second Step to promote skills for social and academic success. Second Step is directly taught in the classroom by the teacher. Students learn skills that strengthen their ability to have empathy, manage emotion, and solve problems. By developing these skills, we believe that we will create a climate where students feel safe and respected.

Physical Education

At Western Avenue, we want every child to be physically fit using the skills and knowledge of being active and choosing a well-balanced diet, thus leading to a lifetime of good health and fitness. Our mission is to improve overall health and fitness by educating students, parents, teachers, and the community on physical activity, fitness, and nutrition, and how these elements impact learning.

GOALS:

- Physical Education Teachers, General Education Teachers, and Psychomotor Teacher Assistants will work collaboratively to facilitate activities for maximum inclusion of every student (i.e. inclusion, no elimination games; every student active) based on physical education standards.
- PE mentors will present a PD once a semester on physical activity, physical education, and/or chosen P.E. standard.
- Students will learn proper form of motor skills, fitness concepts, sports, and games through consistent practice of standard throughout our physical education time requirement.
- All students will be active, enthusiastic participants in physical activity while developing strength and endurance for physical activity (sports, dance, etc.)
- Western Avenue will have adequate and proper equipment so that all students are active during PE.
- Increase fifth grade students' ability to pass FitnessGram by having PE standards and skills taught from Kindergarten.
- Incorporate technology in PE.
- Mentors will communicate with administrators, other educators, and parents on a regular basis.

Art

We believe that the arts are an essential part of being a well-rounded person, and we recognize that our students do not have great access to many arts programs outside of our school. Instruction is based on the Visual and Performing Arts Standards (VAPA) for the State of California and the District Arts Instructional Guide (AIG). Currently Western uses the Silver Burdett Making Music textbooks for teaching chorus and musical instruction. Western is part of the LAUSD Arts Program. An itinerant teacher comes to the classroom and provides the students and teacher with a realistic and integrated lesson plan. The students are left with a rewarding experience. Art does not and should not stand alone, and can be integrated into Social Studies, Science, Reading and Writing content areas. Standards-based lessons in dance, music, theatre, and visual arts, integrated with science, history-social science, math and language arts are taught. General education teachers work closely with the arts teachers to relate art projects to classroom work. Teachers at Western strongly believe that involvement in the arts

is associated with gains in reading, math and language on the statewide standard tests. Activities in art include:

- Western Avenue Visual Art Gallery
- Holiday Performances (Latino Heritage Month, Black History, Holiday)
- Annual Theatre Production (Past performances include: The Wiz)

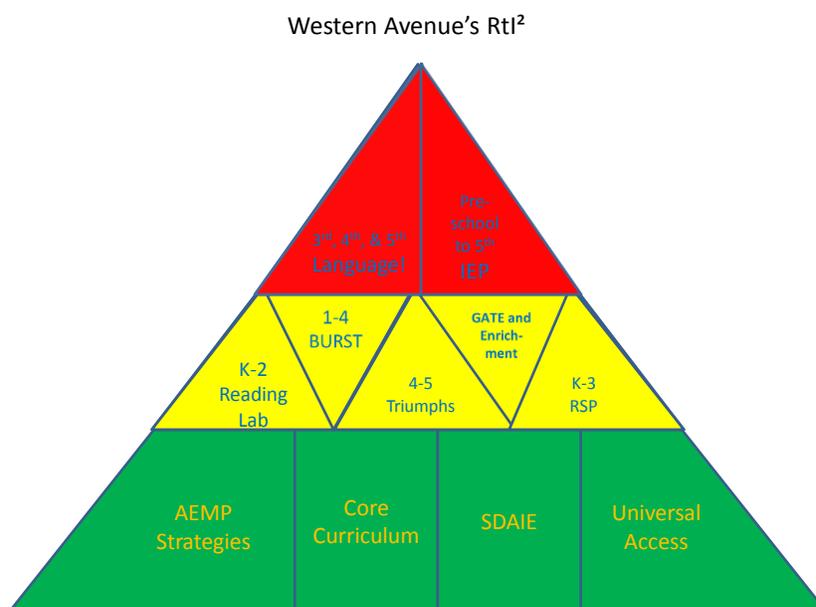
Technology

All students K-5th grade will expand their proficiency in technology by attending the computer lab twice a week. Kindergarten students visit the reading site Starfall.com, while the remaining student body works on the ST Math Program. At Western, teachers have between two to six computers in the classroom. These computers enable students to engage in enriching activities that enhance lessons and concepts taught in the classroom. Interactive white boards and IPADs are distributed among the grade levels.

c. WASC Accreditation (not applicable)

d. Addressing the Needs of All Students

Western Avenue Elementary School operates within the instructional framework of RtI² (Response to Intervention and Instruction) and emphasizes multi-tiered, student-centered, data-based approach to improve and accelerate the achievement of all students. The following figure illustrates Western Avenue’s process for providing increasing levels of instructional time and intensity, whereby the needs of all learners are identifies, supported early and effectively, and high-performing students have access to acceleration in learning. Further discussion in the succeeding paragraphs will put in context the different tiers of instruction and intervention at Western Avenue Elementary School.



RtI²: Tier One

AEMP

As an AEMP (Academic English Mastery Program) School, Western Avenue scaffolds instruction to address our culturally and linguistically diverse students' needs through universal access to core instruction (Tier 1, green layer of the pyramid). Our English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Gifted and Talented (GATE) students effectively access core curriculum and instruction through integration of AEMP’s access strategies as cooperative and communal learning, contrastive analysis, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.

The following chart describes in detail how Western Avenue teachers and students will use AEMP strategies in daily instruction.

ACCESS STRATEGIES	Western Ave Teachers will...	Western Ave Students will...
<p>MAKING CULTURAL CONNECTIONS:</p> <p>Is connecting instruction to students' lives to increase motivation, engagement, and learning, i.e.:</p> <ul style="list-style-type: none"> • Activate Prior Knowledge • Infuse the History and Culture of Students • Understand and utilize students' frames of reference • Utilize Culturally Relevant Literature • Create Authentic Learning Experience 	<ul style="list-style-type: none"> • Provide opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge; • Maintain portfolios of authentic student work products and assignments; • Assess learning experiences for progress towards meeting • Standards and Academic English Mastery Program (AEMP) Benchmarks; and • Incorporate music, movement, and hands-on activities into daily instruction. 	<ul style="list-style-type: none"> • Have access to a Classroom Library that contains culturally conscious literature, magazines, and newspapers that reflect students' home life, personal interests, cultural background, and language; • Utilize culturally relevant literature and materials in Mainstream English Language Development (MELD) Activities/Cultural Centers in ways that validate real-life experiences; • Participate daily in authentic learning experiences, assignments, and/or projects that give application to the learning.
<p>CONTRASTIVE ANALYSIS:</p> <p>Is the systematic study of a pair of languages with a view to identifying their structural differences and similarities; promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American academic English</p>	<ul style="list-style-type: none"> • Demonstrate awareness and knowledge of the structure of non-standard languages; • Use literature and samples of students' oral and written language to engage them in contrastive analysis-linguistic, contextual, situational, and elicited; • Use the revision phase of the Writing Process to edit for standard English structure; • Provide opportunities for students to compare and contrast poetry and songs written in standard and non-standard language. 	<ul style="list-style-type: none"> • Produce work samples that demonstrate an awareness and understanding of structural differences and similarities of home and standard American academic English language; • Articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts; • Demonstrate appropriate use of linguistic, contextual, situational, and elicited contrastive analysis.
<p>COOPERATIVE AND COMMUNAL LEARNING ENVIRONMENTS:</p> <p>Is supportive learning</p>	<ul style="list-style-type: none"> • Introduce the classroom as a family structure and build on this concept in ways that affirm high achievement and academic success as an 	<ul style="list-style-type: none"> • Support and assist one another to accomplish learning goals; • Interact cooperatively with their peers to brainstorm,

<p>environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal. Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.</p>	<p>objective for all students;</p> <ul style="list-style-type: none"> • Provide students with opportunities to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve; • Provide students opportunities to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths; • Group learning tasks, discussions, and presentations are integrated into daily instruction; • Create classroom seating arrangements that reflect regular collaborative learning opportunities; • Allow students maximal time for hearing and using language in low-risk cooperative and communal learning environment. 	<p>explain, question, disagree, persuade, problem-solve and negotiate meaning;</p> <ul style="list-style-type: none"> • Demonstrate understanding of academic concepts through their preferred learning styles and strengths; • Demonstrate understanding of academic concepts based on their linguistic competence; • Work collaboratively in small groups to foster language development and share their understanding of academic concepts; and • Participate in the creation and support of classroom norms and procedures.
<p>INSTRUCTIONAL CONVERSATIONS:</p> <p>Are discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students’ conceptual and linguistic development by making connections between academic content, students’ prior</p>	<ul style="list-style-type: none"> • Weave together students’ prior knowledge with pertinent background information on new material to build deeper understanding of text; • Elicit student input while integrating academic content in discussions to promote deeper student inquiry in relation to instructional areas of focus; • Promote use of text, pictures, and reasoning to support an argument or position; • Use Instructional Conversations to integrate oral language development 	<ul style="list-style-type: none"> • Engage in classroom discussions to advance deeper understanding and authentic application of academic concepts; • Use text features, citations and reasoning to construct and support an argument or position; • Co-construct knowledge through interactive discussion, connected turns, and comments that build upon previous discourse; • Negotiate and clarify meaning throughout lessons and discussions; • Use more complex academic

<p>knowledge, and cultural experiences.</p>	<p>into all curricular areas;</p> <ul style="list-style-type: none"> • Are more like collaborators who encourage and influence the selection of speaking turns as students work to construct meaning from text; • Negotiate and clarify meaning throughout lessons and discussion. 	<p>vocabulary and language to convey ideas;</p> <ul style="list-style-type: none"> • Co-construct knowledge with teachers through interactive discussion, connected turns, and comments.
<p>ACADEMIC LANGUAGE DEVELOPMENT:</p> <p>Is the teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. It builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic area.</p>	<ul style="list-style-type: none"> • Utilize the Personal Thesaurus of Conceptually Coded Words to support students’ oral and written development of academic vocabulary in the context of communicating ideas; • Student work reflects appropriate use of academic vocabulary and demonstrates progressive contextual understanding of concepts through accountable talk and oral presentation; • Focus on vocabulary development with an emphasis on synonyms, antonyms, and suffixes; • Establish Listening Centers that model school language through culturally relevant books on tape. 	<ul style="list-style-type: none"> • Demonstrate an awareness of the language requirements appropriate for different situations; • Communicate ideas effectively using academic language; • Use academic language on a daily basis in a variety of formats for all language domains: listening, speaking, reading, and writing; • Engage in the writing process on a daily basis utilizing journals for ungraded writing activities (pre-writes, quick writes, response writing, etc.); • Produce work that reflects appropriate use of academic language.
<p>ADVANCED GRAPHIC ORGANIZERS:</p> <p>Are visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts,</p>	<ul style="list-style-type: none"> • Model use of a variety of advanced graphic organizers to build concept relationships • Engage students in activities to construct knowledge and synthesize important information; • Assign students written work and oral presentations that show effective use of advanced graphic organizers. 	<ul style="list-style-type: none"> • Use advanced graphic organizers to enhance and clarify their thinking; • Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas; • Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing tasks and

and gain a clearer understanding of instructional material.		oral presentations; and <ul style="list-style-type: none"> • Select and utilize appropriate advanced graphic organizers based on cognitive understanding of tasks
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SDAIE

Specially Designed Academic Instruction in English (SDAIE) scaffolds learning and provides access to core curriculum by making academic content comprehensible. LAUSD and the Language Acquisition Branch have made SDAIE an instructional focus, and have used both Bilingual Coordinators and Title III Access to Core Instructional Coaches to provide professional development throughout the district. SDAIE is a methodology (a set of specific strategies) designed to make instruction comprehensible and to make grade level academic content accessible for English learners.

