A. SUMMARY ANALYSIS

1. Mission, Vision, Core Beliefs

Mission

La Salle Avenue Elementary School, Pre-K – 5, "Home of the Shining Stars" is a student-centered, learning community comprised of students, parents/guardians, teachers, administrators, support staff and community partners who will:

- Enrich our global society by producing literate, critical thinkers, who are passionate about life-long learning
- 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
- Provide the educational foundation for all students to become college ready and career prepared by strategically addressing academic, social and emotional needs
- Establish a positive, nurturing, safe, learning environment where all adult behaviors serve as positive models for our students' behaviors
- Promote a healthy learning environment where all stakeholders believe all children can academically achieve and/or exceed grade level, content standards
- Provide rigorous daily instruction based on state and district adopted standards

Vision

The vision of *La Salle Elementary* is to create a developmentally appropriate model of education, reflecting current best practices and research by incorporating them into an environment that enhances the curriculum process, fosters continued student learning and growth and encompasses district wide educational goals. In order to accomplish this vision, we will ensure that each student achieves his/her full potential by planning and designing engaging, educational activities through our shared, core beliefs which meet student needs based on data. Upon matriculation students will be able to:

- Use conflict resolution and social skills necessary to promote peace in the school, neighborhood and global community
- Use higher order, critical thinking and problem-solving skills to respond successfully to academic, emotional and social challenges
- Develop an appreciation for cultural diversity in a climate of mutual respect and creative self-expression
- Communicate clearly and effectively through oral and written form, using academic language and creative expression
- Reflect on their own learning by evaluating alternative ideas and revising and refining beliefs and knowledge based on new evidence
- Develop proficiency in core academic areas to embark on pathways to college eligibility and career readiness

Core Beliefs

Our students *(Shining Stars)* and their needs are the driving forces for all decisions and behaviors at *La Salle Elementary*. Because every student is valuable and unique, we will establish a

nurturing, learning environment that accepts and advocates for the whole child. We believe in order to prepare all students to thrive in elementary, secondary, college and beyond we must provide all students with an educational foundation built on:

- Planning and executing a rigorous, differentiated, balanced, standards-based, multi-tiered approach to instruction and intervention to improve student achievement
- Frequent use of qualitative and quantitative data analysis to monitor student progress and achievement to drive instruction
- Infusing culturally relevant and responsive practices and Multiple Intelligences pedagogy in all activities to address our students' varied learning styles and unique strengths
- Designing lessons which promote higher level critical thinking skills for all learners through technology, interactive learning and hands-on activities
- Teaching and modeling of social skills, character development traits and conflict resolution strategies
- Maximizing the impact of core instruction and standards-alignment for all students through "good first teaching"

2. **School Data Analysis**

Student Body Demographics: 2009-2010
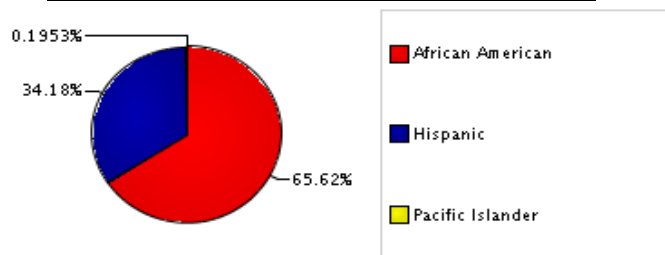
Student Body Demographics: 2010-2011
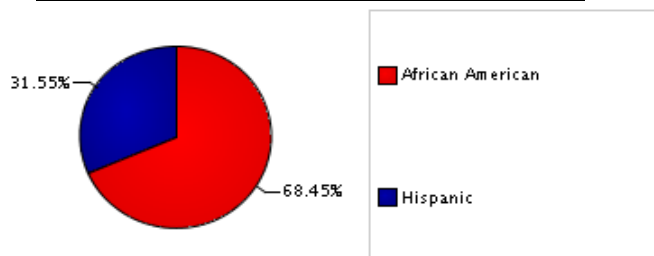
La Salle Elementary serves a multi-cultural, pre-kindergarten through fifth grade, student population of approximately 560 in the Westmont community of Los Angeles (LA) in Local District 8 (LD8). Our South LA neighborhood is an urban area with over 56,000 residents. The median income of our residents is approximately 50% that of the state of CA, and 54.9% have a high school education or higher. Based on the 2010-2011 California Basic Educational Data Survey (CBEDS), student body demographics are approximately 69% African-American, 31% Hispanic. *La Salle* is designated as a Title I school in year 5 of Program Improvement (PI) status. Approximately 14% of all students enrolled qualify for special education services, 16%

English Learners (EL), 99% economically disadvantaged and 1% state identified gifted and talented.

After the closure of *Crescendo Charter Preparatory Central School (K-5)* in July of 2011, *La Salle* reintegrated about 70% of the student population of *Crescendo* of which nearly 90% resided in our school attendance area. According to the 2010-2011 California Standards Test (CST) released scores for *Crescendo*, 21% of all students tested scored in the far below/below basic (FBB/BB) level in English Language Arts (ELA) and 55.8% of all students scored at the proficient/advanced levels in ELA. In mathematics 71% scored in the proficient/advanced levels 13.8% of all students tested scored in the FBB/BB levels.

CST Trends in ELA and Math: Percentage Proficient and Advanced

La Salle Avenue Elementary School CST Data	CST ELA % Prof/Adv 2010	CST ELA % Prof/Adv 2011	CST Change Prof/Adv 2011	CST Math % Prof/Adv 2010	CST Math % Prof/Adv 2011	CST Change Prof/Adv 2011
Grade 2	22.6	34.4	+11.8	20.5	39.7	+19.2
Grade 3	21.2	9.6	-11.6	32.1	15.1	-17.0
Grade 4	22.2	25.9	+3.7	21.1	34.6	+13.5
Grade 5	26.6	25.5	-1.1	17.0	31.9	+14.9

CST Trends in ELA and Math: Percentage Far Below and Below Basic

La Salle Avenue Elementary School CST Data	ELA % FBB/BB 2010	ELA % FBB/BB 2011	ELA Change FBB/BB 2011	Math % FBB/BB 2010	Math % FBB/BB 2011	Math Change FBB/BB 2011
Grade 2	52.4	34.4	-18	49.4	34.9	-14.5
Grade 3	40.0	60.2	+20.2	38.1	52.0	+13.9
Grade 4	50.0	37.0	-13.0	52.1	43.2	-8.9
Grade 5	37.2	40.4	+3.2	58.5	50.0	-8.5

CST Trends in ELA and Math: Percentage Proficient and Advanced By Subgroup

Subgroup	ELA % Prof/Adv 2009	ELA% Prof/Adv 2010	ELA% Prof/Adv 2011	1 yr change	Math % Prof/Adv 2009	Math % Prof/Adv 2010	Math % Prof/Adv 2011	1 yr change
All Students	28.0	23.3	23.7	+0.4	34.3	22.6	30.2	+7.6
African-American	26.5	21.5	22.4	+0.9	30.3	18.0	25.2	+7.2
Latino/Hispanic	32.1	27.2	26.4	-0.8	43.8	33.7	38.9	+5.2
English Learners	22.7	20.0	14.3	-5.7	40.8	31.5	31.5	0.0
Students W/D	4.5	7.7	10.0	+2.3	4.7	15.4	10.3	-5.1
Socio-Eco Disadv.	27.2	23.1	23.7	+0.6	34.5	23.0	30.2	+7.2

2010-2011 CST results in ELA for *La Salle* students indicate 23.7% of all students tested scored in the proficient and advanced range. Mathematics results indicate 30.2% of all students scored in the proficient and advanced range. While the percentage of students scoring in the FBB/BB range in math decreased by 4.5%, the percentage of students scoring in the FBB/BB range in ELA decreased by 7.6%. The 2010-2011 Academic Performance Index (API) of 623 indicates a school-wide increase of 1 point for *La Salle Elementary* after sustaining a 31-point loss for the

2009-2010 API. Although *La Salle Elementary* experienced a student transience rate of 36% in 2010-2011, a 13.3% reclassification rate occurred for all English Learners and the overall student attendance rate increased by1.6%, which was the second highest increase for all Local District 8 elementary schools. These areas of strength indicate an opportunity for establishing a foundation for growth in all areas.

A closer analysis of our data reveals African-American students and students with disabilities subgroups have scored lower than all other subgroups in ELA and math. Another area of deficiency surfaces in the areas of ELA and math for all grade three students tested. Grade 3 students scoring in the proficient/advanced range decreased 11.6% for ELA and 17.0% for math. Students scoring in the FBB/BB range increased 20.2% and 13.9%. This pertinent data will drive the response to instruction and targeted intervention (RTI^2) support that students in these subgroups will receive. An emphasis on "good first instruction," assessment, early identification and intervention is crucial to the success of all students. Additionally, the integration of access to core instructional strategies across the curriculum will be critical to sustaining systemic, instructional transformations. The data also communicates that *La Salle* is poised to increase the proficiency of all students through instructional transformations.

3. **Applicant Team Analysis** (See Applicant History Data Sheet in Appendix F)

Our applicant team of teachers, parents, administrators and community members brings a wealth of expertise and talent to lead the transformation of our instructional program. There exists a wide range of experience, training and a proven track record of reform. Under the leadership of our current Director, who is recognized as a proven transformational leader, we have forged a dynamic partnership with *Park Western Place Elementary School.* The Director's relentless pursuit of success for all students has led to an innovative partnership with *La Salle* and *Park Western* that has shaped our focus and served as an unwavering guide and formula for success.

