



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: SOUTH REGION ELEMENTARY SCHOOL # 11

PROPOSED BY: LOCAL DISTRICT 7 AND UNITED TEACHERS OF LOS ANGELES

FOR: SOUTH REGION ELEMENTARY SCHOOL # 11



Mission & Vision of the School

The mission of South Region Elementary School # 11 is to educate students in a nurturing environment that will prepare them to be successful in middle, high school and beyond, enabling them to be competitive in a 21st Century global economy. Our School will provide a college-prepared and career-ready focus that will promote, foster, and enhance life-long learning through a rigorous, engaging, meaningful, and personalized standards-based instructional program. Our students will develop essential problem solving and critical thinking skills through mathematics, science, arts and technology. The vision of SRES # 11 is that upon culmination, the students will have mastered the K-6 core standards, acquiring the knowledge, skills, and habits of mind necessary for continuous academic success and social development which will enable them to be productive citizens of the 21st Century.

In order to implement the school’s mission, vision, and core beliefs, the school will provide a Fundamental Core Academic program for all students in Kindergarten-6 grades. The goal for all students will be to achieve proficiency in reading and mathematics by the end of 3rd grade. This will take place through a personalized, differentiated, explicit and rigorous instructional program. A strong foundation established by the end of 3rd grade will allow for the effective implementation of Themed Houses (Small Learning Communities) in grade 4-6. The goal of these SLC’s is to enhance the educational experiences of students in the areas of Health/Science, Math/Engineering and the Arts.

Designing Data Driven & Student Centered Instructional Programs

The table below reflects the 2011 CST data for 68th Street Elementary which is sending the majority of the students to SRES # 11:

68th Street	CST ELA 2011	CST Math 2011
Advanced/Proficient	41%	55%
Basic	33%	23%
Below Basic	19%	19%
Far Below Basic	8%	6%

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 # 11 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.

The data from the three sending schools supports the need to focus in the area of math and science since the students are scoring below the benchmark as set forth by NCLB. The goal of the thematic houses (SLC) will be to enhance student learning in these areas through a strong concentration from 4th grade to 6th grade.

Sending Schools Data for South Region Elementary School #11			
Data	68 th Street Elementary % Proficient and Advanced	Raymond Avenue Elementary School % Proficient and Advanced	Loren Miller Elementary School % Proficient and Advanced
5 th Grade CST Science	35%	29%	38%
2 nd -6 th Grade CST Math	54.5%	41%	49.4%

Research conducted over the past 15 years has convincingly demonstrated that small schools are superior to large ones on many measures and equal to them on the rest (Raywid, 1996; Cotton 1996). Small school researcher Mary Anne Raywid has written that the superiority of small schools has been established “with clarity and at a level of confidence rare in the annals of education research.” These findings, together with strong evidence that smaller schools can narrow the achievement gap between white/middle class/affluent students and ethnic/minority/ poor students, has led to the creation of hundreds of small schools in large cities around the U.S. SRES # 11 will implement Theme Houses (Small Learning Communities) in grade 4-6 which will focus on three areas: Science/Medicine, Math/Engineering and the Arts.

Instructional Program

Socioeconomically Disadvantaged--LAUSD has determined that factors and criteria to identify students most at-risk of failing to meet grade-level standards may vary from student to student and must be determined by each school. The academic record of a student with at-risk factor(s) will clearly indicate that the student is at risk of failing to meet the state standards in reading/language arts and/or mathematics. There should be a clear link between the student's at-risk factor(s) and the student's academic achievement. SRES #11 will assist at-risk and struggling students by implementing and utilizing the RtI2 model for all students; engaging students effectively during instructional time; monitoring assessments and student progress frequently; and utilizing the Access Strategies during instruction. These students will be monitored and referred to the PSA Counselor for assistance, as needed. Issues of poverty, foster care, single parents, homelessness, gang affiliation and other issues, which affect children at risk, will be addressed during professional development.

Students with Special Needs K-6th -- SRES #11 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. The Welligent system will be used to monitor for compliance. Several practices will occur to ensure that students with special needs have equal access to the instructional program including teachers of special education students participating all professional development, which will include co-planning and collaboration; Special Education classrooms integrated within the school, and students will participate in all activities; students in the (^h) Small Learning Communities taking an active role in the development of their IEP in order to develop self-determination; RtI2 will also be utilized with students with disabilities; RtI2 Tier 3 supports will be utilized specifically with special education students who need intensive intervention; the school will operate a Learning Center to provide another opportunity for general education and special education students to receive Tier 3 targeted support; and implementing the small learning communities will allow for more flexibility such as mainstreaming and multi-graded classrooms.