Within LAUSD, SDAIE is defined as those strategies that address the 4 Critical Elements.

The 4 Critical Elements of SDAIE are: Content, Connections, Comprehensibility, and Interactions. We recognize that there is much overlap within and across SDAIE and AEMP strategies. At the same time, we recognize that although the same strategy can be used with both target sub-groups, the reason for using the strategy and the needs they address may differ. As an example, Think-Pair-Share is an instructional strategy that addresses the needs of both SEL and ELL students. Using Think-Pair-Share with ELLs provides opportunities for oral language production, an opportunity to practice oral expression, and an exchange that exposes students to various language patterns and academic vocabulary. Wait time is built into this exchange and expands student’s thinking. For SELs, Think-Pair-Share provides a similar experience, but fulfills a different need. SELs benefit from cooperative and communal learning, and Think-Pair-Share gives all students an opportunity to speak and be heard.

CRITICAL ELEMENTS OF SDAIE	Western Ave Teachers will...	Western Ave Students will...
<p>CONTENT:</p> <p>Teachers address Content by focusing on power standards and key concepts, by pre-teaching and re-teaching difficult concepts, by modifying pacing plans, and by making connections across the curriculum.</p> <p>Teachers address Content by teaching Academic Vocabulary and mirroring the language used in textbooks and on assessments. Teachers build student understanding of Tier 2 and Tier 3 words through</p>	<ul style="list-style-type: none"> • Be familiar with grade-level standards in each subject area • Produce year-long lesson plans that address CST power standards • Backwards Plan for District Mandated Assessments • Create quarterly, unit, weekly and daily lesson plans and goals. • Create pacing plans that allow for pre-teaching and re-teaching of complex topics • Sequence lessons so that requisite skills are 	<ul style="list-style-type: none"> • Be exposed to all grade level standards in every subject area • Be given multiple opportunities for practice and mastery • Be given scaffolds, independent practice time, and targeted intervention • Be challenged with rigorous standards-based instruction • Cover all topics assessed on District mandated assessments • Be given opportunities to use academic vocabulary

<p>repeated exposure and providing opportunities for practice.</p> <p>Teachers provide appropriate scaffolds emphasizing academic rigor and maintaining high expectations.</p>	<p>reviewed and/or taught before introducing new ones</p> <ul style="list-style-type: none"> • Align topics across curriculums so that students can build skills necessary in other subject areas (example – teach measurements in math that would be required in experiments) • Provide repeated exposure to academic language • Provide multiple opportunities to use academic language • Challenge students to use higher order thinking skills 	<ul style="list-style-type: none"> • Communicate ideas effectively using academic language; • Use academic language in all 4 language domains: listening, speaking, reading, and writing • Produce work that reflects appropriate use of academic language. • Be challenged with higher order thinking skills • Be held to high expectations of achievement
<p>CONNECTIONS:</p> <p>Teachers make Connections to background knowledge, prior learning, and other academic areas. Teachers provide experiences and build prior knowledge, make connections to previous grade level standards, previous unit themes, and previous daily lessons. By connecting instruction to students’ lives, teachers will increase motivation, academic engagement, and learning</p>	<ul style="list-style-type: none"> • Activate Prior Knowledge • Provide opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge • Elicit and encourage connections to prior knowledge thru class discussions and interactions • Make connections across subjects • Review prior day’s lesson to make connections to current lesson • Make connections to prior lessons and work done in previous grades • Use Culturally Relevant Literature • Make connections to students home language 	<ul style="list-style-type: none"> • Have access to a Classroom Library that contains culturally conscious literature, magazines, and newspapers that reflect students’ home life, personal interests, cultural background, and language • Make connections across subjects • Review prior day’s lesson to make connections to current lesson • Make connections to prior lessons and work done in previous grades • Use culturally relevant literature and materials across the curriculum, especially in English Language Arts • Work on theme projects, experiments, and other content-related activities that draw upon and

	<p>(example – cognates and vocabulary, linguistic patterns)</p> <ul style="list-style-type: none"> • Incorporate history and home culture of students • Understand and utilize students’ frames of reference 	<p>validate their home culture</p>
<p>COMPREHENSIBILITY:</p> <p>Teachers increase Comprehensibility by using various strategies such as Graphic Organizers, Thinking Maps, Visuals and Realia, Videos and Technology, Total Physical Response, dramatization, and learning experiences to make Academic Content understandable.</p>	<ul style="list-style-type: none"> • Use realia and visuals when necessary • Use manipulatives (especially in math and science) • Provide hand-on activities • Incorporate music, movement, chants, rhymes, and Total Physical Response when appropriate • Use Thinking Maps and other graphic organizers to assist students in understanding concepts and organize their thinking • Use technology such as document readers, videos, cartoons, YouTube clips (Khan Academy, etc), <i>enVision</i> and Treasures multi-media to illustrate academic concepts • Use online programs and websites to support instruction 	<ul style="list-style-type: none"> • Use realia, visuals, and illustrations when necessary to expand understanding of concepts and vocabulary • Use manipulatives and hands-on activities to expand their learning • Use music, movement, chants, rhymes, and Total Physical Response to reinforce academic content • Use Thinking Maps and other graphic organizers to assist in organizing their learning across the curriculum • Use Thinking Maps and other graphic organizers to organize their writing • Be exposed to various forms of technology as a resource for learning • Use technology to access information and conduct research
<p>INTERACTION</p> <p>Teachers use multiple Interaction strategies to promote both listening and speaking skills. By incorporating Think-Pair-Share, RASP (Response by All, Some, one Person), and various interaction and questioning strategies, students reinforce academic</p>	<ul style="list-style-type: none"> • Provide students with opportunities to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve; • Provide students opportunities to demonstrate their 	<ul style="list-style-type: none"> • Interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, problem-solve and negotiate meaning • Share in pairs, triads, small groups, and large groups • Follow protocols and listen attentively when others are speaking

<p>vocabulary and higher order thinking skills.</p> <p>Teachers will facilitate discussions, clarify misconceptions and misunderstandings, and move the conversation forward by using Accountable Talk strategies</p> <p>Teachers will foster interaction in multiple ways. From room set-up and seat arrangements, to turn-taking and group work. Teachers will build communities in which regular interaction supports instruction</p>	<p>understanding of academic concepts in varied formats and multiple settings (whole group, small groups, triads, pairs, one person)</p> <ul style="list-style-type: none"> • Create learning tasks, and incorporate discussions, into daily instruction • Use Instructional Conversations to provide opportunities to practice oral language and reinforce academic vocabulary • Negotiate and clarify meaning throughout lessons and discussion. • Create classroom seating arrangements that encourage regular collaborative learning opportunities • Allow students multiple opportunities to practice listening and speaking skills in low-risk cooperative and communal learning environment. 	<ul style="list-style-type: none"> • Demonstrate understanding of academic concepts • Deepen their knowledge through Instructional Conversations • Complete learning tasks and contribute to discussions • Engage in classroom discussions to advance deeper understanding and authentic application of academic concepts • Work collaboratively in small groups to foster language development and share their understanding of academic concepts • Support classroom norms and procedures • Be respectful of others and help to create a safe and supportive learning environment
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Core Curriculum

These AEMP and SDAIE strategies solidify a strong foundation for good, quality, first instruction in the core curriculum. Our students are given access to the core ELA curriculum through the use of *California Treasures* and to the core Math curriculum through *enVision*. They receive high quality, evidence-based, and standards-based core classroom curriculum and instruction. Assessments in place to monitor student progress include the CELDT, periodic/quarterly assessments, curriculum-based measures, California Standards Tests (CST), and attendance and behavior data generated by ISIS and ODR.

Universal Access

Embedded in all class schedules is a 40 minute block of Universal Access/Independent Work Time (IWT). Universal Access of IWT allows for in-class differentiation and intervention. Teachers group their students based on result of universal screening and assessments in ELA and Math; they then design learning prescriptions that identify each small group’s targeted areas of need, the detailed strategies to address those needs, the desired outcomes for student, and a time frame for meeting such outcomes. Universal Access/IWT is the classroom teacher’s first line of defense in preventing struggling students

from falling behind and to enrich advanced students' learning. Classroom teachers regularly administer the DIBELS (Dynamic Indicator of Basic Early Literacy Skills) Progress Monitoring to assess the students' progress in literacy skills in all grade levels Kindergarten through 5th Grade. Teachers then differentiate instructional content, process, and/or resources by taking into consideration students' varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. Tier I at Western Avenue is characterized by a maximized student learning where teachers constantly increase depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontload.

Rtl²: Tier Two

Students who require more than differentiated instruction are then provided strategic intervention, or Tier 2 services (yellow layer of the pyramid). Students in need of strategic intervention will receive targeted phonics and phonemic awareness instruction in the Reading Lab. Western Avenue's Reading Lab is operated by the Instructional Coach, along with two Teacher Assistants trained to provide basic literacy instruction. Students serviced by the Reading Lab are from Kindergarten through second grade, referred by the classroom teacher through their DIBELS Benchmark scores. Within the course of the school year, other students who continue to require additional support outside of the classroom interventions are referred to the Student Success Team (SST). The SST process involves a team of parent/s, classroom teacher/s, specialists, and administrators who dig deeper into the educational history of the child and prescribe appropriate intervention services to prevent the student from falling even farther behind.

Other programs and services that the SST Team may recommend are BURST Intervention, Triumphs Intervention, and Informal RSP (Resource Service Program). Burst Intervention is provided to regular education students from 1st through 4th grades who are either not serviced by the Reading Lab, or are requiring more services beyond the Reading Lab. BURST is a cycle of 9-day (30 min each) intensive and targeted instruction in phonics, phonemic awareness, fluency, and comprehension; and the tenth day is for assessment. After assessment, students are regrouped based on their progress and moved on to the next level of literacy skills instruction. This program is provided by the Intervention Coordinator in the identified students' classroom, thus allowing for co- and team-teaching with the classroom teacher to include other students who may also need additional support in literacy, but have not yet gone through the SST process. The Resource Specialist/RSP Teacher will also implement a separate BURST Intervention to Resource students in their general education classrooms. Since all Resource students are clustered within the same classroom in each grade level, the RSP teacher will also be co-teaching with the regular education teacher to provide literacy instruction to not only IEP students, but also informally to those other low students in the classroom who do not have IEP.