The recently hired principal is a product of the Leadership Excellence through Administrative Development **(LEAD)** cohort through LAUSD and is well prepared to lead *La Salle Elementary* through this instructional transformation. During his year-long administrative internship under the auspices of mentor administrators at *Bright Elementary* **(Ten Schools Program)**, the principal received instructional leadership tools for changing the educational culture of an under-performing school in an urban setting. Bright Elementary has experienced an API growth 114 points over six years. The principal has an in-depth understanding of instruction as a former teacher-assistant, teacher, Instructional Coach-Literacy and Title I Coordinator. He received his first administrative assignment at *Manchester Elementary* where he worked from 2004-2008. Through his collaborative leadership with the administrative and instructional team, *Manchester* has grown 172 API points over six years. The principal collaborated with all stakeholders to restructure the school plan to positively impact instruction, professional development, and intervention when the school entered into Program Improvement status-Year 1. Located in the Westmont region of Los Angeles, *Manchester* has similar socio-economic status to *La Salle*. He brings to *La Salle* his ability to positively impact school reform.

At *La Salle,* the principal has also led the charge of creating an effective instructional leadership team that combines the vision and talents of newer instructional team members with the wisdom and experiences of existing team members. New members added to the instructional team consist of our Categorical Program Coordinator, Title III Instructional Coach and Assistant Principal. Our Coordinator has an outstanding background as former Literacy Coach and Intervention Specialist in LD7. She brings an in-depth instructional knowledge of working with underperforming, Standard English Learners through the use of instructional strategies developed by the Academic English Mastery Program. She also provides District level training in literacy for newly adopted core programs. Our Title III Coach is a former Math Coach and is also experienced in working with English Language Learners through the use of Specifically Designed Academic Instruction in English instructional practices. In addition, he has experience in monitoring English learners through the use of CELDT data, English Learners Monitoring Rosters, and ELD Portfolios. Our Assistant Principal is an experienced and highly capable instructional leader. She has served as an Assistant Principal, Educational Instructional Specialist for three years. Her expertise in compliance, special education law and due process are exemplary and a key component in managing our special education department. She has also served as an Intervention Coordinator in Local District 8. She brings an in-depth knowledge coordinating programs to assist the academic achievement of underperforming students of all subgroups.

The wisdom and experience of existing design team members is also critical to the success of a sound instructional foundation. Two teachers on the design team have experience in the National Board Certified Teachers (NBC) process. ~~While~~ One is a recipient, the other is a candidate for NBC. Both serve in instructional leadership capacities and provide additional assistance as lead teachers in grade level and professional development meetings. Additionally, experienced design team members consist of mentor teachers, a former Literacy Coach, a former Categorical Program Coordinator and members of school leadership councils. Our parent/community representative has dedicated nearly thirty years to serving our school. She has been instrumental in serving on district level committees responsible for designing parent involvement agreements.

A restructuring of the duties and responsibilities of our Administrative Team to focus on direct services to students has allowed our highly competent and experienced Assistant Principal and Categorical Program Coordinator to design an innovative Coordinated Services Team (COST), Language Appraisal Team (LAT), and Student Study Team (SST) process that seamlessly provides support to our students using an effective Response to Instruction/Intervention Model and providing timely referrals for outside services and resources for our families. A new team of instructional leaders with specialized experience in intervention and special education, has created a balance of knowledge and experience to focus our approach to analyzing the data and targeting areas for improvement of students in all subgroups.

The applicant team has worked closely with parents and community members to receive input on our plan. Parents and community members have been involved in the process through on-going parent meetings, community information and read days during which we worked together with

community leaders who provided support and encouragement for the success of our plan. We are confident that we are building an instructional team to meet the needs of our "Shining Stars."

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1 Curriculum and Instruction

a. Instructional Program

La Salle Elementary School will create an environment that motivates and requires all students to meet defined grade level goals throughout the year in order to accomplish proficient grade level outcomes. We will pursue this relentlessly because we know all students, regardless of ethnicity, primary language, socioeconomic status, or gender, are capable of attaining proficiency in their learning. We will all embrace this goal: the teachers, the parents, the principal, the support staff and most significantly, the students. Everyone in our school community is a role model to this end. Our purpose is to advance all students; no student slips through the cracks; all students are supported and offered a full spectrum of opportunities.

We will construct a rigorous, systematic curriculum of depth and scope that is based on standards, appropriate assessment, and clear expectations of achievement that are instilled everyday Pre-K-5. A relentless cycle of assessment, differentiation, pre-teaching and re-teaching will ensure our goals of proficiency. Success will be an expectation of all participants. Differentiation ensures that the needs of all student populations (EO, ELL, SEL, Special Education and Gifted) will be addressed. Results-based teaching ensures real learning. To achieve our goals, teachers will provide students with strategies necessary to master reading, writing and math standards in a culture that promotes student meta-cognition of their learning process. Students will be taught to be to be full participants in their achievements fueling the desire for more. We believe everyone desires to be and can be successful.

Neighboring Schools

School Name	2010-2011 API
La Salle Elementary / Crescendo Charter Preparatory Central	623/795
Woodcrest Elementary	611
Manhattan Place Elementary	648
Raymond Avenue Elementary	688
95th Street Elementary	718
Park Western Elementary*	952

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

Ed-Source research shows that certain California elementary schools serving largely low-income students score as much as 250 points higher on the state's academic performance index (API) than other schools with similar students.   The research indicated that schools with higher API scores were high performing because of the following activities: 1) implementation of a coherent standards-based instructional program, 2) use of assessment data to improve teaching and

learning, 3) prioritizing student achievement goals, 4) ensuring instructional resources are available, 5) encouraging teacher collaboration, 6) professional development and 7) enforcing high expectations for student behavior. This research led us to look at *Park Western Avenue Elementary,* a former Los Angeles Unified Program Improvement school with a similar population of one-hundred percent free and reduced lunch. By implementing these signature practices *Park Western* closed the achievement gap and became a *Title I Academic Achievement Award* and *California Distinguished School* winner. The main goals were to increase engagement, deepen teacher understanding, and develop independent high-level readers. The staff at this model school worked tirelessly towards instilling a love for reading along with a feeling of success for their students. The assessments, student observations and conversations guided instruction. Students and teachers are held to high standards and expect improvement to be constant. In 2009 a small percentage of the whole student population scored far below basic or basic on ELA CST. The achievement gap at *Park Western* has closed significantly. These best practices will guide the instructional program at *La Salle*:

We will set goals for improved student outcomes on standards based tests.
- All curricula will be aligned to the California State Standards and once implemented, to the Common Core State 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 State 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 Common Core State Standards.
- Instruction will foster grade-level reading with engagement and skills. 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.

La Salle Elementary is committed to providing an instructional program for all students, grades K-5, which exemplifies a high quality, rigorous academic program. We believe that such an instructional program must be based on providing best practices, and instruction that is informed by the research-based pedagogical techniques in order to ensure that all students have access to a guaranteed and viable curriculum. We will deliver consistent, school-wide approaches to teaching and learning designed to build and reinforce student skills in the areas of high-level thinking skills, making predictions, visualizing, problem-solving, reasoning, and persuasion.

La Salle Elementary will work as whole school teams, in grade level spans (K-1, 2-3, 4-5), and grade level teams. This approach will ensure direction, focus and mission is consistent by subject area meeting whole school objectives; each student moves through the grade levels seamlessly and accountably; and grade level planning is designed to address all standards soundly. Teachers will use two critical data sources: student assessment data and classroom instruction data to inform instructional strategies and curriculum decisions. Using student assessment data gathered from CST scores, benchmark assessment, *Dynamic Indicators for Beginning English Learners (DIBELS Next), Words Their Way Spelling Inventory, Scholastic Reading Inventory (SRI), Running Records,* the district's quarterly periodic assessments and student work samples, we will have 80% of our kindergartners proficient and advanced by the end of the school year using a standard that is measured and recognized nationwide.

Classroom instruction data will be gathered using *Teachscape Classroom Walk-though* information provided by the *Academic English Mastery Program (AEMP)*. With *Teachscape*, data collection application, instructional leaders add easy-to-use data collection, analysis, and reporting tools coupled with a classroom walkthrough process that provides a framework for reflective discussions, data analysis, action planning, and progress monitoring. Classroom walkthroughs are based on *Marzano's* effective teaching strategies, *Blooms Taxonomy*, student

engagement, *Culturally Relevant Response Instruction* teaching methods along with targeted resources.   Classroom student assessment data will be analyzed and further enhanced by classroom observation data collected by teaching peers, coaches, and administrators. This would then be used to guide discussion, planning and monitoring of best practice teaching, classroom by classroom.

Research indicates that using data to improve student achievement had been successful at other schools. *La Salle Elementary* has decided to implement a data analysis system to address the needs of our non-proficient students. Using data will allow us to plan more targeted and effective instruction and intervention. The first goal is to teach teachers how to assess and interpret data and use that data analysis to improve student performance. We anticipate that we will to use data for instructional purposes, to identify low-performing students, to create specific instructional strategies to meet their needs, and to provide targeted interventions.

Assessment data will drive our planning and teaching. Classroom lessons, purchasing of materials, staff development, and assessment tools use the standards as a guideline. Teachers use materials, plan projects and homework, and assess student performance using criteria based on the standards. Formal and informal assessments will guide individual, small and whole group instruction.

CST Trends: English Language Arts

Subgroups	2009-10 Students Tested	2010-11 Students Tested	2009-10 % Prof/ Adv	2010-11 % Prof/ Adv	1 Year Change
All Students	335	312	23.3%	23.7%	0.4
African-American	228	201	21.5%	22.4%	0.9
Latino	103	110	27.2%	26.4%	-0.8
English Learner	55	56	20.0%	14.3%	-5.7
SWD	13	30	7.7%	10.0%	2.3
Socio-Eco Disadv.	312	312	23.1%	23.7%	0.6

CST Trends: Mathematics

Subgroups	2009-10 Students Tested	2010-11 Students Tested	2009-10 % Prof / Adv	2010-11 % Prof/ Adv	1 Year Change
All Students	332	311	22.6%	30.2%	7.6
African-American	228	202	18.0%	25.2%	7.2
Latino	101	108	33.7%	39.9%	5.2
English Learner	54	54	31.5%	31.5%	0.0
SWD	13	29	15.4%	10.3%	-5.1
Socio-Eco Disadv.	309	311	23.0%	30.2%	7.2

Based on an analysis of achievement from our elementary school, our student body is comprised of 16 % English Learners (EL), 100 % Economically Disadvantaged (ED), and 14 % Students with Disabilities (SWD). The data indicated that 38% of *La Salle Elementary* has moderate to severe learning gaps. Put another way, a significant proportion of students will need additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. As such, *La Salle Elementary* will be using research-based strategies of Guided Reading, Differentiated Word instruction and Writing Units of Study and an enhanced version of Treasures. Each part will be taken apart, analyzed and put together in a way that makes sense for individual students. This is across grade levels – mathematics will be standards based with an emphasis on number concepts being taught through varied strategies at least three different ways using assessment and differentiation to determine mastery.

