



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY**

**FOR: SOUTH REGION ELEMENTARY SCHOOL # 10**

**PROPOSED BY: LOCAL DISTRICT 7 AND UNITED TEACHERS OF LOS ANGELES (UTLA)**



**Mission & Vision of the School**

***Mission***

The mission of South Region Elementary School #10 (SRES # 10) is to develop the *Whole Child* by implementing a rigorous, academic program where engaged and collaborative educators, students, parents and the community work together to promote mastery of grade level standards for all students by providing personalized and tiered instruction that addresses the cognitive, emotional, social and physical development and creates college prepared and career ready learners.

***Vision***

The students of South Region Elementary School # 10 will acquire the knowledge, skills, and values necessary for mastery of the pre-K-5 standards enabling them to be successful in middle school so that they will be college/career minded. The school will provide a safe environment fostering strong home and community partnerships that will support academic success for all students in the 21<sup>st</sup> century.

The school’s mission and vision will be based on the needs of the whole child including the cognitive, emotional, social and physical needs. South Region Elementary School # 10 (SRES #10) will focus on preparing the children to be life-long learners in order to obtain the skills and mindset necessary to succeed in the 21<sup>st</sup> Century By the time students culminate, they will be fully literate, have the academic skills, leadership skills, and experiences required to give them a strong foundation to be successful in middle school, high school, and then college.

**Designing Data Driven & Student Centered Instructional Programs**

The table below reflects the 2011 CST data for West Vernon Elementary School (LD 5) which is sending the majority of the students to SRES # 10.

| <b>West Vernon</b>  | <b>CST ELA 2011</b> | <b>CST Math 2011</b> |
|---------------------|---------------------|----------------------|
| Advanced/Proficient | 40%                 | 55%                  |
| Basic               | 31%                 | 21%                  |
| Below Basic         | 19%                 | 20%                  |
| Far Below Basic     | 11%                 | 4%                   |

The table below reflects the data from the three sending schools. The data supports the need to focus in the areas of English Language Arts and math since the percentage of students meeting the NCLB benchmark needs to improve.

| <b>Sending Schools</b> | <b>West Vernon</b> | <b>Menlo</b> | <b>52<sup>nd</sup></b> |
|------------------------|--------------------|--------------|------------------------|
| <b>AYP-ELA 2011</b>    | 40.2%              | 38.9%        | 26.5%                  |
| <b>AYP-Math 2011</b>   | 54.3%              | 64.6%        | 38.3%                  |

Through the RtI2 framework and within the context of Small Learning Communities (SLC's) and Professional Learning Communities (PLC's) the following will be implemented at SRES # 10 to prepare all students to graduate college-prepared and career ready:

- *Advanced/Proficient Students* will receive RtI2 driven rigorous standards based instruction (Tier 1); Differentiation with enrichment activities; Teachers in SLC's will participate in Teaming; and PLC's will use reflective collaboration to improve Tier 1 instruction.
- *Basic Students* will receive RtI2 driven rigorous standards-based instruction (Tier 1); differentiated Small group instruction (Tier 2); teachers will participate in SLC Teaming using /Pull out/Push in models; and PLC's will facilitate frequent monitoring and reflective collaboration to improve Tier 1, Tier 2 and Tier 3 instruction.
- *Below Basic/Far Below Basic Students* will receive RtI2 driven rigorous standards-based instruction (Tier 1); personalized and intensive small group intervention which may include a replacement curriculum (Tier 3); teachers will participate in SLC Teaming using /Pull out/Push in models; and PLC's will facilitate frequent monitoring and reflective collaboration to improve Tier 1, Tier 2 and Tier 3 instruction.

SRES #10 focuses on the development of the “whole child”; this approach maximizes “the achievement, skills, opportunities, and potential of all students by building upon their strengths and addressing their needs”. Research by the Association of School Curriculum Development (ASCD) indicates that the “whole child” approach to learning, teaching, and community engagement requires the schools to address and focus on the following:

- Addressing multiple dimensions, including students’ physical, social and emotional health and well-being.
- Ensuring equity, adequacy and sustainability in resources and quality among public schools and districts.
- Ensuring that students are actively engaged in a wide variety of experiences and settings within—and outside—the classroom.
- Providing students with mentors and counselors as necessary to make them feel safe and secure.
- Ensuring that the condition of schools is modern and up-to-date, and that schools provide access to a broad array of resources.
- Reducing class size so that students receive the individualized attention they need to succeed.
- Encouraging parental and community involvement.

**Instructional Program**

**Socioeconomically Disadvantaged--** Teachers will ensure students are provided learning opportunities through active engagement; teachers will frequently monitor and analyze assessments and student progress; students facing issues of poverty, foster care, single parent homes, homelessness, gang affiliation, and any other situations will be monitored and referred to the PSA Counselor in order to provide options that will support student achievement.

**Students with Special Needs K-5<sup>th</sup>** -- SRES #10 will comply with all the conditions of the Modified Consent Decree using the guidelines found in the District’s Special Education Policies and Procedures Manual. Students will participate in Small Learning Communities; teachers will participate in professional development, co-planning and collaboration;

students will take an active role in the development of their Individualized Education Plan (IEP) in order to develop self-determination; students will participate in learning through various modalities such as the technology, math and science laboratories.