Fourth and fifth grade students will receive Triumphs Intervention from the Access to Core Coach. Triumphs is the intervention component of *Treasures*. It is an after-school intervention for an hour twice a week that focuses mainly on fluency and comprehension. It is provided to the upper grades in order to reduce the time that they are out of the classroom; also since they have already been serviced through pull-out by the Reading Lab when they were in the lower grades.

The last support in Tier 2 is enrichment for GATE and advanced students. Western Avenue has 14 identified GATE students and 32 students who scored Advanced in both 2011 ELA and Math CST. Twice a week for 45 minutes each, GATE students and 3rd Grade Advanced students will be provided additional science instruction through the FOSS Kits, with heavy emphasis on non-fiction reading and comprehension. The remaining Advanced students will be provided enrichment by providing their classes with interactive whiteboard technology and bi-weekly co-teaching between Intervention Coordinator and their classroom teachers on project-based lessons.

Rtl²: Tier Three

Tier 3, known as “Intensive Intervention,” is the red layer of Western Avenue’s RTI² pyramid. Western Avenue will provide a highly focused, individualized, or small-group oriented instruction to a very small number of our students to accelerate their progress. Under the operation of Special Education-Support Unit West, Western Avenue will continue to provide special education services to students with special needs from pre-school through 5th grade. Pre-school programs such as Pre-School Mix and Pre-School Intensive will provide early intervention and education to special needs students from 0 through 5 years of age with Developmental Delays. Special day classes for students with Specific Learning Disabilities (class code SLD), Mental Retardation (class code MRM), Autism (class codes Aut-Core or Aut-Alternate/CAPA) will continue to provide special education services to our mild to moderate and moderate to severe special needs students under the auspices of the Special Education-Support Unit. Resource Service Program will continue to provide IEP services in the Least Restrictive Environment.

The other half of Western Avenue’s Tier 3 is provided to those students who have not made significant improvement after years of intensive support and intervention in the classroom and Reading Lab, but are not severe enough to warrant an IEP. This program is called Language! Language! is a comprehensive literacy curriculum, in place of the *Treasures* curriculum, in selected 3rd (one class with 15 students), 4th (two classes with 13 students each), and 5th (one class with 15 students) grade classrooms. It is an intensive mastery-based language arts replacement curriculum that targets the needs of non-readers, struggling readers, and English learners. It accelerates them to grade-level proficiency by utilizing a sequential, cumulative, skill-based instructional format that addresses all learning styles. Language! students are regularly assessed progress and mastery toward content standards and benchmark, compared to grade-level standards and benchmarks. All students receiving Language! support will go through the Student Success Team (SST) process so that their academic progress can be strategically planned for and monitored. A handful of these students may also require assessment for Special Education services if they do not show improvement. Upon qualification for special education services, students move to the other half of Tier 3 to follow their individualized education plan (IEP).

e. Vertical Articulation

Western Avenue will continue to work on articulation for all students through frequent and rich collaboration among all members of the Western Avenue community. Creating authentic articulation that vertically connects within the school, as well as partnerships with the community, is critical to the Western Avenue School mission, vision, and core beliefs.

Preschool

All parents enrolling children in our Preschool program are required to attend a mandatory orientation program that will inform them of our mission, vision, and core beliefs. This orientation is designed to help pre-k parents better understand that Western expects every child to matriculate from elementary to middle to high school prepared to navigate their approach to college and career readiness, and that it begins now—in preschool. Preschool families will visit the kindergarten classroom to get a first-hand look at where their children will be next and what the clear expectations for kindergarten readiness skills will be. At the end of the year, a final mandatory orientation will give parents opportunity to look at outcomes and expectations for next grade.

Transition Kindergarten and Kindergarten

Pre-k teachers will meet monthly with kindergarten and transition kindergarten teachers to discuss readiness skills, state standards, and desired entry expectations for kindergarten students. Western Avenue preschool teachers will keep pertinent data such as attendance and readiness skills, standards based curriculum and other data to share with kindergarten students. Likewise, kindergarten, and transition kindergarten teachers will share with their pre-k colleagues academic standards expected of entering kindergarten student

Grades 1-5

Continuing effort will be made to allow grade level articulation on a regular basis. Professional development, grade level meetings, leadership meetings, and collaborative teacher planning will allow time for all grades to mutually plan together. Grade levels will sit down together in meetings to discuss data findings and set goals for desired outcomes at the end of the year. Common school wide instructional themes using Treasures curriculum will be developed by grade levels and shared. Grade level environments will actually be reorganized in a manner allowing first and second grade level to share building space; i.e. first grade classes on one side of the building and second grade classes across the hallway. It is believed this will facilitate open communication between the grade levels that foster common goals and appreciation for planning and reflection.

Special Education

Beginning with pre-k classes we will continue the work for students with disabilities matriculating to the next step. All special day teachers will continue collaborative planning with their grade level peers. Our leadership team will continue the ongoing district sponsored Articulating Meetings for 5th grade students matriculating to middle to secondary campuses as well. They will share articulation rosters and school matrix for special education program support.

Secondary

Beginning in 3rd grade, students will research career and pathway options for college. Western Avenue Leadership Team will arrange with Barack Obama Global Prep Academy, John Muir, and Mann Middle

Schools to create linkages to expected performances. Curricular field trips and guest speaker assemblies will be arranged for students to visit these and other middle schools in our community. Families will be encouraged to join us in our efforts to broaden our knowledge of the “next step” in their child’s educational experience.

Post Secondary

Western Avenue is an Academic English Mastery Program (AEMP) school and as part of that program we continually encourage our students (beginning in pre-k) to think about college as a must. We foster programs that are designed to Closing the Achievement Gap. Teachers promote college as a right of passage and not just a privilege for a few. The objectives include: development of college plans; groups meetings with mentors enrollment in and passing of rigorous secondary A-G courses; tutorials and PSAT and SAT; Saturday and summer enrichment programs for students and families. Our staff celebrates monthly College Day by wearing their college t-shirt, decorating their classroom with college posters, and giving college names to groups during their small group instruction.

f. Early Care and Education

Western Avenue Elementary School recognizes the importance of providing high quality, developmentally appropriate preschool education that address the social, emotional, physical and cognitive needs of our preschool students.

Western Avenue Elementary School offers four curriculum-based Early Childhood Education programs:

- SRLDP – School Readiness Language Development Program
- TK – Transition Kindergarten
- PSM – Pre-School Mix (Special Education)
- PSI – Pre-School Intensive (Special Education)

All the Early Childhood Education programs prepare children ages 3-5 for kindergarten by focusing on oral language fluency skills and other vital school readiness skills.

SRLDP

The School Readiness Language Development Program (SRLDP) is an oral language program intended to prepare students for kindergarten. It provides students, including the child who is an English Language Learner (ELL) and needs primary-language instruction; and the child who is a Standard English Language Learner (SELL), who will be four-years old by December 2nd of the year of enrollment, the opportunity to increase the ability to listen, to speak effectively, to use vocabulary appropriately, and to develop academic readiness skills. It provides a parent involvement and education program that helps meet the needs of parents to positively facilitate the pre-kindergarten child’s developmental potential.

HOURS AND DAYS OF OPERATION: The program operates Monday through Thursday with two sessions daily (am/pm) for 2 hrs. 20 minutes each session. Fridays are pupil free days for professional development, parent conferences, planning, preparation, etc.

ELIGIBILITY: Students must be 4 years old by December 2nd and a resident at a PHBAO school. Parent or substitute must volunteer monthly, attend monthly parent meetings, and attend parent education sessions.

CURRICULA AND LITERATURE: The core and essential documents of the Early Childhood Education Division are explicit and intentional in supporting improved student achievement. These documents are aligned to the California Kindergarten Standards in Language Arts and Mathematics. The Early Literacy Program, adopted by the District in March 2004, is DLM Express. DLM Express is aligned to the Open Court Kindergarten Reading Program. A variety of carefully selected books of various genres are consistently available to children. Criteria for selection of books include attention to positive depictions of cultural diversity. Teachers use a variety of strategies to encompass the diverse needs of children.

PROFESSIONAL DEVELOPMENT: The professional development for all teachers and paraeducators are in alignment with the California's *Pre-kindergarten Learning and Development Guidelines* and the Early Childhood Education Division's Early Education Improvement Plan approved by the Board of Education in February 2001, New Teacher Orientation for each track is 4 days and 2 additional specialized training days, Experienced Teachers 2 days, Paraeducators one day, Local District and school site professional development.

PARENT EDUCATION AND OUTREACH: Parents are required to attend a 10-week session sponsored by DACE, participate in monthly meetings with the teacher and aide, and volunteer monthly in the classroom.

Transition Kindergarten

Transitional Kindergarten is a new early childhood education program that builds a bridge between the preschool years and kindergarten. It is designed for (but not restricted to) students who turn five between September 1 and December 2, students who may not be socially and/or academically ready for Traditional Kindergarten, although they are age-eligible. Transitional Kindergarten follows the full day schedule of Traditional Kindergarten with a 6 ½ hour daily program. The daily schedule includes whole group and small group instruction dependent on "hands-on" learning. Transitional Kindergarten prepares students for the social and academic expectations of Traditional Kindergarten the following year. It truly gives the gift of time. As we mentioned previously in this plan, many of our kindergarteners come to school unprepared for kindergarten. Transitional Kindergarten allows these students, especially the ones born in the latter half of the year, an opportunity to catch up and sets them up for academic success throughout their school careers.

PSM and PSI

Pre-School Mix and Pre-School Intensive are Early Childhood Special Education programs assigned by the special education unit. Hours and days of operation vary by class. These programs provide special education services for children three to five years of age who have been identified with one of the Federal and State defined special education eligibilities. The programs are designed to promote a partnership between professionals and families to help meet the child's individual needs and increase future school success. Emphasis is placed on the development of language, social-emotional, motor and pre-academic skills through activities

and materials that are concrete and relevant to their lives. Families and staff work together to develop an Individualized Education Program (IEP) that guides the service delivery for each child.

g. Service Plan for Special Education

Western Avenue Elementary School will adhere to the guidelines and mandates of The Individuals with Disabilities Education and Improvement Act (IDEIA) in regards to the provision of services for Students with Disabilities (SWD). A continuum of placement options that is least restrictive will meet their individual needs. SWDs attending Western Ave Elementary will be included within the instructional curriculum according to their individual needs as outlined in their Individualized Education Plan/s (IEP). Students will be assessed based on their current IEP goals and the grade level standards that they address. There will be ongoing monitoring of student progress. Administration will have a clear understanding of the student needs. Administration will ensure adequate staffing of personnel based on the needs of the students with disabilities and the student population of the school. Special educators will have adequate professional development and technical assistance based on the needs of the teachers. This will include the proper procedures for conducting meetings for Individualized Educational Plans (IEP) and writing proper and district approved IEPs, based on the Policies and Procedures Manual of L.A.U.S.D. and the Modified Consent Decree.