1. **Differentiation -** Differentiated instruction is "responsive" teaching that addresses defined student learning needs in a proactive and comprehensive manner.   The *La Salle Elementary* approach to differentiation will draw on two research-based frameworks that provide multiple pedagogical strategies for differentiating teaching and learning:

   o   We assess students and base their program on their individual needs in math and reading. We collect benchmark data lined up with CST. We set a trajectory for each student to get them to grade-level. Our intervention, individual, small group, whole group, professional development, how money is spent, and parent involvement are all aligned to get the student to the benchmark.

   o   *Specially Designed Academic Instruction in English (SDAIE)* is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities, cooperative learning activities, comprehensible input including use of graphic organizers and other non-linguistic representations to categorize and organize learning, and frequent checking for student understanding.

   o   *Culturally Relevant and Responsive Education (CRRE)* is defined as ensuring students receive ample opportunities for: a) Participating in structured peer-to-peer interactions and facilitated cooperative learning experiences; b) Engaging in instructional conversations that employ the use of academic language/vocabulary in each subject area; c) Using higher-level, critical thinking skills including the manipulation of texts and information on their own to make sense and meaning of classroom learning (e.g., synthesis, self-evaluation, inferencing, etc.); and d) Practicing written expression by ensuring writing across the curriculum that addresses all genres of writing in all subjects areas.

2. **Thinking Maps and Graphic Organizers** – visual scaffolds which can be used as tools to help students organize their thinking in all areas of study. *Marzano* research supports the use of visual tools. He states that knowledge is stored in two forms: linguistic and non-linguistic. Research proves that the more we use both systems of representation the better we are able to think and recall knowledge. Each of the eight Thinking Maps and Graphic Organizers is based on a fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning.

3. **Brain Based Learning** – Renate Caine and Geoffrey Caine (2005) [1]discuss what brain-based instruction would look like in a school in need of improvement. "Instruction should shift from memorizing information to meaningful learning." Brain-based learning stresses the importance of *patterning,* that is, the fact that the brain does not easily learn things that are not logical or have no meaning. Because our natural tendency is to integrate information, we resist learning isolated bits of information. We believe teachers must help their students see the meaning of new information.

   We expect to see teachers and students using stories and specifics of instruction that are always tied to larger understandings and purposes, complex themes and metaphors to link information and understanding, and we expect computers to assist with this work.

The issue that *La Salle Elementary* is addressing here is the link between effective decision-making and meaningful learning. Caine and Caine (2006)[2] define meaningful learning in terms of the doctrine of constructivism, a view of learning in which learners use their own experiences to contract understanding that make sense to them, and we look at decision making in terms of what neuroscientists call the executive functions. By examining the issue through the lens of the executive functions, we will gain some insight into the mechanisms at work and, more usefully, gain real insight into what happens when the capacity to make important decisions is compromised or sabotaged.

Built into the nature of our students is the possibility for the executive functions to be sabotaged, the result being that the making of meaning can be compromised. As might be expected, the survival response also extends along a continuum. Perry (2006)[3] indentified five different

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[1] Caine, G. and Caine, R. (2005). <u>Making connections, teaching and the human brain</u>. New York: Cowin Press.

[2] Published in Caine, G., Caine, R. (2006). "Meaningful Learning and the Executive functions of the Human Brain." in Johnson, S. and Taylor, K. (eds.) The Neuroscience of Adult Learning. Pp. 53-62. Josssey-Bass.

[3] Perry, B.D. (2006). "Neurodevelopmental adaptation to violence: How children survive the intragenerational vortex of violence."

mental states that occur in children: calmness, vigilance, alarm, fear, and terror. All of these reactions play a role in undermining the decisions students make as they become more frightened and helpless. In a narrow sense, it becomes difficult for students to read a situation adequately because the capacity to make sense of things is reduced as relevant information is simply not perceived. In a larger sense, students experiencing challenges with executive functions struggle academically with work-completion, organization, and motivation for any task which is perceived as difficult, frustrating, or simply unappealing.

La Salle Elementary will teach executive function strategies so students can plan, organize prioritize and use their working memory effectively. A few models of classroom-based executive function strategy instruction are available, including the *Benchmark model[4]*, and *Drive to Thrive[5]* both sharing common principles, which *La Salle Elementary* will follow:

- Strategy instruction should be directly linked to the curriculum.
- The strategies should be taught explicitly, including teacher modeling and extensive practice.
- Strategies should be taught in a structured, systematic way.
- Strategy instruction should address students' motivation and effort.

Brain-based learning also stresses the principle that the brain is a *parallel processor*–it performs many functions simultaneously. Therefore, all meaningful learning is complex and non-linear. This means that our teachers use all available resources, including community resources and multiple apprenticeships, to orchestrate dynamic learning environments. These environments will not be linked to an artificial time schedule based upon some general need for order or convenience. Instead, schedules will be tied to the actual time it takes a student to explore a point of view or to master a task, much as in a professional, research, or business setting.

At *La Salle Elementary,* there is not necessarily one right way for students to handle an assignment. Teachers will overcome the natural preference for conveying information tied to clear directions and opportunities for students to do it right rather than to explore and experiment. Accordingly, our assessments will move beyond paper-and-pencil tests and will include authentic assessment of all types, allowing students to participate in evaluating their own learning process and progress.

    4. Running Record (RR) - a method of assessing reading that is given monthly. It is a formative assessment, given to each student which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading and comprehension as evidenced by retelling and correctly answering questions, and ability to infer meaning also evidenced by the ability to answer questions after reading. Running records help

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[4] Meltzer, L. Promoting executive function in the classroom. (2010). Guilford Press, NY.

[5] Meltzer, L. Promoting executive function in the classroom. (2010). Guilford Press, NY.

teachers identify areas of instruction for the next step a student needs to grow his or her reading strength. Running records are created on specified leveled texts and can also be given straight from a leveled book. However, passages need to be planned for, marked and tested prior to administering. Questions also need to be considered so they test for 'right there' information as well as inference. *La Salle Elementary* will make these available so teachers do not need to photocopy reading passages before students are assessed.

Running records are meant to be ongoing assessments and will be administered early in the year – and repeated often throughout the year – to monitor reading progress. They will help teachers measure students' progress, plan for future instruction, provide a way for students to understand their progress, and communicate progress to parents and the school community. The assessments measure what teachers teach and what students learn. From the understandings afforded by Running Records, teachers can help one another discover what is working and what is needed in the teaching-learning interactions. These assessments are valuable because they not only give the teacher an opportunity to learn more about the needs and strengths of individual students, but also provide time to interact with individual students and they also help a teacher grow his or her personal pedagogical understanding. The assessment information is also supportive when used to help children better understand their own literacy development. In addition, the results of these assessments are invaluable when communicating with parents about individual students. Running Record data collected throughout the year monitors reading proficiency allowing teacher, student and parents a real time assessment of the student's proficiency level.

Teachers will use assessment data from running records to identify specific areas students need to develop: comprehension, fluency and vocabulary development. Students will then receive explicit instruction in these areas designed to move the student to the next level and thereby meeting grade level expectations. The teachers will create a menu of all possible assessed areas. Teachers and students will choose a few areas of improvement to work on at a time. Based on information gained from Running Records, Common Core K-1 and State Standards 2-5 students will work either with a teacher or independently during Universal Access Time on the identified areas of improvement.

Running Records will ensure that all readers, whether they are EO, SEL, ELL, Special Education, and/or Gifted and Talented readers, will be able to read books appropriate for their current independent reading level. This strategic approach will best support students growth as readers and prepare for reading material necessary for college and careers.

5. **Scholastic Reading Inventory (SRI)** – a research based computer reading assessment program based on the *Lexile Framework for Reading*. The *Lexile Framework* will assist teachers with a way to measure students' reading ability and a

matched Lexile level. The most powerful feature of the *SRI* is its ability to administer a fast, reliable low-stakes assessment that can inform instruction and help educators place students into flexible accurate placements for continued study. Aligned to the CST, *SRI* helps educators forecast student achievement on these high-stake tests

Scholastic Reading Inventory is also computer-adaptive test. Students are dynamically presented with questions. When a student answers a question correctly, the next question will be harder; if the student answers a question incorrectly, the next question will be easier. The item selection process continues until a strong level of certainty of the test taker's ability has been established, the test then ends and a scaled score is provided. Computer-adaptive tests tend to be shorter and more accurate than fixed-form tests, because students' ability is discovered with fewer but more targeted items. A computer-adaptive test saves time for the test taker who is not presented with questions which are far below or above his or her ability. A computer-adaptive test yields, with greater accuracy than a print test, a student's true ability in the skill assessed.

Scholastic Reading Inventory supports district-wide Response to Intervention Initiatives. SRI serves as a universal screener, placement tool, and progress monitor for all students.

Tier I: Core Instructional Program	*SRI* is used as a reading assessment which indicates whether students are performing at or near grade level by providing teacher with individualized reports to inform their instructional practice. *RRs* assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are books selected for running record assessment purposes.
Tier II: Targeted Small Group Instruction	For students with *SRI* Lexile scores that are in the 25th-40th percentile, achievement and behavior challenges are overcome successfully in an environment of explicit and intensive instruction. *SRI* data will help not only to determine placements, but also to assess students' progress so we may determine if more intensive intervention is required.
Tier III: Intensive Individual Intervention	For 5%-7% of students, personalized, higher intensity and longer enduring intervention are required. These students fall below the 25% percentile for their grade level. To support them, educators can rely on *SRI* for data-based evidence as support that an exit or extension plan is needed.

