

Los Angeles Unified School District
Manhattan Place Elementary School

Informational Summary

Mission/Vision: *Manhattan Place Elementary, Pre-K – 5*, is a student-centered, learning community comprised of students, parents/guardians, teachers, support staff and community partners who will enrich our global society by producing literate, critical thinking, life-long learners. We will promote the equal worth and dignity of all students and educate them to reach their maximum potential to become productive citizens in our democratic society by providing the educational foundation for all students to become college ready and career prepared.

Core Beliefs: Our students and their needs are the driving force for all decisions and behaviors at *Manhattan Place Elementary School*. Upon matriculation from *Manhattan Place Elementary*, our vision is that **all students** will be able to: 1. Use conflict resolution and social skills necessary to promote peace in the school, neighborhood and global community. 2. Use higher order, critical thinking and problem-solving skills to respond successfully to academic, emotional and social challenges. 3. Develop an appreciation for cultural diversity in a climate of mutual respect and creative self expression. 4. Communicate clearly and effectively through oral and written, using academic language and creative expression. 5. Reflect on their own learning by evaluating alternative ideas and revising and refining beliefs and knowledge based on new evidence. 6. Develop proficiency in core academic areas to embark on pathways to college eligibility and career readiness.

Neighboring Schools

School Name	2010 – 2011 API
Manhattan Place Elementary	650
West Athens Elementary	705
Woodcrest Elementary	600
Raymond Avenue Elementary	688
95 th Street Elementary	718
La Salle Elementary	623
Park Western Elementary*	952

**Park Western will serve as a model school for student achievement.*

Designing Data-Driven and Student Centered Instructional Programs

Our attendance boundaries will include students in the Westmont, Los Angeles area currently enrolled at *Manhattan Place Elementary School*. We believe that in order to prepare all students to thrive in elementary, secondary, college and beyond we must engage all students in an educational program that provides: 1. A rigorous, differentiated, balanced, standards-based, multi-tiered approach to instruction and intervention to improve student achievement. 2. A healthy, positive, nurturing, safe, learning environment where adult behavior serves as an important model for our students' behavior. 3. An emphasis on teaching and learning social skills, character development traits and conflict resolution skills necessary to promote peace in

the school, neighborhood and global community. 4. Opportunities for problem solving, evaluation, and higher level critical thinking skills for all learners through technology and interactive learning. 5. An appreciation for cultural diversity and a climate of mutual respect, creative self-expression and a love for life-long learning. 6. Frequent opportunities to monitor student progress and achievement to inform instruction and motivate students and staff through data analysis. 7. An emphasis on maximizing the impact of core instruction and standards alignment for all students through “good first teaching”. 8. An emphasis on Multiple Intelligences pedagogy to address our students’ varied learning styles and unique strengths.

Instructional Program:

CST Trends in English Language Arts

Subgroups	2009-10 Students Tested	2010 - 2011 Students Tested	2009 – 10 % Prof/Adv	2010-11 % Prof/Adv	1 Year Change
<i>All Students</i>	287	239	24.7%	25.9%	1.2
<i>African American</i>	200	164	26%	28.7%	2.7
<i>Hispanic/Latino</i>	81	71	23.5%	19.7%	-3.8
<i>English Learner</i>	33	30	3%	6.5%	3.5
<i>SWD</i>	13	10	7.7%	20%	12.3
<i>Socio-Eco Disadvantaged</i>	287	11	24.7%	25.9%	1.2

CST Trends in Math

Subgroups	2009-10 Students Tested	2010 - 2011 Students Tested	2009 – 10 % Prof/Adv	2010-11 % Prof/Adv	1 Year Change
<i>All Students</i>	287	239	31.4%	35.6%	4.2
<i>African American</i>	201	165	32.8%	30.9%	-1.9
<i>Hispanic/Latino</i>	80	70	30%	45.7%	15.7
<i>English Learner</i>	32	30	18.8%	36.7%	17.9
<i>SWD</i>	13	11	23.1%	27.3%	4.2
<i>Socio-Eco Disadvantaged</i>	287	239	31.4%	35.6%	4.2

Based on an analysis of achievement, our student body is comprised of 15 % English Learners (EL’s), 100 % Economically Disadvantaged (ED’s), and 14 % Students with Disabilities (SWD’s). The data indicates Manhattan Place Elementary students have moderate to severe learning gaps and will need additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. To such ends, Manhattan Place Elementary will use the research-based strategies of guided reading, differentiated word instruction (*Words Their Way*), writing units of study (*Writer’s Workshop*), and an enhanced version of *Treasures*. Across grade levels, each strategy will be taken apart, analyzed, and put together in a way that makes sense for individual students. Mathematics will be standards-based with an emphasis on number concepts. A variety of strategies will be utilized, and differing manners of assessment and differentiation will determine mastery.

We will set goals for improved student outcomes on standards based tests. All curricula will be aligned to the California State Standards and once adopted, to the Common Core Standards.