To meet the needs of all at-risk and special education students, the language arts curriculum will follow the L.A.U.S.D. prevention/intervention framework. Students will receive intensive reading intervention using L.A.U.S.D. approved reading programs such as Voyager, Burst, and Triumphs (Treasures Intervention Component). These programs address multi-learning modalities which is crucial in the education of students with special needs and at-risk students. The reading intervention program provides daily small-group reading instruction at an age appropriate level with built-in assessments and progress monitoring tools. The district approved math intervention program used is TouchMath which is a multi-sensory program that uses touch points to engage students of all abilities and learning styles. TouchMath's step-by-step approach gives students with disabilities the opportunity to gain a greater concept of basic math fundamentals in counting, adding, subtracting, place value, multiplication, division, money, time, word problems, shapes, and pre-algebra. These intervention programs will be used during the students' intensive instructional time block. Western Ave Elementary is committed to following the District's Special Education Policies and Procedures Manual and the terms required by the Modified Consent Decree.

The following procedures will be implemented by the Special Education Department:

- IEP calendar for the year to be laid out in September and given to General & Special Education personnel & all personnel will be notified in advance of meetings according to District-mandated timelines.
- Adhere to LAUSD Special Education Policies and Procedures Manual.
- Provide and receive PDs once a month on strategies & progress monitoring on IEP goals.
- Adhere to the mandates of Least Restrictive Environment (LRE) by mainstreaming students with disabilities at least a 40% of the day in General Education classes and programs.
- Under the supervision of the Special Education Support Unit Central West, will provide Extended School Year (ESY) to students with special needs who would benefit from such service, as determined by the IEP Team.

- Effectively engage all IEP management participants in the provision of Special Education services to all students with special needs: administrator, special Education teachers, general education teachers, parents, DIS and related services providers, school nurse, school psychologist, interpreter, counselors, social workers, community agencies and members.

The Special Education Department will operate within the Federal, State, and District mandated timelines:

- 10 days notice to parents when scheduling an IEP;
- 1 day notice if parent wants to audio tape IEP;
- 60 days once and assessment plan is signed to be held;
- 30 days when a student enrolls from outside of LAUSD to hold IEP;
- 15 days to respond after parent request assessments;
- 4 days for a copy of assessments prior to IEP meeting;
- 5 Business days if a request for student records is made;
- 30 days to hold IEP per parents request;
- 5 days with written notice of parent request to revoke special education services and its impact to their child's educational program; and
- 15 days after all special education services and related services will cease after revocation.

Special Education teachers will utilize the following assessment tools:

- Teacher made materials, informal assessments;
- Yellow/Green/Orange BRIGANCE;
- DIBELS Next;
- Voyager benchmarks;
- Teacher Observations;
- Woodcock Johnson
- KTEA II;
- SANDI;
- student work samples and portfolio;
- FBA/FAA;
- Behavior logs and anecdotal records; and
- CST/CMA/CAPA (depending on the student's degree of disability and as determined in their IEP).

All Special Education teachers will be responsible in articulating student progress through the IEP Progress Report Page and the District ISIS Online Progress Report System. These progress reports shall inform all IEP decisions both for Annual and Triennial Review, as well as for Exit IEPs.

During the IEP process, the team determines students' need for any of the following related services:

- Adapted Physical Education;
- Audiology services;
- Behavior Intervention Therapy;
- Counseling Services;
- Health & Nursing Services;
- Language & Speech Therapy;
- Occupational Therapy;
- Psychological Services;

- Rehabilitation Counseling Services;
- Resource Specialist Services;
- Social Work Services; and
- Transportation.

Parents and families will be provided Safeguards to their rights and responsibilities through the Parent's Guide to Special Education; entire copy of their child's IEP document (with translation, as needed); parent input survey; team responsibility in the follow-up and provision of agreed services; and access to dispute resolution as district informal, state mediation, and formal due process.

B-2: Professional Development (PD)

a. Professional Culture

We believe that professional development is the avenue to elevating the skills of all our staff and in turn improving the achievement of all our students. Our professional development is aligned with Standard Based Instructional goals and targeted to meet student needs and will incorporate the California Standards for the Teaching Profession (CSTP). The professional development at Western Avenue Elementary recognizes that teachers are lifelong learners just like their students. Our teachers bring a broad range of experience and expertise as well as their own varied learning needs. Our professional culture will both draw on that expertise where teachers work collaboratively, sharing their knowledge as experts and provide professional development opportunities to strengthen and support the learning needs of our staff. All teachers will have the opportunity to lead professional development and serve as grade level chairs or lead teachers.

b. Professional Development

As an ongoing part of professional development, teachers will use data to analyze student need and place students into appropriate interventions. Remembering that data drives instruction, teachers will be trained in the analysis and application of that data. We will engage in inquiry, utilize mentors and collegial teams for feedback and support. Grade level chairs, lead teachers, and out-of-classroom personnel will assist teachers with intervention plans and small group work.

We understand that children need to construct their own learning by building on what they already know, with others and in an engaging way. We believe that project-based learning is a natural offspring of constructivist beliefs. Consequently, teachers will be trained in transforming their direct instruction into a constructivist format. They will utilize projects that transcend and integrate several content areas. Our professional development will address the following areas:

- How does a teacher create a focus question?
- How are guidelines and rubrics created that are appropriate for each grade level?
- What will the students be doing?
- What is the teacher doing?
- How will the teacher assess each students work?
- How will the teacher differentiate for individual student populations and needs?

Additionally teachers will be trained in Universal Screening Measures such as DIBELS, Math Diagnostics, and the use of periodic assessments in all academic areas. This will lead to the prompt identification of students who need additional time and support, and in turn this will help teachers provide the appropriate interventions.

We understand that professional development is not a one-size fits all program. It is understood that teachers teach best what they know. Consequently, the goal for professional development is for teachers to be proficient in what they teach. Data gathered by classroom visitations by administrators and teachers influence grade level teams and in turn, influence professional development. Each grade level can articulate its own specific need. At the beginning of the year, each grade level team will meet and identify, based on the previous year's data, what professional development they need. The

Instructional Design Team meets early in the year to plan professional development based on the needs described above. On-going, consistent and well planned professional development designed by teachers and school administrators allows teachers to examine the key components of their programs and embrace the results through improvement of their teaching, in their teamwork and in their goals.

Teachers will plan within their grade level meetings, during pre-service trainings, Tuesday Banked Time, during Saturday PD, and scheduled Minimum Days.

We will build strong teams by empowering grade level chairs and providing our of classroom personnel to facilitate collaboration. We will establish formal mentoring relationships through grade level chairs, and utilize our National Board Certified Teachers to mentor other teachers and NBCT candidates. We will engage in collegial inquiry by addressing grade level concerns regarding behavior, attendance, and achievement gaps. This will be done school-wide, and within or across grade level teams. Areas of focus will include but not be limited to Data Analysis, Literacy, English Language Development, Academic English Mastery, Mathematics and Special Education.

Because teacher collaboration and professional development are essential components to student success, we will ask teachers to do the following and submit the appropriate UTLA waivers:

- Attend district-sponsored teacher trainings offered through the Learning Zone during the summer for core academic subjects (Language Arts, Math, and/or Science).
- Attend up to a week of planning and professional development in August at Western Avenue.
- Participate in grade-level planning twice a month from 7:00 a.m. – 8:00 a.m. or 3:00 p.m. – 4:00 p.m. Times are to be negotiated among the grade level team. Provide documentation and minutes for each meeting.
- Plan to attend all planned Saturday professional development workshops, up to 6.
- Join and participate in one school committee, providing documentation of monthly meetings and progress.
- Work with a grade level in planning and participating in one school event.
- Participate in school-wide mainstreaming of student with IEPs if selected.

Every effort will be made to align the school budget to compensate teachers above and beyond all hours required by the UTLA contract at District training rate or teacher's hourly rate. Compensation will depend on availability of funds. Otherwise, all additional time worked will be unpaid.

c. Teacher Orientation

When new teachers are hired, we strive to provide them with a network of support, knowing that this is critical to their success. This applies to teachers that are starting new to the profession, new to the school, or new to their grade level. The grade level teachers are the first level of support. Teams will support new team members through collaborative planning and mentoring. Grade level chairs and National Board Certified Teachers will function as mentors and be tasked with assisting teachers new to the school and to the profession. Veteran teachers share their materials, instructional strategies and classroom management techniques.

d. PD Program Evaluation

Professional Development will be evaluated through written feedback forms after every PD. In addition, teachers will have the opportunity in an on-going basis to provide feedback via beginning of the year and mid-year surveys, discussion with grade level chairs, and speaking to the Administration directly. Professional development should fluid and flexible and adjusted to the needs of the students and teachers.

B-3: Assessments and School-wide Data

a. Student Assessment Plan

Western Avenue Elementary School will use multiple forms of assessment to determine student progress in meeting state standards in Language Arts, Mathematics, Social Studies, and Science. Data from the assessments will be used to modify curriculum and drive instructional practices. District mandated assessments are calendared, judiciously implemented, and monitored with fidelity by the leadership team and the faculty. This process seeks to identify students’ needs, monitor progress, and intervene early so that all students can be given the necessary supports to achieve grade level standards. Administrators, teachers, students, and faculty will be responsible for each student’s success. The outline of the assessment plan follows below:

Assessment Plan for Western Ave Elementary School Students

May 2013	CST DIBELS EOY ELD Portfolios	CST DIBELS EOY ELD Portfolios	CST DIBELS EOY ELD Portfolios	CST DIBELS EOY ELD Portfolios	CST DIBELS EOY ELD Portfolios	CST DIBELS EOY ELD Portfolios	CST/CAPA DIBELS EOY ELD Portfolios
April 2013	DIBELS PM 9-10	DIBELS PM 9-10	DIBELS PM 9-10	DIBELS PM 9-10	DIBELS PM 9-10	DIBELS PM 9-10 PFT	DIBELS PM 9-10 IEP PFT
March 2013	DIBELS PM 8 ELD Portfolios	DIBELS PM 8 ELD Portfolios	DIBELS PM 8 ELD Portfolios OLSAT-8	DIBELS PM 8 ELD Portfolios	DIBELS PM 8 ELD Portfolios Writing Assessment	DIBELS PM 8 ELD Portfolios PFT	DIBELS PM 8 ELD Portfolios IEP PFT
February 2013	LPA2 MQA2 DIBELS MOY	LPA2 MQA1	LPA2 MQA2	LPA2 MQA2	LPA2 MQA2 SPA2	LPA2 MQA2 SPA2 PFT	LPA2 MQA2 SPA2 IEP PFT
January 2013	DIBELS PM 6-7	DIBELS PM 6-7	DIBELS PM 6-7	DIBELS PM 6-7	DIBELS PM 6-7	DIBELS PM 6-7	DIBELS PM 6-7 IEP
December 2012	DIBELS PM 5 ELD Portfolios	DIBELS PM 5 ELD Portfolios	DIBELS PM 5 ELD Portfolios	DIBELS PM 5 ELD Portfolios	DIBELS PM 5 ELD Portfolios	DIBELS PM 5 ELD Portfolios	DIBELS PM 5 ELD Portfolios IEP
November 2012	MQA1 DIBELS PM 3-4	MQA1	LPA1 MQA1	LPA1 MQA1	LPA1 MQA1 SPA1	LPA1 MQA1 SPA1	LPA1 MQA1 SPA1 IEP
October 2012	DIBELS PM 1-2	DIBELS PM 1-2	DIBELS PM 1-2	DIBELS PM 1-2	DIBELS PM 1-2	DIBELS PM 1-2	DIBELS PM 1-2 IEP
September 2012	CELDT	CELDT	CELDT	CELDT	CELDT	CELDT	CELDT IEP
August 2012	DIBELS BOY Pre-LAS	DIBELS BOY	DIBELS BOY	DIBELS BOY	DIBELS BOY	DIBELS BOY	DIBELS BOY IEP
	Pre-school and Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Education