6. **Dynamic Indicators for Beginning English Learners Next (DIBELS Next) -** Grades K-2 will screen and progress monitor students in phonics, reading fluency and reading comprehension using *DIBELS Next*. *DIBELS Next* benchmark goals will help teachers assign interventions to students who are not meeting benchmark goals. These students will be assigned to Tier 2 and will receive classroom teacher and push-in intensive instruction. Students reaching benchmark goals will continue with core classroom curriculum. Our goal is to help the school build the capacity, communication, and commitment to support the adoption and sustained use of research-validated practices while still acknowledging and honoring their students' unique and characteristic differences. The school-wide framework or infrastructure supports comprehensive and coordinated reading goals, assessment and instruction for all students through differentiated and individualized instruction, and ongoing use of progress monitoring informing instructional adjustments. The school-wide model is designed to take what we know from scientifically based reading research and translate it into effective reading practices. The overall goal of the school-wide model is to build the capacity, communication, and commitment to ensure all children become readers. Building capacity means creating the infrastructure and systems school-wide that can support and sustain effective reading practices for all students. Building communication means developing a common language surrounding reading and establishing channels of communication school-wide, among teachers and administrators, and across classrooms and grades. Building commitment means developing a consensus that reading is a top priority school-wide and dedicating the resources necessary to meet the goal. *DIBELS Next* will be an additional component used to test and monitor each student. Instruction will be differentiated and adjusted based on performance data.

7. **Depth and Complexity Icons** – These were developed by Sandra Kaplan for use with gifted learners. We intend to use these icons school-wide so our teachers will be able to readily make use of them to monitor their classroom instruction and so that students across the school share an understanding of what they are being taught. **Depth:** Language of the discipline, big idea, essential details, rules, patterns, trends, unanswered questions, ethics. **Complexity:** Change over time, multiple points of view, across the disciplines. *Depth and Complexity Icons* are used to help students develop a deeper understanding of what they have been taught. Key questions used during lesson time will probe for understanding and prompt students during discussion.

In the spring of 2007, Ashley Davis, J.D., M. Ed[6], studied the use and efficacy of Depth and Complexity icons with a variety of student populations. The study focuses on the success of using iconic prompts and data gathering. She found that teaching

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[6] Blair, M. & Davis, A. Teaching all children to think critically (2007). San Diego: U.C.S.D.

with the icons were an effective way for students to achieve, "Higher taxonomical critical thinking skills[7]." Each of these eleven tools is considered essential elements one needs to master a subject. For example, chemists need to understand the language of a chemist, the different points of view of in chemistry, the rules that govern chemistry, the ethical decisions chemists face, etc. Likewise, a master of chess would be an expert in the language of chess, the patterns of chess games, the rules to follow, and the way the game has changed over time. When students think using these tools, they learn to approach subjects from the point of view of an expert. In doing so, they will understand concepts in a deeper and more complex way. The elements of depth and complexity add a layer to curriculum that immediately increases rigor and engagement.

Our students will be able to:
- o Compare **big ideas** in literature.
- o Contrast **different points of view** towards the American Revolution.
- o Identify the **details** that make one sentence more powerful than another.
- o Reflect on the **trends** in their math scores.
- o Note the **patterns** that connect multiplication and addition.

All *La Salle Elementary* students will receive a rigorous instructional program that incorporates the regular use of these strategies. We believe that these instructional strategies are mutually reinforcing and complementary. As such, they provide a common thread for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students matriculating to middle school with the academic foundation necessary to graduate from middle school, high school, and move on with college/career readiness.

b. Core Academic Curriculum

Instruction will be standards–aligned and data driven. Any changes in the curriculum will be based on *Public School Choice* flexibility and will be driven by information gathered through student assessment. For the core academic curriculum, *La Salle Elementary* will continue to utilize many of the curricular resources provided by LAUSD. We will use the periodic assessments, which provide standards-alignment benchmarks on student progress. All textbooks, Universal Access materials, and other supplemental materials will adhere to guidelines from the State Board adoptions. *La Salle Elementary* will promote reading accomplishment and reading success. We will use strategies that work to get our students career or college ready. In addition, there will be a relentless focus on development of academic English language proficiency.

In English/Language Arts, the core curriculum will be leveled reading with comprehension and fluency in all textual genres, and with equal weighting of fiction and non-fiction texts. Consequently, this necessitates high levels of student interaction with text in small and large

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[7] Cleaver, Samantha. "Smart and Bored." Instructor Magazine. April 2008, 29-32.

group settings (e.g., Read Alouds, Shared Reading, etc.), designed to build both oral and written language. Classroom pedagogy will focus on helping students practice communication and discussion of ideas, with learning extensions aimed at cultivating negotiation, debate, and presentation skills. Throughout, students will receive frequent opportunities for practicing oral and written language, with infused SDAIE/AEMP pedagogy in all classrooms. Our goal in leveled reading will be for all students to become emergent readers by the end of Kindergarten, and for all students to be fluent readers upon entrance to 3rd grade. We will utilize the core in the following ways:

1. **Balanced Literacy -** Effective instruction in language, literature and the content areas begin with thoughtful, artful organization and planning. Time will be utilized effectively so that students not only expand their reading and writing capabilities but also develop in-depth knowledge in the content areas. Teachers will incorporate the district adopted curriculum *Treasures*, Guided Reading, and the Units of Study in Writing. Treasures will be supplemented and enhanced in K-1 instruction.

   o *Guided Reading:* Readability (leveled reading with comprehension and fluency) is the missing ingredient for effective student learning; all students will read fluently at high levels of comprehension as a foundation for literacy in all content areas. From the earliest grade levels, English/Language Arts will focus on readability. Guided Reading employs small group instruction for students who read the same text. The group is homogeneous: the students read at about the same level, demonstrate similar reading behaviors, and share similar instructional needs. The small groups (ranging from three to eight students) are flexible; they change as teachers assess student growth and needs. In the small group, teachers introduce a text that the teacher has previewed and selected, and the students read it independently. Students usually read silently, though teachers might ask individual students to read orally and then talk with them individually about the book. Teachers also explicitly teach effective strategies for processing a variety of fiction and nonfiction texts. Teachers then select teaching points based on the reader's needs and may assign further reading, rereading, oral and/or written responses and extensions. Teachers may also engage the student in a minute or two of word work. "Running Records" will be collected on a monthly basis to identify reading levels and then to ensure that students who are not making adequate progress in attaining grade level benchmarks are provided with targeted instruction. Critical to Guided Reading is the fact that students have daily exposure to text at their independent reading level.

   o *Writing Across the Curriculum:* In the *La Salle* writing program students will learn what it means to be a writer: how writers think, plan, compose, revise, and share their work. Fundamental to the program will be a "routine" for writing: it is a daily activity, not a series of assignments. The three contexts of our writing will be independent writing, guided writing, and investigational writing. These contexts make it possible to offer students more instruction and guidance in specific aspects of writing, and they also allow students to write across the broad

range of topics included in the content curriculum. We believe that effective learners demonstrate their ability to produce competent writing by *Writing Across the Curriculum*. Students will practice writing in a variety of contexts based on the following principles: a) Writing promotes learning and reading; b) Integration of writing and the writing process promotes student participation, a diversity of student voices, and engage students as critical thinkers while promoting their texts as important resources and thinking tools; c) Effective writing instruction integrates subject area disciplines; d) The opportunity to write in every class develops high-quality writers; e) Using writing as part of instruction can be used in every classroom; and f) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline. *La Salle* will be a "school of writers." Students will be expected to write on a daily basis across the different subject areas of the curriculum using Units of Study. All students will write fluently, coherently, and with correct usage/syntax. The expectations for length and quality of writing will increase developmentally.

2. **Writing Units of Study -** will provide the foundation for our staff development and writing curriculum through the published materials and teacher training developed by Columbia Teachers College. The school will purchase the primary and upper grades Units of Study written by Lucy Calkins and the staff developers for Teachers College. Each collection has books that delineate the writing process, narrative, persuasive and expository writing. These Units of Study provide a comprehensive approach to writing. *The Units of Study* will include planning, coaching and demonstration of lessons by a Literacy Coach. Student work will be analyzed throughout the process to target student needs, develop unit plans and establish grade level benchmarks.

The structure for planning our curriculum will start each year before school begins. First, annual plans will be created by grade level, defining the writing units to be covered during the school year including, the start date and the end date for each unit. Each grade covers seven to eight units with some units occurring twice during the school year. This writing curriculum is designed to spiral beginning in kindergarten and finishing in fifth grade.

Genres Taught	Grade Level
Personal Narrative	Kindergarten - Fifth Grade
Realistic Fiction	First Grade - Fifth Grade
Fairy Tale/Fantasy	Kindergarten - Fifth Grade
How To/All About	Kindergarten – Second Grade
Information Books/Reports	Third Grade - Fifth Grade
Essays	Fourth Grade – Fifth Grade
Poetry/Argument	Kindergarten – Fifth Grade

Once the annual plans are solid, grade levels meet during staff development time to write the daily lessons for each unit of study. Three to four broad learning goals are established that define the big ideas of the unit and dictate the direction of each week's lessons. Daily lessons are planned with explicit skills and strategies that are implemented in daily writing. Each lesson is designed to build on the previous, ideally culminating with the students understanding the big ideas set for the unit of study as well as the skills and strategies of the unit. Grammar and conventions appropriate for each unit are integrated within the unit of study. The California Standards and the Units of Study are used to determine the big ideas and explicit lessons to present to children.