**Gifted and Talented Students**-- Differentiated instruction for Gifted and Talented Students (GATE) will include the four strategies established by the California Association for the Gifted including Acceleration/Pacing, Depth, Complexity and Novelty.

**English Language Learners:** Teachers will provide all English Language Learners (ELs) English Language Development instruction until the student masters the Reclassification criteria; Teachers will utilize Access Strategies (*Instructional Conversations, Cooperative and Communal Learning Environment, Academic Language Development, Advanced Graphic Organizers, and Response to Intervention and Instruction*) with ELs that support student learning in the content areas.

**Standard English Learners:** Differentiated instructional support will be provided based on assessments taken throughout the year; Teachers will utilize Access Strategies (*Instructional Conversations, Cooperative and Communal Learning Environment, Academic Language Development, Advanced Graphic Organizers, and Response to Intervention and Instruction*) with SELs that support student learning in the content areas; Academic English Mastery Program (AEMP) activities which include study groups, and monthly meetings will be implemented to support Standard English Learners (SELs).

#### **School Culture**

All students will develop into responsible, respectful and productive citizens.

All students will learn in a safe, clean and nurturing environment.

All students will be critical thinkers, problem solvers and proficient in using technology.

All students will be offered morning and after school activities focusing on the “whole child” to support and extend their learning.

#### **A Day in the Life of A Student at SRES #10**

Juan and Rosa are fraternal twins yet have very different goals and ambitions. Juan aspires to be a doctor and Rosa would like to become a lawyer helping people around her community. As they enter SRES #10 on the first day of school, along with their mother and father, each member of the family is filled with excitement. During the Welcome Night for Parents and Families, both students have already met their respective third grade teachers’ and their parents have already met the Parent Resource Liaison and received a schedule of the upcoming parent trainings.

Both students are wearing their school uniform and kiss their parents goodbye in order to line up for their warm and healthy breakfast. Juan decides that he would also like to participate in the morning “healthy kids’ workshop” taking place in the Multipurpose room. Their parents have walked over to the Parent & Family Center where they will receive training on how to be a successful school volunteer.

The bell rings to signal the beginning of the school day. Juan and Rosa line up with their new classes where they participate in a morning “whole child” school affirmation. Each has already memorized the school pledge that was given to them during the Welcome Night. They smile brightly as their respective teachers approach. Juan knows that his teacher enjoys baseball because they met each other during Welcome Night. Rosa knows that her teacher went to the wonderful university near the school, USC, and even worked briefly as an intern for the USC Medical Center. At exactly 8 a.m., their teachers begin the day by covering the instructional goals, objectives and standards. Each is aware that their daily schedule will consist of 2.5 hours of reading language arts, 1 hour of mathematics, 30 minutes of ELD,

20 minutes of physical education and 1 hour of science, history-social science or health. Additionally, their day integrates a focus on personalized learning including academic language, independent technology activities, project-based learning and collaborative group work assignments. At the end of the school day, both students participate in the after school program. This includes an opportunity to visit the computer lab and spend time working on their assigned homework. Their parents pick them up at 5:30 p.m. after they stop by the Parent & Family Center to drop off their volunteer application. The Center is open until 6pm because the school recognizes the importance of operating during times when it will be more accessible for all working parents. The family is excited about coming back to day two at SRES #10.

### Parent Engagement & Involvement

We will build a “Partnership School” from the ground up that supports the involvement of parents as partners in a welcoming collaborative environment, builds relationships, connects academics, meets diverse needs, supports advocacy and shares power. Parents have access to authentic decision making roles with real authority. By modeling the engagement of our parents on the work of Joyce Epstein’s *Framework of How Parents Can Become More Involved in Schools* (1997) and the more recent work of Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence* and *Beyond the Bake Sale* we have identified specific actions that will help up establish and maintain a model implementation for parent and family involvement at the school. Our parent involvement strategies and actions will include:

- **Parenting Skills** (annual surveys, ongoing training, and a robust Parent & Family Center)
- **Communication** (student-led conferences, neighborhood walks, Welcoming Environment professional development for staff, technology tools and resources, and home visitations)
- **Volunteering** (annual orientation and welcome night for families, support for classroom volunteers)
- **Learning at Home** (parent trainings, School, Family Action Teams, student work portfolios, Parent-Student-Teacher Classroom Compacts, *Teachers Involving Parents in Schools* (TIPS) resources for all parents)
- **School Decision-Making** (elected and functioning advisory committees/School Site Council)
- **Advocacy and Collaboration with the Community** (strategic plan for community engagement, leveraging of existing expertise, and effective communication with all stakeholders)
- **Celebrations Honoring Our Community** (annual events throughout the school year)

### Staffing

The Staff Selection Team will select a principal and teachers based on experiences, content knowledge and commitment to implement the plan.

The selection and recruitment of all staff (certificated and classified) will follow the LAUSD Bargaining Agreement, Board Rules and District policies.

### Applicant Team Contact Information

**Lead and/or Team Member Name(s): Rosalinda Lugo, Local District 7 Principal Leader**

**Applicant Team Contact Phone Number: (323) 242-1300**

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