DIBELS Benchmark: Dynamic Indicators of Basic Early Literacy Skills administered for all students at the Beginning, Middle, and End of the Year
DIBELS PM: Progress Monitoring of Below Benchmark students every two weeks; and Well Below Benchmark students every three weeks.
LPA: Literacy Periodic Assessment administered three times a year
MQA: Math Quarterly Assessment administered three times a year
SPA: Science Periodic Assessment administered three times a year
IEP: Students with disabilities will be assessed based on their IEPs
PFT: All 5th grade students will be assessed the Physical Fitness Test
GATE: Qualifying students will be assessed as needed and 2nd Grade thru OLSAT

b. Graduation Requirements (not applicable)

c. Data Collection and Monitoring

Western Avenue administrators, teachers, and staff will review results of formative and summative assessments on an ongoing basis to inform programmatic and instructional decisions and make

adjustments to curricula, professional development, and other school components. The following data will be collected, reviewed, and analyzed to monitor student progress:

- Periodic and quarterly assessments in Language Arts, Math, and Science;
- Benchmark assessments in basic literacy skills (DIBELS);
- End of unit assessments in core curriculum (Treasures, EnVision);
- CELDT and ELD portfolios;
- IEP;
- CST, CMA, and CAPA;
- Student Success Team meeting minutes and findings; and
- Cumulative folders.

The following data will be collected, reviewed, and analyzed to build teacher capacity and improve instruction:

- Teachscape Classroom Walk Through data;
- Grade Level Collaboration minutes;
- Needs Assessment surveys;
- Stull Individual Planning Sheets (by the administrators);
- Teacher lesson plans; and
- PD evaluation and feedback forms;

Embedded in our weekly banked time is an hour of Grade-Level Collaboration following the regular Professional Development session. Classroom teachers engage in lesson planning and designing, backwards mapping, test item analysis, data analysis, and reflective conversations about their practice (see Professional Development section for detailed description of PD and Grade Level Collaboration topics). Grade level chairpersons turn in minutes of their planning and meeting to the leadership team. The leadership team reviews the data from the grade level minutes to support classroom teachers as needed and to inform areas of focus for succeeding professional development and grade level collaboration sessions. Embedding Grade Level Collaboration on a weekly basis in the school schedule engages teachers, administrators, and the data and instructional teams in a continuous and seamless cycle where performance data are frequently gathered, shared, analyzed, and used to better inform instruction.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture

Western Avenue is committed to providing students with a safe, positive, and rigorous school experience. Our focus is to close the achievement gap, so our students have the opportunity to compete in the global marketplace. To achieve our goals, we have a culture of collaboration, flexibility, and efficiency where all staff members feel a deep responsibility for each student's learning and well-being. Our goal is to have staff and volunteers get to know students by name, thereby respecting and acknowledging them. We are also working toward a universal language of expectations, where litter is not tolerated, where uniforms are the norm, and where disrespect and misbehavior in any setting does not go unnoticed by any adult. Western Avenue's ubiquitous school motto ("Hard work can lead to great things") is posted and repeated frequently.

In recent years, the culture of Western Avenue has shifted to a focus on data in every area, from academics to attendance to attitude (behavior), per the three A's of the RtI² model. We promote success in each of the three areas with a number of motivation programs, personalized attention, and effective communication systems. We recognize that a well-managed school, like a well-managed classroom, relies on good planning. We make every effort to disseminate information in a timely manner, using every means possible: monthly calendar, notes home, Connect Ed phone messages, school marquis, hallway information boards, and school website announcements.

Academics

At Western Avenue, students are motivated to academic success through classroom incentives, monthly student awards assemblies, CST achievement ceremonies, and an annual outstanding student recognition program. We promote a college going culture through field trips to college campuses, monthly college attire day, banners, and Career Day.

We strongly believe that students need a metacognitive understanding of their learning, so we make an effort to share their academic progress with them. For example, with the DIBELS measures, students are shown a graphic on their level of achievement in relation to the benchmarks. In the ST Math program, students are encouraged to check their progress after each computer lab session and have an awareness of their current math topic. Students know their CST levels and make goals for the coming year. They then dedicate these goals to someone important to them, and we post their dedications in the school's main hallway.

Parents are encouraged to communicate openly with teachers about their students' progress and do receive regular communication in DIBELS progress and CST results. Parents of English Learners receive CELDT results and annual notifications of student progress. Parents attend parent conferences twice a year and receive report cards three times a year. When a student is making unsatisfactory progress, parents receive notice every six weeks. Some teachers also use the school website to regularly communicate with parents.

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. The Western Avenue Attendance Achievement Action Plan includes three strategies to maintaining student attendance at 96% and above. These strategies are outlined below:

STRATEGY 1: POSITIVE SCHOOL CLIMATE

- 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 to illness or personal reasons will be recognized at staff meeting with a Certificate of Appreciation from the principal.
- Regular communication will be made to parents about attendance expectations (goal of 96% attendance / less than 7 absences per year), the incentives program, and school monthly progress toward LAUSD attendance performance meters via: newsletters, Connect-Ed 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

STRATEGY 2: SCHOOL-WIDE INCENTIVE PROGRAM

- Monthly school-wide awards assembly will include certificates and “perfect attendance” pencils for students who attended every day, on time; group photos will be displayed on a bulletin board
- In-N-Out, El Pollo Campero, or Shakey’s coupons will be awarded each grading period for students obtaining “perfect attendance” & students with “most improved” attendance
- Students with 96% attendance during the first half of the year (less than 4 absences by month 5) and by the end of the year (less than 7 absences by month 10) will be invited to a special event (a school movie/party). Students with “perfect attendance” (no absences and less than 3 tardies) for the entire school year will receive a medal and be entered in a raffle drawing for a grand prize item, to be announced
- Roving grade level trophies will be awarded at Monday morning assemblies to classrooms achieving the highest collective attendance rate within their grade level each month
- Teachers whose classrooms achieve 96% or higher attendance rates will be recognized in the “Western Weekly” bulletin, bulletin board displays, and Monday morning assembly each month; they will receive a Certificate of Recognition from the principal for each grading period their classroom maintains 96% or higher cumulative attendance rate.
- Rewards for individual and classroom perfect attendance during testing week will include entrance into a prize raffle for individual students and a party for classrooms

- A classroom treat party may be earned when classmates collaborate by earning a “letter” for each day everyone in class is present and on time, and they earn enough letters to spell “PERFECT ATTENDANCE”

STRATEGY 3: SUPPORT TRADITIONAL & AT-RISK STUDENTS (DATA-DRIVEN FOCUS)

- Kindergarten: The Attendance Improvement Counselor (AIC) will present attendance expectations and incentives program at Kinder Orientation, provide ongoing classroom presentations and communications with parents about attendance promotion strategies & monthly progress toward the 5% improvement goal, and conduct targeted interventions with Kinder families not meeting attendance standards
- Special Education: IEP’s will include reinforcement and review of attendance & reconfirm home school with documentation. Teachers will communicate with APEIS, PSA Counselor, and Nurse regarding medical issues and with office staff to resolve transportation challenges impacting attendance, as needed
- Transience Rate: Through collaboration between the PSA Counselor, LAUSD Homeless Education Program, and administrators, Office Technicians will receive training regarding Homeless Education Liaison assignments & to reinforce enrollment/exit procedures & address verification follow-up procedures that promote early identification of students who move, have a history of irregular attendance, or live out of the school attendance area
- Targeted/Intensive (FBB/BB) Attendance Band Students: Additional letters and Connect-Ed messages will be received at beginning of year by parents of students having over 10 absences last year; PSA Counselor will conduct SART conferences & collaborate with Abolish Chronic Truancy program staff, as appropriate
- At-Risk Students: SST’s will address and reinforce regular attendance and will reconfirm home school via parent-provided documentation; Teachers will refer students with poor attendance patterns and cum histories to the PSA Counselor for more intensive intervention (SART)
- Medical Issues: The school nurse will pursue documentation for students whose parents report they miss school frequently due to asthma or other serious medical issues, verify illnesses as appropriate, and provide resource or PSA intervention referrals as needed
- Teachers regularly check MyData attendance information and keep a log of phone calls made home to encourage attendance.

Attitude

School-Wide Positive Behavior Support (SW-PBS) is the foundation for Western Avenue’s Discipline Policy. Western Avenue strives to implement the eight key features of School-Wide Positive Behavior Support. The eight key features and our efforts are listed in the chart below:

Key Feature	Western Avenue
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

	in place for a smoothly operating campus.
Team-based Implementation	The Discipline Committee, comprised of members of all stakeholder groups, meets monthly and keeps track of what occurs in a binder.
Behavioral Expectations Defined	The 3Bs: Be Safe, Be Responsible, Be Respectful are posted throughout the school. They are defined for all common areas.
Behavioral Expectations Taught	At the beginning of the school year, each grade level goes to the auditorium for the annual 3Bs presentation.
Acknowledge and Reinforce Appropriate Behavior	Western Avenue has a “Golden Star” incentive program on an individual and class basis. Individual students can receive Golden Star tickets for being safe, respectful, and/or responsible. These tickets go into a raffle box in the main office and students are eligible to win a prize at the weekly Monday Morning Assembly, where all students are reminded of the 3Bs. As a class, students can win a class Golden Star ticket. Once 20 tickets have been collected, classes are eligible for a class prize. Class progress is tracked on a highly-visible hallway bulletin board.
Monitor and Correct Behavioral Errors	Western Avenue 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.