Example of week 3 of a Monthly Plan in the essay unit (Third Grade – Fifth Grade):

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 Teaching points or objectives	Essay Writers Revise the Body of Their Drafts by Adding in Transitions Between Supporting Statements	Essay Writers Construct Conclusions by Combining Their Thesis Statements and Supporting Reasons with Their Learning and Thinking About the Subject	Continue from Tuesday	Essay Writers Revise Their Drafts by Adding Specific Descriptions and Definitions	Essay Writers Edit for Commas by Identifying Items in a Series and Definitions Following Key Words

Presenting a lesson from the Units of Study shares a similar structure across classrooms and grade-levels: preparation, mini lesson, writing, (teachers conference-with students or meet in small groups during students' independent writing time and may also include a mid-workshop "interruption" which may be of itself a teaching point or address an area of instructional need) and generally ends with a teaching share. Lessons are designed with a specific/necessary skill which they will be expected to execute. These lessons include a high level of demonstration (usually by the teacher) and active participation by students in large, small and one-on-one conferences to support learners' independent work. Student work is then analyzed to assess student understanding of the skill/strategy. Adjustments in plans and small group work are then made based on classroom/individual student needs.

Lesson design, management and instructional practice are similar and certainly are underpinned by common beliefs, research and understandings. The consistent structure of the lessons and practice allow students to move easily from one year to the next. They will know how writing workshop "goes;" it occurs daily, just like recess and lunch. All teachers will use a common vocabulary within lessons and specific genres. This provides students with a high level of familiarity with the writing process and genres allowing them to focus on new learning and allowing teachers to make students accountable for previous year's learning.

The principal will provide leadership by monitoring classroom lessons and progress of monthly and yearly plans. He will support the writing program by providing all necessary materials, arranging the professional development from the *Reading and Writing Project of Teachers College* and articulating with parents and LAUSD. He will also monitor the California Standards to insure that they are being taught and assessed in each unit of study.

Teachers will participate in and show by example the writing process by writing alongside the students: sharing the strategies and the difficulties encountered in writing, finding ways to overcome problems, and having successful writing experiences together.

In order to cultivate parent and community support and understanding of the journey students take through a writing unit, we will offer workshops that demonstrate the writing process. This will help parents understand the value of professional development for writing. *La Salle* will host, *Festival of Writers*, at the end of the school year. This will allow student writers to present writing about their family culture. This culminating activity will allow each student to display a cultural writing sample, and other writing pieces gathered from the Units of Study Writing. Family members will be invited to participate in celebrating their child's writing.

3. **Vocabulary Instruction** – There are many compelling reasons for providing students with instruction to build vocabulary. Given the importance of vocabulary knowledge to learning, word knowledge disparities among children entering kindergarten have long been a concern of researchers. According to Dr. Isabel Beck, professor of education and senior scientist at the University of Pittsburgh, the average child enters kindergarten with approximately 5,000 words in his/her meaning vocabulary; too many enter school with far fewer words, thus beginning their school career at a disadvantage. Children in economically disadvantaged households were exposed to significantly fewer words, which are related to their own vocabulary use and rate of vocabulary growth during these formative years. Clearly, poverty is a factor in vocabulary development. The research to date does provide some clear insight into vocabulary instruction. McKeown and Beck (1991)[8] found that "word knowledge is not an all or nothing proposition. Words may be known at different levels." This suggests that teachers should not try to find one "surefire" way to teach vocabulary, but should instead utilize many methods of direct instruction. As noted by Beck, the amount and type of instruction a student is given directly correlates to his level of word knowledge. Direct vocabulary instruction occurs when teachers systematically demonstrate how to determine the meanings of words by

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[8] Beck, I., & McKeown, M. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson
   (Eds.), *Handbook of reading research* (Vol. 2, pp. 789-814). New York: Longman.

utilizing contextual and conceptual clues, teaching specific instructional strategies for discovering meaning.

None is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension. Kate Kinsella concluded that effective vocabulary instruction requires careful planning. "Preparation is one of the major differences between offering vocabulary activities to students and delivering vocabulary instruction to them. Many teachers ask students to acquire critical word meanings through independent dictionary work or by completing skills sheets and crossword puzzles – activities that have limited instructional value and require little preparation (Kinsella, 2005).[9]" Given that students' success in school and beyond depends in great measure upon their ability to read with comprehension, there is urgency to provide instruction that equips students with the skills and strategies necessary for lifelong vocabulary development. Students for whom English is not the first language, particularly native Spanish speakers, make up an increasing proportion of our school-age population. Many students in this subgroup require assistance with reading comprehension development.

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Young students who don't have large vocabularies or effective word-learning strategies often struggle to comprehend text. Their lack of successful experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling. Because these students don't have sufficient word knowledge to understand what they read, they typically avoid reading. Because they don't read very much, they don't have the opportunity to see and learn very many new words. In terms of vocabulary development, good readers read more, become better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words.

Kinsella explains that no one single instructional method is sufficient for optimal vocabulary learning; therefore, effective instruction must use a variety of methods to help students acquire new words and increase the depth of their word knowledge over time. She has concluded that teachers need to include six components for successful vocabulary instruction[10]:

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[9] Kinsella, Kate, Ed.D. "Aiming High, A Countrywide Commitment to Close The Achievement Gap for English Learners."
 Sonona County Office of Education Publication, October 2005.

[10] Kinsella, Kate, Ed.D. "Aiming High. A Countrywide Commitment to Close The Achievement Gap for English Learners."

1. **An advanced organizer** - An advanced organizer gives students a sense of what's coming and what's important for them to retain.
2. **A consistent instructional process -** Some teachers use a different strategy for each vocabulary word. This chameleon pedagogy makes it difficult for students to know what's going on and to take notes for study and review.
3. **A well-organized presentation -** The most important thing English Language Learners need is clear, intentional, and recognizable language instruction.
4. **More time dedicated to important academic words -** High-use academic words should be given the same level of attention as words that are simply eye-catching or unusual.
5. **Visual representations of the words being taught -** If critical information about a word is entrusted primarily to auditory processing, it often results in linguistic approximations.
6. **Their own written record -** If students have to expend all their intellectual capital just to keep up with a teacher who is teaching on the fly, they will not be able to take the notes they need for review and mastery.

According to Dr. Isabel Beck, effective vocabulary instruction should be a high priority for our educational system. Students who are successful in acquiring vocabulary are, generally, better readers. Beck has conducted extensive research of decoding, vocabulary, and comprehension and has published over 100 articles on her research. She found that words are learned best when learned in context with thought-provoking and interactive follow-up in the classroom. When all of the work of Beck's group and others is considered, a good case can be made that when students are taught vocabulary in a thorough fashion, their comprehension of what they read improves. Based on Beck's research, we will use the following instructional strategies to teach vocabulary:

1. Direct instruction of vocabulary items required for a specific text.
2. Repetition and multiple exposures to vocabulary items.
3. Students will be given vocabulary words, idiom or vocabulary phases that will likely appear in many contexts.
4. Vocabulary tasks will be restructured as necessary. Ensuring that students fully understand what is asked of them in the context of reading, rather than focusing only on the words to be learned.
5. Vocabulary learning will entail active engagement in learning tasks.
6. Vocabulary will be acquired through incidental learning. Much of a student's vocabulary will be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation will also add to students' ability to learn incidental vocabulary within the context of their lives.

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7. A variety of methods will be used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of times a learner is exposed to a word.
8. Use of Tiered Vocabulary Strategies with a focus on Tier 2 Vocabulary Instruction

Tier Two words include: (1) words that are characteristic of mature language users and appear frequently across a variety of contexts; (2) words that have "mileage" lending themselves to instruction and that can be worked with in a variety of ways so that students can build in-depth knowledge of them and their connections to other words and concepts; and (3) words that provide precision and specificity in describing a concept for which the students already have a general understanding (Beck et al., 2002)[11]. Teachers can identify Tier Two words by deciding whether their students already have ways to express the concepts represented by the new words. Teachers ask themselves whether their students will be able to explain the new words by using words they already know. If so, this suggests that the new words offer students more precise or sophisticated ways of referring to concepts they already know something about. Further, it should be remembered that the Three Tier model assumes that students are fluent readers of Tier One words. Tier One consists of words such as clock, baby, and happy whose meanings students are likely to know. Students in Grades K-5 will have daily practice with High Frequency Words and Tier 1,2, and 3 vocabulary using Text Talk, an early robust vocabulary instruction tied to comprehension.

Mathematics

Our mission is to insure that all students can and will advance their learning in an engaging and challenging environment. To accomplish this goal, we will develop an integrated, developmental approach to mathematics instruction aligned with the California State Standards. Teachers will collaboratively select specific hands-on activities that support the standards and arrive at appropriate benchmarks of achievement for their grade level in each mathematical strand: number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability. In kindergarten and the primary grades, number sense will be critical to long-term success. Manipulative-based activities, mental mathematics and EnVision textbooks will be used to create a strong conceptual base upon which to build higher mathematics understanding in subsequent years. Appropriate practice will strengthen automaticity of number facts and computation skills and provide students with necessary tools for the confident application of math skills. Grades 3 to 5 will focus on application of math skills and concepts, problem solving, and making useful connections in science and other curriculum areas.

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[11] Beck, I. L., McKeown, M. G., & Kucan, L. (2002). <u>Bringing words to life: Robust vocabulary instruction</u>. New York:
  Guilford.

Teachers will work collaboratively at each grade level and across grade levels to enhance an integrated and consistent math program. Instruction will utilize hands-on learning experiences, addresses different learning modalities, and create a balance between independent and collaborative student work as well as teacher- directed and student–centered work. We will use a variety of instructional tools that are designed to capture the interest of students: interactive computer programs and Internet research; video and related media technology; textbooks and other reading materials; hands-on materials and activities, especially for science and mathematics; experiential learning simulation activities; and projects designed to use the skills and concepts taught.

Rigorous research about how children learn recognizes a) the advantages for children in having a strong start; b) the mutually reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts; and c) that effort, not just inherent talent, counts in mathematical achievement.[12] In addition, we believe that curriculum must simultaneously develop conceptual understanding, computational fluency, and problem solving skills.