The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of prior proficiency level or demographics. Instruction will be guided and modified in relation to measurable goals set by nationally accepted grade level benchmarks as established by the Common Core Standards. Prioritize meeting and exceeding State and Federal accountability targets. Instruction will be data-driven using information gathered from reading, writing and mathematics assessments, both formative and summative. These assessments will be used to differentiate and modify instruction, monitor student progress, and determine the effectiveness of the instructional program.

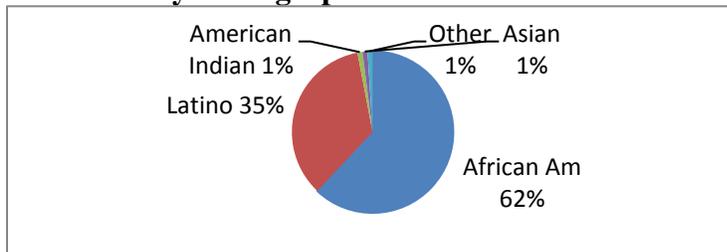
We will exemplify a shared school mission aimed at preparing students academically for the future. Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California Standards Test (CST) and the new national K-12 Core Standards. Instruction will foster grade-level reading with engagement and skill. Students will be writing in the three common core areas, narrative, argument and expository. Mathematics will be designed with a heavy emphasis on number sense, fractions, and decimals. Multiplication, division and basic facts will promote Algebra preparedness. Instruction will be guided by student strengths and weaknesses thereby meeting their learning needs and measuring the effectiveness of the instructional program.

We will deliver explicit and coherent implementation of standards-based curricula and instructional practices. Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on English Language Development (ELD) standards. Instruction will emphasize and prioritize key standards in each grade and core subject; teachers will regularly collaborate around “breaking down” standards to identify prerequisite skills and ways to address them. Teachers will regularly collaborate on common benchmarks and formative assessments to design and modify targeted instruction.

We will be held accountable for demonstrating high levels of expertise and competence in terms of: Knowing state standards and mapping curriculum standards to specific instructional practices/strategies. Using student assessment data to improve teaching and learning. Adapting curriculum and instruction to meet the learning needs of English Language Learners (ELL) and Standard English Learners (SEL). Understanding early child development and the ability to make personal connections with students and their families. Working collaboratively with peers in a professional, instructionally-focused manner that puts student needs first.

School Climate and Culture

Student Body Demographics: 2010-2011



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Manhattan Place Elementary serves a multi-cultural, pre-kindergarten through fifth grade, student population of approximately 400 in the Westmont community of Los Angeles (LA) in Local District 8 (LD8). Our South LA neighborhood is an urban area with over 56,000 residents. Based on the 2010-2011 California Basic Educational Data.

Survey (CBEDS), student body demographics are approximately: 62% African-American, 35% Hispanic. The culture and climate of our school promote a strong belief that all students can succeed in a positive and academically rigorous learning environment. All stakeholders will ensure that students display behavior being “safe, respectful, and responsible.” As a learning community we will promote academic excellence by maximizing instructional time, student engagement, and parent collaboration. These high expectations that we have set will empower our students to actively participate in educational opportunities presented to them. Students will work towards meeting and exceeding common core standards. To maintain the school culture we will; a) implement a school-wide behavior plan to promote positive behavior that demonstrates our mission of students being safe, respectful and responsible. b) on-going grade level planning to support academic engaged time. Students will be given more opportunities to work together such as peer tutoring, extended workshop, and think-pair-share.

Activities to reinforce our behavior and academic support plan are:

Second Step/Anti-bullying- Have a Great Day Club/Community Service/Reflection Room
Jet Bucks and Jet Tickets (Popcorn Parties and Weekly Raffles for Prizes)- Academic Awards Ceremony (Incentives for High Achievements) - Attendance Awards Ceremony (Certificates Spelling, Language Arts, and Math Wizards - Science fair/Career Day/Read Across America Math/Literacy Family Night/100th Day of School - Field trips

Parent Engagement and Involvement:

In an effort to fortify our mission for all stakeholders to collaborate in maintaining a health learning environment for all students our connection to families and community partners are guided by the District initiatives for parent/community involvement which involve: 1. Parenting: Helping all families establish home environments to support children as students. 2. Communicating: Designing effective forms of school-to-home and home-to-school communications about school programs and children’s progress. 3. Volunteering: Recruiting and organizing parent help and support. 4. Learning at Home: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. 5. Decision-making: Including parents in school decisions, developing parent leaders and representatives.

Staffing:

Manhattan Place Elementary teachers must have a clear credential, ELD and special education certification. Teachers will possess skills that reflect best practices such as; 1) collaborative lesson planning that is both innovative and differentiated, 2) knowledge of common core standards-based instruction, 3) encouraging positive and consistent communication with parents, and 4) implementation of culturally relevant instruction. Seeking teachers that embody the requirements listed above supports the school’s, vision, mission, and instructional plan by ensuring that all educators are prepared and able to meet the individual needs of all students