Safety

Western Avenue has a Safe School Plan in place. The plan includes the Standards Emergency Management System (SEMS), emergency procedures, violence prevention, emergency preparedness, traffic safety, and crisis intervention. We also maintain a closed campus, and ask that all visitors to campus enter through the main doors, sign-in, and have their visitor badge or official credentials visible at all times.

b. 3.Student Support and Success

Support Activities

Western Avenue has a variety of support activities to improve student morale and build school pride. We organize a monthly calendar of events, and each grade level or a committee is responsible for one event. An example of the current calendar of events is below:

Month	Event	Grade Level
September	Back-to-School Night	Office
October	Halloween Parade	1 st Grade
November	Food Drive	Parent Center
December	Holiday Program	3 rd Grade
January	Career Day	Committee
February	Black History Program	4 th Grade
March	Founder's Day, Read Across America (Dr. Seuss)	2 nd Grade
April	Open House	Office
May	Latino Culture Celebration	5 th Grade
June	Science Fair, Writer's Fair, Art Gallery, Spelling Bee	Committee

Support Structures

Western Avenue offers students access to a Wonder of Reading Library, a fully-equipped computer lab, teacher assistant support, jungle gyms, and technology in the classroom. Each classroom has 2 to 6 computers and teachers have laptops, projectors, and access to interactive whiteboards and IPADS.

Community Support

Western Avenue is fortunate to partner with the Angeles Mesa Public Library and Iridescent Science. The children's librarian from the Angeles Mesa Public Library visits each classroom two to three times a year to promote literacy and library services. Some classes regularly go on walking field trips to the public library. Iridescent Science also supports students and their families by conducting a series of Family Science Night programs twice a year. Iridescent is a science-education nonprofit that helps engineers, scientists, and high-tech professionals bring cutting edge science, technology, and engineering to our families.

c. Social and Emotional Needs

Western Ave Elementary teachers and staff will address the social and emotional needs of all students through the systematic implementation of the RtI² model for positive social-behavioral skills. The small group setting is especially effective in helping students to build positive relationships with the teacher and their small group peers. It is ideal for supporting and reinforcing behaviors where children learn to work and play together cooperatively. In time, this tangible success leads to greater self-esteem and feelings of being connected and important contributors to the group. It is also the best opportunity for teachers to get to know each student. The percentage of students who will need this level of service is about 25% to 30% at each grade level. This group will consist of basic students and some high functioning students who are below basic.

Activities and service supporting students social and emotional needs include:

- Daily, school-wide implement of supplementary programs: Second Step-Violence Prevention Program, Western Ave Elementary Code of Conduct, the 3 B's;
- Monthly positive behavior, attendance and academic awards and activities;
- Teachers will continue to build a trusting relationship with students and a safe learning environment;
- Positive communication with parents;
- Implementation of the school-wide positive behavior support plan;
- Parents and students will read and sign Student/Teacher/Parent Compact;
- Discipline Assemblies;
- Spirit Days to ensure a safe and clean campus;
- Adults model positive interactions;
- Regular on-going communication with families;
- Creating a welcoming environment; and
- Developing leadership through the Student Council;
- home visits;
- daily or weekly communications through email, phone, or in-class conferences;
- assemblies and classroom celebrations; and
- before/after school tutoring

Through these programs, along with good first teaching and consistent student engagement in positive behavior, student achievement will significantly improve.

Many times, students arrive at Western Avenue needing far more than academic instruction. As teachers and staff, we have developed relationships with families that give us unique insight into their daily lives. We witness the challenges and violence our families deal with on a daily basis. Through community needs assessments, we know our families struggle with healthcare, and their only access to health care, in many cases, is the school nurse. We have learned that many of our students are homeless, share living arrangements, live in motels, or live in small crowded quarters with limited resources and space for schoolwork. Also, parent language and levels of education may limit the amount of at-home support. We have also learned that due to levels of poverty many students suffer from lack of proper nutrition. All these factors may negatively affect student learning. Therefore, the nurse, school psychologist, and PSA counselor are always top priorities within the categorical budget.

Western has a systematic Student Study Team (SST) process to address the needs of struggling students in all areas. Teachers and support staff regularly monitor data within MyData and observe in the classroom to refer students to SST. Students may be referred to SST for any number of reasons ranging from behavior to attendance to academics. Students are then put on the SST schedule and meetings are held once a week. Meetings include parents, teachers, intervention coordinators, and other applicable personnel. If the problem lies with academics, teachers are required to bring at least 6-8 work samples and all assessment data to the meeting. In the case of behavior, teachers bring their documentation of parent contact and behavior contracts. At the meeting, many strategies and interventions may be suggested and a host of services may be recommended or offered. Six-week follow-ups are then scheduled. Counseling services offered to students may include:

- Social skills group counseling through the school psychologist
- Kedren
- LA Child Guidance

- **School Mental Health**

Occasionally, students may bypass the SST process and receive immediate referrals, depending on the severity of the situation. Additionally, the PSA counselor works hard to assist families in needs and monitors the homeless population and overall transiency rate. Services and resources such as shelter referrals, clothing, and food give-a-ways are provided for homeless families.

d. College and Career Readiness

Western Avenue promotes a college-going culture because our mission is to prepare students for college, career, leadership and life. Teachers and students participate in the following:

- Visits to college campuses
- Monthly college attire day
- Career Day
- Promotion of college through banners and brochures
- Iridescent Science workshops led by science professionals and engineering university students

e. School Calendar/Schedule

Western Avenue adheres to the LAUSD traditional calendar, with the same breaks and holidays. The daily schedule meets the California Department of Education's minimum requirement of 175 days and instructional minutes as provided in the California Educational Code Section 46201 (a)(3). The principal will be responsible for ensuring the bell schedule complies with District policies and guidelines pertaining to the different types of school days. The regular school day begins at 8:15 a.m. and ends at 2:30 p.m.

f. Policies

Retention

Western Avenue abides by the Los Angeles Unified School district's guidelines as stated in BUL 2332.4, Elementary School Progress Report Making Practices and Procedures, issued July 31, 2008. The Standards-Based promotion (SBP) guidelines state that before a student is retained, there must be appropriate and documented interventions throughout the year. These may include: Student Study Team, Language Appraisal Team, and parent/teacher conferences. The decision to retain must be agreed upon by both the teacher and the parent/guardian, and documentation must be in the student's cumulative folder.

Discipline

Staff is expected to be firm, caring, positive, and consistent with the students. Everyone has the responsibility for all students following the rules. Teachers must contact the parent and continuously teach Second Step before using the online referral forms for discipline issues. Teachers are also expected to implement a classroom discipline plan that is aligned with the school-wide discipline expectations. The plan should be communicated to both the students and the parents. There should be collaboration and communication throughout the school year, where the parent is aware of the behaviors in the classroom.

Suspensions

Suspension is permitted after all proper procedures have been followed and must conform to the Education Code guidelines as well as the Board of Education policy. A teacher may suspend a student from his/her class for the day of the offense and the following day. Teachers must fill out a Student Suspension Information form and contact the parent/guardian. The Student Suspension Information form should be given to the Principal or the SAA, so that a Pupil Attendance Reporting form (PAR) can be generated before the end of the day.

B-5: Parent and Community Engagement

a. Background

Western Avenue Elementary School is located along Western Avenue between 53rd Street and 54th Street. The school's main entrance is on 53rd Street with parking lot entrances available along 54th Street. The school is surrounded on all sides by churches, small businesses, single-family dwellings, and multi-unit housing. Despite a history of high crime, prostitution, homelessness, and gang activity in the area, the school has long been viewed as a safe haven.

According to the United States Census of 2010, the following information has been reported about the local community:

- Total population is 32,821
- 59.0% of population is Hispanic
- 37.8% of population is African American
- 32.2% of population are foreign born
- Median resident age is 30.1 years
- Median value for house/condos \$330,619.00
- Average household size is 3.3 people
- 6.3% of households have unmarried partners
- Median household income is \$34,766.00
- 24.7% have incomes below the poverty level
- 4,063 married couples with children
- 3,232 single parent households
- 83.9% of single parent households are women
- 16% of single parent households are men
- 80 registered sex offenders in the area

Despite these statistics and a school transiency rate of 22.8%, Western Avenue has many community assets. Given Western's place in the community for over one hundred years, generations of families have attended Western Avenue School. In fact, two of our daily school volunteers sent their children to Western and now have great-grandchildren at the school. Long-standing community members such as these care deeply about improving Western and ensure their families' needs are met by serving on important bodies such as the School Site Council.

As part of the Public School Choice process and through our monthly advisory committee meetings, we have had the opportunity to hear many parent and community voices. We know that 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. Parents are our partners in the uniform policy, supervision, and extracurricular activities. Many school stakeholders are interested in a Parent Compact that includes mandatory uniform use and a 10-hour parent volunteer commitment.

b. Strategies

Western is very proud of our active and welcoming Parent Center. The Parent Center houses our three Community Representatives (Title 1, EL, and AEMP), and is the home base for our school volunteers. Coffee and water are always available in the Parent Center. School staff and the community representatives work hard to invite parents to volunteer and attend school events. As part of our efforts in increase parent engagement, we have formed the Parent Leadership Action Team (PLAT) with our community representative and parent volunteers. We plan various fundraisers throughout the year to engage the community in school activities. The Parent Center also encourages teachers to drop off work or make special requests. In the past, parents have helped teachers with book-making, holiday crafts, program costumes, and reading with children.

Each month, we send home a complete calendar to the parents, including workshops, Coffee with the Principal, and CEAC/ELAC/SSC meetings. Some examples of the classes/workshops we have available to parents are:

- CA Science Center series of 8 science parent workshops July 2010 – March 2011
- ESL class Monday through Thursday, 8:30 a.m. – 10:30 a.m.
- Math/Literacy Nights – Spring 2011 and 2012
- Parent Education Classes: Helping your child succeed in school and Math for Parents
- Iridescent Learning partnership for evening science workshops with engineers
- Math/Literacy workshops with our Instructional Coach
- Math/Literacy Nights planned by the Academic Committee
- Monthly Coffee with the Principal
- AEMP workshops
- Health Awareness workshops
- Attendance presentations
- Awards assemblies
- School programs/performances

Volunteer opportunities for parents include:

- Kids Watch L.A. Safety Valet program in the mornings
- Classroom volunteer work
- Cafeteria Supervision
- Yard Supervision
- Career Day
- Teacher request book in the Parent Center

School staff and the Parent Center communicate with parents using a wide variety of methods:

- Personal phone calls, one-to-one contact
- Flyers and monthly calendar
- Signs and bulletin boards
- Connect-Ed messages
- School website: <http://waes-laUSD-ca.schoollloop.com/>

c. Key Community Partnerships

In the table below, we have sketched a list of community partners, as well as the role and/or type of relationships we currently have or envision developing over time.

Type of Partner	List of Potential Partners	Role/Relationship with School
Community Based Organizations	Iridescent Learning YMCA Challengers Club Families In Schools First 5 LA Head Start	Family Science Night College Bound Technology workshops Peer tutoring and reading with students After School Programming (Homework Club) Family activities Physical Education Specialist Training for teachers Parent Outreach/Training Early Options Education Global Trade Curriculum Development Vertical Articulation Health and Wellness
Institutions of Higher Education	USC UCLA CSU Dominguez Hills	Curricular trips College visits Student teachers Summer programs
Religious organizations	St. Brigid Catholic Church Church of Apostolicity	Family literacy campaigns Health/nutrition campaigns
Local government	Angeles Mesa Public library Fire Station 66 Councilman Bernard Parks Office Office of Marguerite LaMotte	Field trips Letter writing Career awareness Reading with students Family activities Donations
Business and Industry	McDonald's Shakey's El Pollo Campero Los Angeles Clippers Magic Mountain Read to Succeed	Career exploration and guest speakers Donations and financial support Student incentives/scholarships Reinforcement of science/environment Student mentoring

Category Three: Leadership that Supports High Academic Achievement for Students/Staff

B-6: School Governance and Oversight

a. School Type

Western Avenue is applying to be a Local Initiative School under the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011. We believe that we have been successful under the current traditional LAUSD school model and will benefit from the automatic waivers within the most current Memorandum of Understanding.

b. School Level Committees

Governing Body: School Site Council

The School Site Council is formed following Education Code 62002.5 and 52852. The council shall be composed of ten members: the principal; three classroom teachers; other school personnel elected by their peers; five parents of pupils attending the school and community members elected by parents. Classroom teachers are a majority of the staff side.