In preparing for the school-wide use of the Common Core Standards, we will stress not only procedural skill, but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with mathematics education. The first of these are NOT process standards of problem solving, reasoning and proof, communication, representation, and connections. This means, the processes are not created equal, problem solving is central. The other four connect in powerful ways to problem solving. These are concurrent, not isolated. In a rich math activity, there will be several processes going on. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy) ."[13] Kindergarten and first grade students will use Common Core Standards during the first school year. Second through 5th grades will join in the use of Common Core Standards during the following years. To provide for a common framework for our schools the first year, *La Salle Elementary* will use the following process standards to highlight ways of acquiring and applying content knowledge. All students will learn how to use the following mathematical practices taken from the Common Core Standards.

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[12] National Math Panel Principal Message 2008.

[13] Common Core Standards Initiative Website.

Mathematical Practices:
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically. Know which tools to use and use them appropriately.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

La Salle Elementary will connect the standards for mathematical practice to standards for mathematical content. By year two, the school will work exclusively with the Common Core Standards for all students. The first year (i.e., 2012 – 2013) K-1 will learn common core content standards and 2-5 will learn state content standards. *La Salle Elementary* teachers will strengthen and augment the LAUSD district adopted math series, *Envision*, with materials and teaching strategies taken from Marilyn Burns, Marcy Cook, Kim Sutton, and John de Walle. These math consultants have developed proven teaching strategies to work with all children. Common Core and State Standards do not define the materials necessary to work with all students. Teachers will select materials to meet the needs of all of their students, including students well below and well above grade level standards, SEL, ELL, special needs students and/or gifted. To assist parents in working with students, *La Salle Elementary* will adopt strategies from *Family Math,* by Jean Kerr Stenmark, Virginia Thompson and Ruth Cossey, which summarizes activities developed during a three-year, thoroughly-tested program to promote more at-home involvement in mathematics. The Family Math program was funded by the Fund for the Improvement of Postsecondary Education of the U.S. Dept. of Education.

Quarterly district benchmark assessments will provide percentages of mastery for each tested standard for each student. Tests from the state-adopted *EnVision* program will be administered to assess whether specific standards within the mathematical strands are met. Computer software and interactive internet activities from the *EnVision* program will provide students with appropriate leveled practice.

Science and Social Studies

La Salle Elementary will teach academic vocabulary that supports the subject areas of Science and Social Studies. As our students progress through school and attempt to comprehend more challenging text, academic vocabulary will become increasingly important to understand and communicate in the academic disciplines, including such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification).

Our academic language will include both productive and receptive modalities. Receptive modalities, include ways students receive communications from others, e.g., listening, reading, viewing. Assessment of receptive modalities focuses on student communication of their understanding of the meaning of communications from others. Because this is done through a productive modality, assessment of students' skills and abilities with respect to receptive modalities is not as straightforward as that of productive modalities. Examples of students' demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate's comment. Productive modalities**,** include ways students communicate to others, e.g., speaking, writing, drawing. Assessment of productive modalities focuses on student communication of their own understanding or interpretation. Examples of students' demonstration of productive abilities with respect to understanding curriculum content are writing an analysis, drawing and labeling a scale model.

Science will be an active experience for students at *La Salle Elementary*. We believe that scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. A balanced science program will provide developmentally appropriate lessons in physical science, life science, earth science, with experimentation and investigation at all grade levels. California State Standards dictate grade-level units. Students will receive a full spectrum of scientific background to increase understanding of essential concepts in areas such as Matter, Human Body, Survival and Adaptation, Weather, Physics, Sound, Earth, Life Cycle, Water Cycle, Energy, Eco Systems, Geology, Electricity and Magnetism and others. At every grade level, hands-on experimentation and investigations will occur in which students record observations, test variables, and engage in the scientific process. Computer research and educational interactive programs will reinforce scientific concepts.

La Salle Elementary will integrate history, geography, economics, government and civics. Our K-2 grades will study local community and comparative cultures, upper grades (3-5) will study California and the
United States. Students will use various strategies in analyzing the past with current times; geographical regions and resources; cultural and environmental diversity; exploration, immigration, settlement of people; structure of government; and sources of past conflict. Textual material including primary source material, historical fiction, simulation activities, dramatic production, internet research and interactive programs, such as multi-media presentation and map investigations will be utilized.

i. Curriculum Development

Although we intend to use the district-adopted curricula in both the academic core and for targeted intervention, our plans to supplement these curricula with the Units of Study and Guided Reading will require a plan for integrative implementation.   We plan to use our first year to work on developing and articulating how these supplemental curricula are used in conjunction with district instructional materials.   In particular, we need to streamline a plan for how these "tools" will be used as vehicles for meeting student needs and standards mastery without unnecessarily complicating expectations for classroom teachers. Our aim is to focus on Tier 1 of Response to Instruction and Intervention (RtI^2) in Year 1 (2012-2013), ensuring that every student received differentiated in-class interventions. However, La Salle will also focus on the development of Tier 2 (strategic) and Tier 3 (intensive) interventions for struggling students since many of our students fall in the FBB/BB category in ELA and math. Summer professional development will assist teachers in preparing for intervention for the opening of the school.

ii. Management of Multiple Schools: N/A

c. WASC Accreditation: N/A

d. Addressing the Needs of All Students

Scaffolding strategies are essential to building instruction from a very basic framework level. Differentiation will provide individualized instruction that will benefit each learner in our classes. Based on this knowledge that not all students are alike, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

La Salle Elementary is committed to providing consistent access for all students to standards-based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, socio-cultural influences and possible learning disabilities so that students receive individualized, personalized pedagogy.

Lesson plans will address key instructional strategies that will be implemented school-wide. We are committed to providing embedded, in-class differentiation. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively.

We recognize that engagement is a vital component of effective classroom management, organization, and instruction. Therefore, our teachers are encouraged to offer choices of tools,

adjust the level of difficulty of the material, and provide varying levels of scaffolding to gain and maintain learner attention during lessons. By providing varying levels of scaffolding when differentiating instruction, students have access to varied learning contexts.

Culturally Relevant and Responsive Education (CRRE) will also provide an educational framework for ensuring that differentiation is implemented throughout the school. The central elements[14] of CRRE that will inform our instructional program include:

- *Communication of High Expectations* - Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations will be consistently communicated based upon genuine respect and belief in student capability.
- *Cultural Sensitivity* - Gaining knowledge of the cultures and languages represented in their classrooms and translating this into instructional practice. Teachers will harness diversity for intellectual exploration by "bridging" learning experiences so that students "choose" academic excellence.
- *Reshaping the Curriculum* - Providing students with experiences that showcase academic success by legitimizing students' real-life experiences as part of the official curriculum.
- *Active Teaching Methods* - Believing that the co-construction of knowledge through inquiry is the foundation of the teacher-student relationship. Instruction will engage students in active roles in crafting curriculum and developing learning activities.
- *Small Group Instruction* - Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- *Teacher as Facilitator of Dialogue* - Developing students' critical thinking skills through reflective discussions and learning experiences that challenge the status quo (i.e., to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).
- *Student Controlled Classroom Discourse* - Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

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[14] For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org).
 For the research and theoretical foundation of these approaches see for example, Gloria Ladson Billings (1994) in *The*
 Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey Bass Publishers and "But
 That's Just Good Teaching! The Case for Culturally Relevant Pedagogy" (1995) in *Theory Into Practice* (34:3), pp. 159-165.
 Another good reference is Tyrone C. Howard, "Culturally relevant pedagogy: ingredients for critical teacher reflection," in
 Theory Into Practice (Summer 2003)

In addition, the *Academic English Mastery and Proficiency* (AEMP) will instill in our school a supportive, motivating environment that promotes language acquisition by providing comprehensible input in developmentally appropriate ways. We will create a collaborative and affirming learning environment by encouraging students routinely to support each other in learning activities, integrate group learning tasks, discussions and presentations into daily instruction, and emphasize small group activities to encourage language development. *AEMP* will assist our students in higher order thinking and learning. We will create lessons that elicit student input while integrating academic content in discussions to promote deeper student inquiry in relation to areas of instructional focus. *La Salle Elementary* will teach Academic Language Development by connecting vocabulary that students bring from their home and community environments, making cultural connections. This will provide opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge. By implementing *AEMP* strategies, students will be given the opportunity to articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts. These strategies are identified by the research as being effective in providing access to core content instruction and facilitating learning for Standard English Learners, English Learners, Students with Disabilities, and Gifted students. These instructional strategies are drawn from the work of researchers such as Carol Lee, Claude Goldenberg, Robert Rueda, and Kate Kinsella.

We believe that it is essential to provide quality student support services and early academic interventions to bolster student preparation and performance. Towards this end, *La Salle Elementary* will implement a comprehensive Response to Instruction and Intervention (RtI^2) to meet the needs of all students. As described by LAUSD in Bulletin 4827.1, RtI^2 is based on supporting students with systematic intervention and extended learning opportunities. In particular, this means designing a tiered "pyramid of intervention" that clearly defines the entry and exit criteria for academic intervention and referral to other "intervention" services.[15] RtI^2 is an integrated approach using pedagogy, lesson design, and progress monitoring data to ensure the best instructional decisions for students, to ensure that every student will receive quality, standards-based instruction in all content areas to enable all students to graduate college prepared or career ready.

To address the needs of identified gifted/talented learners and students scoring at the advanced level on the CST, *La Salle* will initiate the *Center for Enriched Studies* for grades 2-5. Teachers and administrators must participate in ongoing professional development. Teachers will need to complete a total of 16 hours of professional development per school year to include certification programs, workshop and field work experiences. (Salary-point credit may be available for designated workshop hours and for local district approved field work activities conducted during

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[15] For a description of the "Pyramid of Interventions" please see DuFour, R., Eaker, R., Karhanek, G. and DuFour, R. (2004).
    Whatever it Takes: How Professional Learning Communities Respond when Kids Don't Learn.

non-school hours). Administrators will need to complete eight hours of workshop training sessions over an initial two-year period.

e. Vertical Articulation

La Salle Avenue Elementary will partner with *Park Western Place Elementary*. The teachers at *Park Western* have led numerous curriculum workshops and forums for district teachers. Success has made *Park Western* a host to principals, teachers, and visitors from other schools to observe classrooms and school programs in action. Our instructional plan will integrate some instructional practices used for their reading programs and assessment processes. Several teachers at Park Western have worked with new teachers in the Beginning Teacher and Support and Assessment (BTSA) program.

