

**Attachment 1: Informational Summary-English PSC 3.0 Informational School Plan Summary
Public Educators of South Gate
MISSION AND VISION OF OUR SCHOOL**

The South Region ES # 9 school community will build a safe, positive, respectful, and supportive culture that fosters student, parent, and teacher responsibility for learning and results in shared ownership, pride, and high expectations for all.

We believe that everyone has the right, responsibility, and capability to lead. Therefore, within our school community we will provide ample opportunities for students, parents and teachers to develop and practice leadership skills.

Students will be provided with a technology rich environment where they will meet or exceed all academic standards, become proficient in multiple languages, and learn to become effective leaders.

Upon matriculation from our school, students will be competent in the use of the latest educational technology, demonstrate positive cross-cultural attitudes, be experienced in working in collaborative groups, and be ready to participate in a 21st century global society.

DESIGNING DATA DRIVEN & STUDENT CENTERED INSTRUCTIONAL PROGRAMS

Upon reviewing student-level and school-level data, what are some of the key findings about the students' needs that your team has identified to help build a strong student-centered instructional program?

Data shows that we need to focus on improving the academic achievement of our English Language Learners, our Hispanic students, and our socioeconomically disadvantaged students. We are prepared to build an environment where the staff is committed to "data driven" accountability. Establishing strong Professional Learning Communities within and across grade levels is key in monitoring the academic growth of our students and developing and providing appropriate intervention programs. Professional Learning Communities will allow us to develop strong student centered instructional programs, monitor student progress, and create assessments which target the skills and standards that must be addressed in order to increase student achievement.

How are you using student data to assist in the designing of student services and interventions that prepare all students to graduate college-prepared and career-ready?

In order to have students graduate high school and be college ready we will use student data to identify students at risk. Teams of teachers will meet to design specific interventions that address their needs. The team will monitor student progress in order to ensure the effectiveness of these intervention programs. All students will leave South Region ES # 9 having received instruction in developing successful study skills, work habits, and personal organizational skills that will allow them to succeed in the middle and high school environments.

INSTRUCTIONAL PROGRAM

How will your school address the academic needs of all students, including students with disabilities, socio-econ disadvantaged students, students with special needs, gifted students, English Learners (EL) and Standard English Learners (SEL)?

The key to addressing the needs of all students is to have a clear picture of each student's strengths and weaknesses, and to adjust instruction based on each one's needs.

Teachers at South Region Elementary School # 9 will be able to do this, because they will be given time

to meet in teams to review at our lessons and make adjustments for individual needs, We will examine students' work and test results, and decide if our plans have met the goals we established for student learning. If not, the teams will decide how to adapt our instruction in order to improve student achievement.

English Learners, or Standard English Learners will be given daily opportunities that provide whole group and small group instruction with strategies that allow access to all language proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced). Our special education teachers will co-plan and teach lessons with the general education teachers, so that our special needs students can participate in the general education classroom but still receive the support they need to participate in the class and learn.

Our gifted students, and those ready to learn at a faster rate or at a more complex level, will be grouped together for specific class periods. Their teacher will modify their lessons to challenge student to reach higher levels of academic achievement.

Professional learning communities will have flexibility to change student groupings throughout the school day in order to better meet students' learning needs.

Students who need extra help for either academic or behavioral needs will have the support of the Student Success Team, which will offer advice to parents and teachers on other strategies they can try with the student. The Language Acquisition Team will determine if there are any language issues interfering with the student's achievement, will discuss how to overcome these issues, and develop a plan of action. The Welligent System will be utilized to ensure that students with Individual Education Plans are receiving the services they are entitled.

SCHOOL CULTURE

Describe the school culture that you envision for your school.

The South Region ES # 9 school community will build a safe, positive, respectful, and supportive culture that fosters student, parent, and teacher responsibility for learning and results in shared ownership, pride, and high expectations for all. We will educate the "whole-child," socially, emotionally, intellectually, and physically. Students will be immersed in a positive learning environment, where we foster mutual respect, and academic risks are encouraged. Students will be taught to embrace an appreciation for self-discovery and become leaders in a diverse global society.

We will foster a strong parent and school communication process in which parents are informed of school issues and are encouraged to voice their concerns. We will promote an increase in student academic achievement by training, educating, and supporting parents as partners in their children's education.

We believe that everyone has the right, responsibility, and capability to lead in a 21st century society. We will focus on leadership, multilingualism, and technology. Therefore, within our school community we will provide ample opportunities for students, parents and teachers to develop and grow in these essential areas.

Day in the Life of a Student at South Region ES # 9

It is Monday and Laura, a third grader, eagerly arrives at school ready for a fun-filled day of active, engaging learning. After being greeted by name by the principal, Laura heads over to socialize with her friends over a nutritious breakfast. Laura then walks over to her 3rd grade home classroom with her teacher and classmates. During the morning announcement, Laura listens and reflects on the thought of

the day given by the principal. The principal reminds students of the student leadership council meeting, which is taking place after school. She is excited about attending the meeting and making the announcement that her class has chosen the country of “Japan” for their class name.