The SSC is the decision-making council for Consolidated Application Programs operated at the school to improve student achievement.

The SSC shall develop and approve the Single Plan for Student Achievement (SPSA) in consultation with stakeholders with the review, certification and advice of any applicable school advisory committee, including (CEAC), (ELAC) and the Gifted & Talented Education Program Advisory Committee (Education Code 64001).

The SSC shall annually update and revise the Single Plan for Student Achievement, including proposed expenditures of funds allocated to schools that receive categorical funding. It is recommended that categorical budgets be reviewed with the SSC on a quarterly basis.

The SSC shall receive the necessary training (recommended at least once per semester) to enable it to carry out its responsibilities to develop, monitor, and modify the plan and the budget.

The SSC must meet at least eight (8) times per year, to carry out its responsibilities and it is strongly recommended that each meeting last a minimum of 60 minutes or the time needed. Council meetings should be arranged at a time convenient for all members. It is recommended that meeting time does not interfere with the educational time spent with the students.

In addition to these duties outlined by law, the SSC shall act as the governing body in implementing this plan.

Advisory Committees

The committees discuss and advise the SSC on issues and needs of Title 1 or English Learners to help raise student achievement. These groups meet monthly and are comprised of elected parents of students that participate in the Title 1 or EL programs.

Roles and Responsibilities Compensatory Education Advisory Committee (CEAC)

Committee members shall receive training so they may advise and make written recommendations to the Principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students.

Additionally, the Committee shall participate in the following (Board Rule 1370):

- Assessment of educational needs
- Establishment of priorities
- Planning of the educational program and budget resources
- Evaluation of the school and its academic effectiveness

Roles and Responsibilities of English Learner Advisory Committee (ELAC)

Each school with more than 21 or more English Learner students (including Special Education schools) shall establish an elected ELAC.

ELAC must advise and make recommendations on the following four (4) legally required topics:

- Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English learners (EC 64001 [a])
- Assist in the development of the school’s Needs Assessment
- Review and make recommendations on the school’s Language census (R-30)
- Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c]).

Other School Level Committees

Western Avenue also convenes committees of teachers to support school activities. Each teacher is required to serve on at least one committee or the SSC. Each committee is required to meet monthly with a planned agenda and records attendance and minutes. These committees include:

- Discipline
- Academics
- College and Career Day
- Attendance
- Safety
- Social
- Technology
- Wellness and Health

B-7. School Leadership

a. Principal Selection

At Western Avenue, we know that excellent Principal leadership is essential to our school's success. According to Darling-Hammond (2007), "the quality of school leaders (and specific practices they engage in) is second only to that of teachers in predicting student achievement" (p. 17). The principal of Western Avenue needs to be able to focus on supporting student and teacher success, in addition to being uniquely attuned to the strategies of turnaround schools in closing the achievement gap (Chenoweth, 2010). One particular strategy that is well-supported in the research includes the successful recruitment and retention of highly-effective teachers and their placement with the students who need them most; namely, those students who enter school already behind their white or middle class counterparts (Haycock, 2007). According to our DIBELS data, we already know that 55% of entering kindergarten students at Western are in the "well-below basic" category for reading, so we need a principal who is ready to face this challenge and attract teachers willing to step up to the challenge as well. The ideal school leader for Western should understand the challenges facing the school and be able to ensure the success of all students while also realizing the impact of the school on the larger community. School should be an essential part of the community, helping to define and shape the future of the community (Schlechy, 2008).

Western Avenue needs a leader who exemplifies the qualities described in the Interstate School Leaders Licensure (ISLLC) Standards (Green, 2009). Western Avenue requires a principal who will:

- Have high expectations of all students regardless of their background
- Be able to advance our school's mission and vision
- Foster a collaborative learning environment for teachers in Professional Learning Communities (PLCs)
- Manage school resources efficiently and effectively
- Communicate well and collaborate with parents and community members
- Be a change leader by having a strong sense of social responsibility and moral purpose (Fullan, 2002)
- Be cognizant of and be able to respond to the larger political, social, economic, legal, and cultural contexts of schools
- Follow through consistently on directives and initiatives

Selection Process:

When a principal is needed, under the direction of the Local District 3 Superintendent and Western Avenue Director, principal candidates may be referred to Western Avenue. A selection committee will be formed and may include, but is not limited to, the UTLA Chapter Chair, 3 teachers, 3 parents of current students, and a classified employee. The selection committee will make a decision based on consensus or 75% vote. Candidates will be asked to prepare a portfolio and have references available. Interview questions and scenarios will be presented for review.

Interview questions may include, but are not limited to:

- Describe your instructional philosophy and leadership style.
- Describe your experiences in data analysis with teachers.

- What characteristics do you look for when hiring a teacher?
- When you observe a classroom, what are you looking for?
- When you walk into a classroom, how do you know learning is taking place?
- What do you consider to be effective professional development?
- How do you guide teachers to incorporate effective instruction strategies?
- Describe ways in which you support collegiality and build staff morale.
- What does your typical day look like?
- Your budget is cut by 10%, what are your priorities?
- What do you see as the school's role in the community?
- How would you involve or engage outside resources to contribute to the school?
- How do you work with and involve parents?
- Describe your vision of Western Avenue in three years.

b. Leadership Team

APEIS – Assistant Principal

Assist the Principal in developing collaborative general and Special Education instructional programs and meeting Special Education obligations, including ensuring that the legal requirements for Individualized Education Plan (IEP) process are met, IEP mandated services are delivered and monitored, Chanda Smith Implementation Plans are addressed at the school site, appropriate instruction and services are provided to students with disabilities in the least restrictive environment and parent involvement and active participation is facilitated. Implement and monitor tiered instruction under RTI² to ensure good first teaching practices, differentiated instruction in tiers 2 and 3, and provide teacher professional development support.

Categorical Program Adviser

During the regular school day (six hours), the duties performed must be **direct services** to the students.

Direct services include:

- Teaching
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- Coordinating the identification of eligible students in a Targeted Assistance School Program
- Categorical Program Advisers (CPAs) **are not** assistant principals nor are they responsible for testing. These personnel should support the instructional and program needs of participants
- CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the CPA/EL Coordinator are listed in the Federal Programs and Budget Handbook.

Bridge Coordinator

The Bridge Coordinator position is designed to support the instructional and compliance activities involved in working with students with disabilities. This position is not to supplant current school responsibilities but should support and enhance the instructional activities in all special education programs. Based on an analysis of student achievement data, Western Avenue will use site-based categorical resources to fund a Bridge Coordinator position to support effective instruction, intervention, and transition support for students with disabilities.

The Bridge Coordinator is part of the school staff and works under the direction of the school-site administrator. The Bridge Coordinator works a six-hour on-site day, and is funded based on the school's calendar. Bridge Coordinator duties include:

- Provision of support and monitoring of supplemental special education activities;
- Provision of professional development for special and general education teachers on effective strategies, accommodations and/or modifications, and in the use of evidence-based interventions for ELA and/or math;
- Provision of support and direction related to the integration of special and general education at the school site;
- Support for parent trainings on strategies that foster learning at home;
- Establishment of a coaching model to support effective evidence-based instruction for students with disabilities;
- Participate on the Student Success Team (SST) committees and support the interventions resulting from SST or Coordination of Services Teams;
- Collaboration with staff, students, and families to implement effective positive behavior strategies and alternatives to suspension;
- Use of multi-tiered framework of instruction and problem-solving process to identify database needs for all students, across all content areas and grade levels. Schools participating in categorically funded programs are subject to process evaluation and audit.

The Bridge Coordinator is involved in the implementation of the *Single Plan for Student Achievement (SPSA)* to assist with the closing of the achievement gap for students with disabilities. The duties of the Bridge Coordinator are articulated in the SPSA and should list the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the Bridge Coordinator are listed in the Federal Programs and Budget Handbook.

Intervention Coordinator

Based on an analysis of student achievement data, Western Avenue chooses to use site-based categorical resources to fund an Intervention Support Coordinator to enhance its implementation of the multi-tiered framework to teaching and learning.

The Intervention Support Coordinator duties include the:

- Use of data (multiple measures) to identify areas of strength and need for instruction and behavior
- Implementation of multi-tiered instruction and intervention services and resources

- Delivery of professional development in RtI2 framework, problem-solving model, analysis of data, differentiated instruction and strategies, and progress monitoring
- Trainings and workshops for parents/guardians on the RtI2 intervention model and how to support students at home
- Development and monitoring of student intervention plan utilizing an integrated data and assessment system
- Participation on Student Support and Language Appraisal teams

Instructional Coach

The District's Local Education Agency Corrective Action Plan identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RtI²). The role of the Instructional Coach, Elementary is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the Principal, the Instructional Coach works collaboratively with General and Special Education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas. Using a multi-tiered approach to instruction, including the problem solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students. This includes students who are ELs, SELs, GATE, socio-economically disadvantaged, and students with disabilities. The content area focus for the Elementary Instructional Coach is based on student data and the academic goals identified by the teachers.

The Instructional Coach, Elementary is a support position and does not include the evaluation of teachers.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the Instructional Coach are listed in the Federal Programs and Budget Handbook.

Access to Core Curriculum Coach

The District's LEA Corrective Action Plan identifies instructional coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RTI²). The role of the Title III Access to Core Instructional Coach (Elementary/Secondary) is to build teacher capacity and provide support to teachers and administrators. Under the direction of the Language Acquisition Branch and the school-site principal, the Title III Access to Core Instructional Coach works collaboratively with general and special education administrators and teachers, program coordinators, other content area instructional coaches and staff to promote standards-based literacy and numeracy instruction across the content areas using a multi-tiered approach to instruction, including the problem solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for ELs.

This position is designed to support effective ELD instruction and use of Specially Designed Academic Instruction in English (SDAIE) and access to core strategies to ensure that ELs have equitable access to a standards-based instructional program. This person supports the consistent implementation of the District's Title III initiatives, including the ELD Practicum (Elementary), English Language Skills (ELS) and the Access to Core professional development and instructional planning.