We will also articulate with the neighborhood preschool(s) and feeder middle schools to ensure smooth transitions for all students. The preschool and kindergarten teachers will regularly discuss student progress, particularly in the development of reading readiness. Communication with the preschool(s) will help us identify special needs for early intervention. We will work with the identified preschool(s) to initiate coherent transitions between our programs. In an effort to keep our stakeholders informed of options in concert with our mission to provide all students with a foundation for college readiness and career preparedness, we will host a series of meetings between the feeder middle school, parents and students.

f. Early Care and Education

Research studies have indicated that early education is a wise investment.[16] Our first priority will be to continue our work with the LAUSD Early Education Division to maintain an excellent SRLDP program at the La Salle school site. The SRLDP and kindergarten teachers will meet regularly to discuss student progress, particularly in the development of reading readiness. We will continue to provide two sessions, morning and afternoon, enabling us to service up to 36 three and four year old students. Communication with the SRLDP teachers will help us identify special needs for early intervention.

g. Service Plan for Special Education (Appendix C)

B-2 Professional Development

a. Professional Culture:

La Salle is committed to developing a collaborative school wide environment that will center on high-quality teaching with high expectations for student learning; emphasizing, "One Bar for Every Student[17]." Over the past decade, education reforms have raised the educational bar so that

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[16] Calman, Leslie J. and Tarr-Whelan, Linda (2005). *Early Education for All: A Wise Investment*. Recommendations arising from, "The Economic Impacts of Child Care and Early Education: Financing Solutions for the Future" a conference sponsored by Legal Momentum's Family Initiative and the MIT Workplace Center. See http://web.mit.edu/workplacecenter/docs/Full%20Report.pdf

[17] *Center for Applied Linguistics*. Online Resources: Digests. November 2000. EDO-FL-00-06

all children in the United States--including newcomers--must finish school to participate in the economic and social world of the 21st century. Students must be highly competent in reading and writing to pass the various assessments that constitute gateways for completing school, getting into college and finding jobs. In order for high-quality learning to occur, teachers need a wealth of content and pedagogical knowledge to ensure that they are providing appropriate instruction to all students.

Our professional culture will be based on high expectations for student achievement, clear, measurable goals for student success, aligned to clear academic standards continually modeled and supported by school leadership. This professional learning culture will be one in which we, as educators, are committed to our own growth and development as professionals. It will come out of our deep professional desire to continue to develop our knowledge and practice and to maximize opportunities for learning. This means that, as educators, we see ourselves as lifelong learners. As educators, we will continue to stay abreast of current research pertinent to our profession. Moreover, our professional drive is to continue to deepen and broaden our knowledge of our chosen field through ongoing learning throughout our careers and beyond.

Our professional development will require teachers and support staff to be actively engaged with all ideas and issues and critical reflection of knowledge and practice. By engaging in this way, our teachers will take an active responsibility to understand, develop and experiment with aspects of their professional growth. Teachers will refine instructional practices by analyzing student responses to activities occurring in classrooms and communities.

Observation and analysis will add a critical dimension to our teaching practice, which seeks to continually experiment with and develop what happens in the process of teaching and learning in order to expand the opportunities for both teacher and learners. This, in turn, involves the development of an 'investigative stance'. In discussing the idea of an investigative stance Crichton notes; "Teaching necessarily involves being alert to what is going on in the classroom, noticing developments and changes, attending to emergent needs, comparing achievements at one point in time with what has happened before and what might happen after, reflecting on teaching practice and assessment, evaluating activities and plans, developing and drawing on curriculums, and the host of other activities that contribute to effective teaching practice. Of course, these activities do not happen in isolation; they inform each other through the lesson, the day, the week, and over the longer term, acknowledging the perspectives and changing needs of students, teachers and members of the broader school community." (Crichton, 2007)[18]

Liddicost and Jensen (1998)[19] explain an investigative stance as a way of doing what teachers regularly do in a more systematic way. An investigative stance will involve an orientation to

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[18]   Crichton, S. (2007). Embedded or linked learning objects: Implications for content development, course design, and classroom use. *Canadian Journal Technology and Learning* (CJTL), (33, 2).

[19] *Educational Leadership*, Vol. 56, No.3, Pgs. 41-45, November, ASCD. Alexandria, VA.

noticing, documenting, and analyzing the actions and interactions of teachers and learners and; an ongoing interest in using information about the classroom to develop teaching and learning practice. This means more than keeping up-to-date with curriculum initiatives and planning units of work. Teachers will devote time to thinking about and developing their curriculum and many of the professional learning activities will promote developing better understandings of curriculum. These interests and investments in bettering our practice will place focus on the intended curriculum (what is going to be taught). Marzano (2003)[20] states that less attention is often paid to important aspects of teaching methodology such as the implemented curriculum (what teachers actually teach) and to the attained curriculum (what students learn). We intend to give more attention to the processes of teaching, learning, assessment and evaluation or to questioning one's understanding of the basic constructs of the discipline, culture, learning and the intercultural.

La Salle will embrace a professional culture that encourages a communal dimension in which professional learning is both a formal and an informal process of sharing expertise and experiences as a professional learning community. Our professional learning community will involve teachers working collaboratively together to identify and work with the issues and challenges raised by teaching and learning. Such collaboration will involve conversations about issues and challenges related to teaching and learning and to students' progress. A professional learning community is a vital means toward growing genuine and collegial support for personal learning. Professional learning should encompass inquiry and quiet conversations wherein real learning and growth can take place. Larger community discussions, with time given for reflection of practices as well as personal learning and eventually leadership are also key elements to the success of our learning community.

As we move forward in developing a professional culture, all colleagues need to engage in the ongoing exploration of three crucial questions that drive the work of those within our professional learning community:
1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?

In addition, to our professional development being systematic and school wide, our professional learning community's expectation is to respond to students quickly who are experiencing difficulty by providing them with help as soon as they experience difficulty, and to require students (rather than only inviting students) to devote extra time and receive additional assistance until they have acquired necessary skills or concepts.

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[20] Marzano, R. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: ASCD.

We will work to achieve a culture of collaboration. In shaping our professional culture, *La Salle Elementary* embraces the three core tenets of Professional Learning Communities (PLCs):

1. <u>PLCs are student-centered</u>: Staff focuses on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves what students need to learn, how we know students have indeed learned, multiple strategies and tools we can use when students struggle with learning, and what we will teach next, once students have demonstrated appropriate learning.

2. <u>PLCs are deliberately collaborative</u>: Staff has regular, job-embedded time to plan common lessons, develop common assessments, and discuss the students they share. Collaboration is based on collective inquiry, active research, and experimentation. In other words, teachers do not work in isolation, but recognize that a team committed to collective solutions to common problems provides a far more productive way to improve student achievement.

3. <u>PLCs are professionally accountable for outcomes and reflective:</u> Staff "own" student success or failure. We commit to looking in the mirror and addressing the factors that are within our control rather than putting blame elsewhere or expounding on factors outside of our control that impact student learning. We also commit to using data to evaluate defined outcomes not merely intentions, and to ensure that data guides and modifies school-wide, team, and individual classroom decisions.

Our professional learning culture will also include a mentoring relationship between a beginning teacher and a more experienced teacher. In this case, the relationship is not a simple 'master-apprentice' relationship, as learning in such contexts is a two-way process in which the knowledge and experiences of the less experienced teacher provide possibilities for learning for the more experienced teacher as well. Teachers will actively support each other to construct knowledge and develop pedagogies that have the capacity to improve student learning. While students are clear beneficiaries of a team-based approach, benefits also flow to teachers by increasing their knowledge, skills and confidence.

b. Professional Development:
Classroom practice and school leadership in *La Salle* will be improved through tailored, intensive professional development that includes follow-up, support, practice, feedback, and evaluation.

La Salle Elementary will invest in professional development that will improve student learning by supporting professional development that is:
- Grounded in teachers' questions and inquiry.
- Linked to and derived from teachers' work with their students.
- Connected to the study of subject matter and teaching methods.
- Sustained and intensive coaching, modeling and problem solving in collaboration with coaches and teachers and teacher teams.

La Salle will partner with and model our Professional Development schedule after strategies used at *Park Western Elementary*, a LAUSD school that improved from being a PI school to a California Distinguished School and a Blue Ribbon School. The professional development will be tied to the needs of our students using careful analysis of our school's data.

Analyzing data will be an integral part of our professional development. We will provide professional development for staff on how to analyze and disaggregate student data. Data analysis and disaggregation are essential for identifying and solving issues of curriculum, assessment, and instructional alignment (U.S. Department of Education, 1998; WestEd, 2000).[21] Our school leadership will work in partnership with Park Western Elementary leadership to replicate their data analysis system, which has already been used effectively in terms of planning and achievement. This data analysis system will be used to collect and analyze student and school data to frequently monitor achievement performance and the capacity to manage self-improvement.   The system will also allow flexibility, so a transparent accountable framework is developed that will provide a means for spreading effective practice across the system and for becoming more responsive to immediate and future school needs.

The first goal is to teach administrators and teachers how to assess and interpret data and use that data analysis to improve student performance. Our anticipated outcome is to improve student achievement enough to close the "achievement gap" for our students and in so doing, to pull ourselves out of Program Improvement status.

We will include Alan Blankstein's[22] idea of the data notebook (2004), an ongoing collection of data a teacher gathers to help inform his or her instruction and interventions during the course of a year. Participants set up data notebooks and shared them with one another.   The teachers will be required to note three dimensions of any data they recorded: the frequency with which they collected these data; the type of teacher thinking this entry showed (descriptive, analytical, or reflective); and the kind of information it represented (such as evidence of student learning; demographics; teachers', students' and others' perceptions; or instructional processes). Prodding teachers to collect meaningful data on their own ensures that they will begin to ask themselves probing questions. This practice is based on the belief that teachers have the ability to formulate valid questions about their own practice and pursue objective answers to these questions.