Laura, a native Spanish speaker, and her classmate David, a native English speaker, head off to their Dual Language class. Yesterday, they were in their English classroom and today they are in their Spanish classroom. In both classes, Laura is working on the Treasures / Tesoros Unit “Neighborhoods and Communities.” Laura is excited to continue her work with David on their multimedia slideshow using PowerPoint. They are editing the video recording of their neighborhood, putting the final touches on their project for the upcoming technology fair.

After recess Laura and David have their individual learning needs met during math. Laura is an advanced math student and therefore goes to an enrichment teacher. Some of her classmates receive small group support from the resource specialist teacher during this time.

After lunch Laura goes to her mixing class. On Friday, she finished her Science Unit with Mrs. Beekerman and today she starts her new Health Unit with Mr. Salud. Laura is enthusiastic about collaborating with her classmates from other classes during this time. Some of the other units she will have during the year are art, music, physical education, and social studies. When Laura’s mixing time is over she walks back to her home classroom to wrap up the day.

Prior to dismissal, Laura’s teacher facilitates a self-reflection time with the students. Students discuss their successes, trials, and tribulations with each other. Throughout this reflection time, students set new short-term goals and track progress of their long-term goals in their school planner.

The dismissal bell rings and Laura rushes over to the school leadership meeting. Laura loves the idea that every class has a representative and is there to share information on the country that will be their classroom’s focus this year. They meet United Nations-style to discuss both school and global issues. After the meeting, Laura walks to her designated pick up area where she meets her mom who has just left the parent workshop on computer skills. They walk home together sharing their exciting day at South Region ES # 9.

How will extracurricular activities at the school support the school mission and vision?

Extracurricular activities available at our school will support our mission and vision by providing additional opportunities in the fields of technology, culture, and leadership. The computer lab and computer classes will be available after school for the general use of students, parents, and community members.

By working with the Woodcraft Rangers afterschool program, a teacher liaison (subsidized by the Woodcraft Rangers program) will enrich our students’ learning by providing them with the opportunity to participate in science clubs, technology clubs and Radio Play (student written plays that are broadcasted on the internet.) The technology club will create and maintain school newspapers, videos, and our school website. Teachers will be encouraged to volunteer as mentors for these extracurricular activities.

Together, our school and community members will host literacy nights, science nights, multicultural festivals, and winter festivals through adjunct duties/committees. Junior High and High school students will partner with South Region ES # 9 in a tutoring program to enhance student achievement. Upper grade students will have the opportunity to tutor lower grade students.

The entire school will participate in a leadership model that will promote the democratic system where

each student has a voice and all students have the opportunity to practice leadership skills. The school's leadership model will mirror that of the United Nations. Each classroom will have two representatives to bring that classroom's needs and concerns to the larger council. Kindergarten through second grade representatives will have a parent mentor to assist them in this process. This student council will meet at least once a month to address school needs, student concerns, and to develop ways to help the local and global community. Each grade level will be assigned a continent and each classroom will adopt a country within that continent.

Discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.

South Region ES # 9 will be a school that recognizes, supports, and values family input and the entire South Gate community. Family engagement is a critical component in creating an empowering culture within our school. The three areas that we will focus on to involve our parents and community is: 1) multiple means of communication between school and home; 2) involving families in school decisions; and 3) collaborating with community partners and organizations. Multiple means of communication will be established through email, connect ED, parent newsletters, monthly parent workshops, parent conferences, annual school orientations, and parent surveys. We will maximize parent involvement in decision-making by establishing flexible meeting dates, times and providing childcare. We will take full advantage of our community partners and organizations in a variety of ways. Business and community leaders will be involved in leadership committees. Current and upcoming community events will be posted on a Community Bulletin Board. Referrals to outreach services will be provided for families and community members in need. In addition, we will collaborate with institutions of higher education for college prep workshops.

STAFFING

The recruitment and selection process for our staff will be very comprehensive and rigorous because we recognize that all staff members are instrumental to our school's academic success. Recruiting of faculty will take place within LAUSD. Candidates that are committed and experienced with our community will be given priority in the interview process. Future openings will be posted on the LAUSD website.

A hiring committee comprised of parents, teachers, and administrators will interview and recommend highly qualified staff that is committed to providing a challenging standards-based curriculum in a safe and supportive environment. Interviews will be held by the committee to determine which potential hires share our school's mission and vision.

We will hire a dynamic and effective principal who has expertise in: dual language instruction, the latest academic theories, utilizing technology, running effective schools, developing leadership skills, creating a strong sense of community, and interpreting data to drive instruction. Our principal will know our students' and community's needs and therefore effectively provide support that improves classroom instruction and increases student learning.

Public Educators of South Gate will recruit creative and innovative teachers who will work together to best meet the needs of our students. Our teachers will utilize the latest technology and incorporate the best dual language practices in their teaching. Our staff will also address the various needs of English language learners and students with disabilities.

Every staff member will embrace and support the mission and vision of our school and believe in the importance of putting students first, working collaboratively, utilizing innovative problem solving skills, and developing the whole child. As a result of having a highly qualified, dedicated staff, an exciting and rigorous curriculum and a strong supportive community, our culminating students will be bi-literate, have positive cultural perspectives, and be prepared to solve real world problems.

Contact information: Miguel Ferreira- (562) 652-2493 Email: maf0374@gmail.com