The Title III Access to Core Instructional Coach must provide direct instructional support to ELs in the areas of ELD, SDAIE and Access to Core and works directly with teachers to develop effective and consistent implementation of ELD, SDAIE and access to core instructional strategies. The coach provides direct intervention services to assist ELs to meet the Annual Measureable Achievement Objectives (AMAOs 1, 2, and 3) performance targets. Participation in Language Acquisition Branch Title III professional development sessions is a requisite for support of the District's Title III initiatives.

The Title III Access to Core Instructional Coach is a support position and does not include the evaluation of teachers.

As vacancies occur, the hiring committee will interview qualified candidates. The qualifications and requirements for the Access to Core Curriculum Coach are listed in the Federal Programs and Budget Handbook.

Mentor Teacher

- Provide opportunities for teachers to reflect on their teaching practice, including the utilization of CRRE strategies to address the needs of our diverse student population
- Assist and support teachers in the implementation of the District's Title III initiatives including the ELD Practicum, ESL, ELS, and SDAIE/Universal Access lesson design
- Promote standards-based literacy and numeracy instruction for EL students across the content areas through: demonstration lessons including modeling collaboration and co-teaching to support effective ELD, SDAIE, and access to standards-based instructional strategies.

Grade-Level Chairs

The Grade Level Chairperson is an important member of the instructional team. In addition to teaching responsibilities, the Grade Level Chairperson serves in a leadership role of a grade level(s) in an elementary school and assists the principal in coordinating the organization and implementation of the instructional program and activities of the grade level(s).

UTLA Chapter Chair

At each work location to which employees are assigned, UTLA shall have the right to designate, pursuant to its own procedures, one employee to serve as the UTLA Chapter Chair (see also Section 8.3). To facilitate communication, they shall meet together with the site administrator whenever reasonably possible. At the school sites the UTLA Chapter Chair is the exclusive local representative of the faculty in matters relating to enforcement and administration of the Agreement between UTLA and the District. The Chapter Chair shall also be the official on-site representative of UTLA in contract enforcement matters.

B-8. Staff Recruitment and Evaluation

a. Staffing Model

Western Avenue School will follow all district mandated staffing requirements. The staffing model for the first year of the Five Year Plan for Western Avenue School for students K-5 is to build a school community founded by a fundamental academic core program. Because we are a Quality Education Investment Act (QEIA) school, we must maintain a 20:1 ratio for all grade levels K-3, with 21:1 in 4th grade and 25:1 in 5th grade. Our staffing model insures adequate instruction and services to all learners.

As the budget allows, the following is a list of all personnel along with the number and types of positions needed for the next five years:

- 1 Principal
- ½ Assistant Principal/EIS (position shared with another school site)
- 30 General Education Teachers
- 1 Transition Kindergarten Teacher
- 6 Special Education teachers
- 1 RSP Teacher
- 1 Bridge/Intervention Coordinator
- 1 ELL/Title I Programs Coordinator
- 1 Literacy/Math Instructional Coach
- 1 Access to Core Language Acquisition Coordinator
- 9 Teacher Assistants
- 3 School Supervision Aides
- 3 Parent Representatives
- 1 School Administrative Assistant (SAA)
- 2 Office Technicians
- 1 Psychologist
- 1 Nurse
- 1 Pupil Services Attendant (PSA)
- 1 Cafeteria Manager

Teachers with RSP clustered students will co-teach with RSP Teachers supporting a Push-in Program. This will provide access to the core curriculum for all RSP students. All students will receive standards based instruction in the core subject areas: English language arts, mathematics, science, history-social science with music, visual and performing arts integrated into the curriculum.

Teacher Assistants will be staffed according to district guidelines and program needs. Bilingual Teacher Assistants will be hired to assist in primary language support and prioritized placement in classrooms with English Language Learners. TA's will be trained to provide intervention using the RtI² model and will support the multi-tiered concept of instruction and intervention. TA's will also be trained to support after school, before school and Saturday Intervention programs as needed.

A Bridge/Intervention Coordinator supports the instructional program and bridges Special Education requirements, mandates and compliance activities for students with disabilities. The school supports

district requirements for the position. The Assistant Principal/EIS and Bridge Coordinator will be responsible for scheduling and conducting IEP meetings; keeping parents informed, holding monthly meetings and writing and distributing a monthly newsletter to parents of students with learning disabilities. Bilingual translation is provided through trained staff identified by the school. The Office of Special Education will determine the number of Special Education Assistants assigned in direct relation to the number of Special Day classes and student needs based on IEP.

b. Recruitment and Selection of Teachers

Western Avenue complies with the District priority to have fully certificated/licensed highly qualified teachers in every classroom. Like the District, Western will seek innovative, enthusiastic, teachers who are better than the ones who leave. In addition to the district's policy of seeking accepting applications of highly qualified teachers, Western will seek teachers who will continue to keep the school within the Quality Education Investment Act (QEIA) Teacher Experience Target Index requirements of 7.4 years of experience for all LAUSD participating schools.

The desired teaching staff is one that is dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education. Teachers will be required to hold a Commission on Teacher Credentialing certificate as per the federal No Child Left Behind Act (NCLB) and be in possession of one of the documents issued by the California Commission on Teacher Credentialing (CCTC) that authorizes instruction for English Learners (EL).

Teachers shall provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. Teachers will also provide intervention (Tier 1 good first teaching) as needed implementing the RtI² model. In addition to the regular Professional Development (PD), teachers will be required to attend Summer PD, Before/After School PD, and approximately 4-6 Saturday PD sessions yearly. Using data resources to support such programs as MyData, MClass, STMath, DIBELS, and Core K-12, they shall be responsible for monitoring the students' academic progress and for gauging and reporting grades and matriculation decisions as specified in Western Avenue's operational policies.

Teachers will be encouraged to familiarize themselves with the vision, mission and core beliefs as stated in the PSC Plan. They will be interviewed before an interview committee that will consist of: the Principal; teacher representative from the grade level; UTLA Chapter Chair; Parent Representative; and a Classified Employee. Induction will begin at the interview. Expectations for teachers will be focused and clearly stated keeping in mind the school culture characterized by the 3 Big Ideas of a professional learning community. The interview committee will set the stage for hiring by asking questions that we *need to know*. If possible, all candidates will be asked to do a 20-minute demonstration lesson. All teachers must be hired a minimum of 30 days before the start of the new school year.

The most important qualifications for our teachers are:

- Commitment to teaching with fidelity and developing the academic potential of all students.
- Effective classroom management experience that fosters equity, respect and fairness for all.
- Willingness to work as a contributing collaborating team member with focused and shared expectations for all learners.

- Demonstrate competency in the subject matter as well as the state standards for the grade level they will be teaching.
- Experience in instructional practices relevant to diverse populations—English Learners (EL), students with disabilities, Standard English Learners (SEL) and Gifted—of students who are the demographics of Western Avenue School.
- Familiarity with or willingness to be trained in using the latest technology and data resources to enhance learning styles and monitor student progress.
- Willingness to work with fidelity as needed (before school, after school and/or on specific weekends as indicated in the school’s Waiver-Side Letter Request) to achieve our goal of improving teaching and learning.

c. Performance Review

Western Avenue School will adhere to and follow all established district/UTLA Bargaining Proposals for Performance Evaluation aligned with the California Standards for the Teaching Professions (CSTP). In alignment with our school’s vision and mission, the teacher evaluation process will use qualitative and quantitative data to measure teacher effectiveness, provide differentiated support and influence the professional development activities of the school:

- Evaluate teachers using multiple measures, including a balanced use of appropriate value-added data.
- It will differentiate levels of instruction and performance, including effective instruction, leadership, and communication.
- Teachers will include evidence of effectiveness of student learning over time, using multiple sources of data that offer feedback to instruction rather than feedback to simple routines.
- Teachers will be provided meaningful and useful information in a timely manner as a roadmap for needed supports to improve performance and instructional conversations at the school, grade level and classroom levels.
- Parent engagement must be reflected in the multiple measures used to address the needs of parents to understand student and employee performance in order to make informed decisions about their children’s education.

Western Avenue School will implement the above teacher evaluation process. Western Avenue will also follow the evaluation process for administrators established by the Los Angeles Unified School District and the Association of Administrators of Los Angeles (AALA).

- Communication: Effective oral and written communication
- Decision Making: Analysis, judgment and decisiveness, extra-organizational sensitivity
- Management: Planning and organizing, delegating and follow up
- Inter-personal: Development of staff members, leadership and influence, instructional leadership
- Personal: Initiative and innovativeness

The principal will establish goals and objectives aligned to the mission and vision of the school, local district and district at the beginning of the school year. The principal will meet with the Local District Principal Leader to engage in a reflective process dialogue around the dimensions of leadership, communication, decision making, management, inter-personal and personal dimensions.

C. INTERNAL MANAGEMENT

C-1. Waivers

Western Avenue School would like to participate in the Local Initiative School (LIS) program and adopt the LIS model for implementation, including the LIS waivers in the plan implementation.

In addition, we are requesting a waiver for teachers to complete professional development beyond their contracted hours. This waiver will allow teachers additional PD time as follows: 4-6 Saturdays per year; 1-2 hours per month after school; and 1-2 week Summer Bridge before school year begins, as budget allows and need demands for instructional and collaborative planning.

This waiver will address the needs and functionality of the school and create conditions for improvement through Professional/Staff Development that would include but not be limited to the following: Curriculum Data Analysis and trainings; Backwards Planning: ST Math; Teachscape; *Write From the Beginning*; DIBELS; AEMP and SDAIE Strategies Training; Universal Access and Positive Behavior Support Plan. This will prepare teachers with the necessary trainings/tools to meet the needs of all learners for good first teaching, which is the first tier in the Rtl² Model.

C-2. Budget Development

Western Avenue School will participate in the Budgeting for Student Achievement initiative. Therefore, all General Fund monies are to be generated under the Per Pupil Funding Model based on the school's Average Daily Attendance in 2011-2012. In addition to General Fund allocations, Western Avenue receives categorical funds, including Quality Education Investment Act (QEIA) funds. All money allocated to Western Avenue will be subject to the instructional needs identified in the Single Plan for Student Achievement (SPSA) for Western Avenue. However, class size reduction (CSR) and the purchase of CSR teachers will be a top priority since we must follow QEIA mandates, which are as follows:

Grade Level	Class Size Target
K-3	20.4
4	21.8
5	25

The budget development process at Western Avenue has always included in-depth consultation with teachers, parent advisory committees, and the School Site Council. Typically, needs assessments and the SPSA Evaluation are ongoing throughout the fall. As soon as the following year allocations are made available, the leadership team creates various budget scenarios and budget priority feedback forms. Time is set aside at staff meetings and advisory committee meetings to discuss the budget, and the School Site Council, with the guidance of the SPSA, ultimately decides on the budget.

Based on past budgets, evaluations, feedback, categorical constraints, and QEIA mandates, we predict that the budget priorities for the next three years will be:

1. CSR teachers
2. Professional Development
3. Nurse

4. Psychologist
5. Teacher Assistants
6. Coordinators
7. Coaches
8. Community Representatives
9. Instructional Materials
10. General Supplies

D. OPERATIONAL MANAGEMENT

Western Avenue School is an internal applicant. This section is not applicable to our application process.

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