Gifted and Talented Students--A staff person will be assigned and designated to search, identify and refer all students who meet the Gifted and Talented Education (GATE) criteria. The staff person assigned this responsibility will be provided time throughout the school year to search for and make referrals for GATE. The designee will screen students by collecting data from existing sources, such as the cumulative record, STAR Test Data and information from the District's Student Information System's (SIS). Teachers will identify potential GATE students throughout the school year. Students who have been identified by the school staff for screening but did not meet the District requirements for GATE identification will be provided an instructional program with appropriate strategies to reach their academic potential and learning styles. The differentiated instruction for GATE and potential GATE students will include the four strategies established by the California Association for the Gifted including *Acceleration/Pacing; Depth; Complexity; and Novelty*.

English Learners -- Based on the demographics from the three sending schools, Loren Miller, Raymond, and 68th Street Elementary Schools, SRES #11 may have approximately 40% of the students' population as English Learners. Therefore, a focus on meeting the academic needs of this group will be a priority for the teaching staff. In order to effectively serve the linguistic and learning needs of English Learners the school will implement the following practices:

- **English Language Development (ELD)**--The teachers at SRES # 11 will teach ELD using the newly adopted Treasures program. In addition, the school will continue to use the ELD program developed by the Los Angeles Unified School District developed Task Based Language Teaching (TBLT) lessons to enhance the ELD program of the school.
- **Access Strategies**--The teachers at SRES #11 will utilize Access Strategies with English Learners that support student learning in the content areas. The Access Strategies include *Instructional Conversations; Cooperative and Communal Learning Environments; Academic Language Development; Advanced Graphic Organizers; and Response to Instruction and Intervention (RtI2) for English Learners*.

Standard English Learners (SEL's)--The staff of SRES #11 will ensure that the core curriculum is delivered with fidelity to the Standard English Learner. The Standard English Learner will be provided with differentiated support, based on formative and summative assessment data. The results of the assessments will enable teachers and staff to identify language and academic needs of Standard English Learners on a continuous basis. Tier 1, Tier 2 and Tier 3 instruction/support will be provided to all Standard English Learners. The school will also implement strategies from the Academic English Mastery Program (AEMP) which includes Access Strategies utilized to assist the Standard English Learners. A teacher from each Small Learning Community will have the responsibility of coordinating AEMP activities, which include study groups, monthly meetings and coordinating attendance at the AEMP Conference. Building and encouraging relationship with English Learners (EL's) and Standards English Learners (SEL's) and their parents will have an impact on the school's culture, climate, and community.

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 (Science/Medicine, Math/Engineering and the Arts) to support and extend their learning.

A Day in the Life of A Student at SRES #11

Juan and Rosa are fraternal twins yet have very different goals and ambitions. Juan aspires to be an engineer and build futuristic looking buildings in his community and Rosa would like to become a doctor and help the poor. As they enter SRES #11 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, the students have already met their respective fourth grade teachers and the parents met the Parent Resource Liaison and received a schedule of the parent trainings. Juan is enrolled in SLC #2 and his small learning community will specialize in math and engineering. Juan understands that in order to design and build, he must master the 4th grade California State Standards and become proficient. Rosa is enrolled in SLC #1 where she will receive exposure to the CST's with a focus on Science and Medicine. She knows that her learning experiences will be augmented by visits from doctors who work in the community hospitals that SRES#11 has fostered a partnership with.

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 technology exploration 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 affirmation. Each has already memorized the school pledge that they received during the Welcome Night. They each smile brightly as their respective teachers approach. Juan knows that his teacher also enjoys engineering and math because they used the Welcome Night to meet each other and discuss his goals. Rosa knows that her teacher went to UCLA and even worked briefly as an intern for the UCLA Medical Center. At exactly 8 a.m., their teachers begin the day by covering their instructional goals, objectives and standards. Each is aware that their daily schedule will consist of 2 1/2 hours of reading language arts, 1 hour of mathematics, 30 minutes of ELD, 20 minutes of physical education and one hour of science, history-social science or health. Additionally, their entire day integrates their SLC focus including academic language, independent technology activities, project-based learning and collaborative group work assignments. Following 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 still open because the school recognizes the importance of operating during times after parents finish their work day. The entire family cannot wait until day two at SRES #11.

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, and 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 us 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 teaching staff at South Region Elementary School # 11 (SRES #11) will meet in the spring to describe the expectations and accountabilities listed in this plan. The teachers will be asked to familiarize themselves with the vision, mission and core beliefs stated in the PSC plan. Those teachers that will teach K-3rd grade will agree to teach a fundamental academic core program for their students with the goal of reaching grade level proficiency. Those teachers in 4th through 6th grade will agree to teach in one of the three houses. The school principal and members of the administrative team will also be expected to commit to the implementation of this school 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

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