We will learn how to disaggregate and interpret CST scores, DIBELS Next, SRI, Running Records and the district's quarterly benchmark assessments, to plan and drive instructional practices. The staff will look at individual achievement and class by class trends. This is significant because teachers can reflect on their students' test scores and trends. Teachers,

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[21]   *The National Educational Technology Plan*. Washington DC: U.S. Department of Education (1998). San Francisco, CA: West Ed (2000).

[22]   Blankstein, A. M. (2004). *Failure is not an option*. Thousand Oaks, CA: Corwin Press.

administrators and pertinent staff members, will create hypotheses as to why specific categories were lower than aimed for or expected. Teachers can then collectively determine possible solutions to be discussed, researched, planned for and implemented in tandem with their colleagues who have experienced success with similar students in areas of testing difficulties. Further, paraprofessionals will be trained to work with small groups on specific skills students have not mastered. Additional time for intensive intervention targeting individual students will be provided during a 30 minute period (at least weekly) during which time teachers will be freed to give highly targeted individualized intervention. Teachers will create flexible groupings of students based upon specific California State standards and skill areas in which the student is below proficiency.

The leadership at *La Salle* will engage the staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it. This expectation is supported by the creation of both formal and informal structures to develop the leadership capabilities of teachers. It involves teachers working in a spirit of openness and critical reflection, sharing their experiences, ideas and expertise with each other and engaging in an ongoing process of inquiry that promotes deep learning. Our work will be guided by a clear and systematic model of (problem-solving and learning), and one that also encompasses the learning (application – refinement - application cycle).

The most fruitful discussions result from using examples of student work that are varied in nature and quality, for example, written work from several students in relation to the same assignment that includes students' explanations of their thinking. We will implement strategies in their classrooms and share student work to determine the level of success and make appropriate adjustments. The discussions teachers have will highlight the way in which they can enhance their teaching based on what they have learned about student understanding of important concepts.

Teachers will meet regularly in grade level groups and grade level spans (K-1, 2-3 and 4-5) to discuss instructional practices and strategies, review student work, design appropriate learning activities, and share resources and materials. Release time will be used for teachers to observe their colleagues and work together collaboratively. In addition, teachers will attend a variety of workshops, in-services, and conferences to keep current and deepen their level of professional training. Professional development is essential to a rigorous academic program and the staff is dedicated to improving its craft. We know the best teachers are those that continue to learn.[23]

Within PLCs, the focus on "Lesson Study Teams" will be to engage teachers directly in deconstruction and prioritization of the standards. Continuity and follow-through on agreed upon curriculum and instructional strategies will reduce the gap between common planning and

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[23] Adapted from Park Western Place Elementary, *California School Recognition Program* (2010). California Department of Education.

actual "transfer" of common implementation to the classroom. The members of the teams will share the experiences of applying the learning of new knowledge and skills in their individual classrooms. Teachers will meet to discuss how they each apply the ideas/methods, compare experiences and determine how to best adjust their teaching to fit their learners' needs. This cycle of continuous improvement ensures that teachers are constantly working to become more effective in addressing students' learning challenges. As members of a team hone their skills, others may begin to adopt these new best practices, and success can spread throughout the school and beyond.

In addition, part of the professional development at *La Salle* will promote teacher peer-observations using protocols and defined tools that measure the use of agreed upon instructional strategies. In this way, peer feedback will constitute a source of data considered as part of PLC meetings. *La Salle Elementary* will tie PLC collaboration to intervention to ensure that student data is consistently analyzed to monitor for growth and to assess the effectiveness of the instructional program. In particular, we aim to make analysis of formative measures (particularly analyzing student work) central to the data that drives our instructional practices, intervention, and re-teaching.

We view the autonomy granted by the PSC process as key to designing professional development that encourages depth over breadth. This focus will shift from external priorities to an authentic, local school transformation. The structuring of both content PLCs and interdisciplinary, grade level team PLCs is one example of our commitment to designing a more innovative professional development calendar. In addition, the exercise of autonomy in the area of professional development is intended to ensure a guaranteed, viable curriculum for ALL students. PLC-style collaboration, collective inquiry, and action research will improve teacher, administrator, parent and staff communication, ensuring student success and access to both the core academic program and Universal Access.

i. Management of Multiple Schools

The local district is providing on-going professional development for administrators and teachers regarding the Common Core Standards, Standards-Aligned Instruction, universal screening, differentiated instruction, and progress monitoring to ensure that instruction is meeting student needs. Topics include conceptual lessons in math, and early literacy strategies including Lexile driven leveled reading, and text complexity. All aspects of the performance meter are monitored, and support is provided district-wide and at specific sites, as indicated through data analysis. Because the Performance Meter does not include explicit academic accountabilities for kindergarten through second grade, the decision was made to create local district goals for kindergarten and first grade to ensure that instruction is rigorous enough to provide students with the required academic foundation and background for proficiency by second grade. The kindergarten and first grade goals include effective use of Benchmark and Progress Monitoring assessments to design differentiated instruction, and a focus on the Common Core State Standards to increase the rigor of instruction and ensure that students are prepared for the new standards and assessments. Under the leadership of the local superintendent and directors, local district

Instructional Support Personnel including ELD and Title 1 Coordinators and their teams, Content and RtI^2 Teams, and expert teachers from school sites are utilized to provide professional development to support schools in meeting performance meter goals, and local district identified goals.

During the monthly principal and assistant principal meetings, content and leadership professional development is provided to ensure continuous growth in instructional leadership capacity. The meetings focus on analyzing formative and summative assessment data, coaching for appropriateness to the content standards, and analyzing the rigor and relevance of student work. Administrators have the opportunity to share experiences and identify best practices for developing a strong instructional program at each school.

To ensure sufficient support and follow-up for implementation of professional development at the school sites, and at the classroom level, Elementary Directors are present for support at their designated schools on a daily basis to observe classroom instruction with the Principal, Assistant Principals, Instructional Specialists, Instructional Coaches, or other instructional support staff. The Director has frequent conversations with the team to discuss academic rigor, differentiated support for teachers, and quality of the overall instructional program. The local superintendent joins the Directors to visit classrooms on a consistent basis. The purpose of the visits is to facilitate continuous growth in the capacity of Principals and administrators to:

- observe and analyze standards-based instruction on a daily basis
- meet with teachers to reflect on their practice and improve content/ pedagogical knowledge
- evaluate the effectiveness of the implementation of professional development
- collaboratively design a plan of action to improve academic achievement for all students.

Local District Instructional Support Personnel provide additional technical support through school visits, lesson studies, and professional development provided at local district meetings and at school sites.

In order to provide training for our instructional initiatives, we will use the autonomy provided under Local School Initiative (LIS #7) with a requirement that faculty attend ten 6-hour professional development sessions prior to the start of the school year based upon available funding.

We will use the autonomy provided under Local School Initiative (LIS #7) to schedule two hour professional development meetings twice monthly with the second hour taking the place of a regularly scheduled faculty meeting. Compensation will be determined based on available funding.

c. Teacher Orientation:

Research shows student success is correlated with early, consistent experiences with highly qualified teachers (U.S. Department of Education).[24] Subsequently, teachers who are new to the profession or new to the school will be supported and encouraged through the Beginning Teacher Support and Assessment (BSTA)[25] program, but will also be assigned an experienced on-site peer mentor to assist and guide, but not evaluate them. Mentors will be selected based on specific qualifications, including but not limited to teaching ability. They will receive specific training for their role. Listening skills and the ability to empathize with new teachers are only two of the many other necessary qualifications. Mentors establish relationships with their mentees based on trust and respect.

With peer mentoring, we aim to assist staff in becoming acquainted with our mission, vision and goals, and roles and expectations for PLC collaboration. New teachers will meet with their peer mentors regularly to review what it means to be part of our collaborative Professional Learning Community. The peer mentorship will focus on ensuring that new teachers are supported, trained and developed in relation to key identified instructional strategies, and brought into the fold with regard to our comprehensive system of assessment and accountability.

Most importantly, ongoing professional development and grade level meetings will ensure that staff will have a shared definition of the heart of our instructional program, high-quality teaching with high expectations for student learning. Where appropriate, staff orientation will include differentiated support. In this way, we aim to ensure that all staff knows how quality instruction which actively engages students is the best preparation for the high-stakes assessment that comprises school accountability.

d. Professional Development Evaluation:

We believe in order to evaluate professional development practices, the evaluation process should not focus exclusively on measuring transmission skills.   Ongoing evaluation must value honest reflection of practice. Training should emphasize the 'appropriateness' of teaching decisions, making sure administrators have been effective in establishing and supporting a culture of learning and inquiry. All staff will have opportunities to rethink, practice, and learn new skills.[26]

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[24] U.S. Department of Education Archived Information. Highly Qualified Teachers for Every Child.
August 2006.

[25] Beginning Teacher Support and Assessment (BTSA). "Beginning Teacher Support and Assessment", is a state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials.

[26] Darling-Hammond, L. and McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan,* 76 No. 8 pp 597–604.

The administrators of *La Salle Elementary* will hold staff accountable for active participation in PLC work (i.e., the teacher role in collaboration and follow through with agreed upon actions) with evidence of student achievement from multiple assessments. Teachers will gather data to see if students are more successful on classroom assessments, such as tests, quizzes, written assignments, projects and other forms of classroom work. Teachers will be taught how to judge if the results of the professional development teaching method are making or not making the needed difference in everyday classroom instruction. Our Learning Community will ask questions and gather valid information to document the effectiveness of our instructional program.

La Salle Elementary believes the most crucial process of evaluating professional development will be "assuring the improvement of student achievement." That is why we selected to use a model of evaluation designed by Thomas Guskey.[7] Thomas Guskey offers a compelling process for determining the best fit of a professional development program for one's local context. The approach first requires recognition, "collection and analysis of the five critical levels of information." (Guskey 2002)[27] Each successive level of evaluation is more complex than the level before and success at an early level may be necessary for positive results at the next higher one. Levels progress from formative to summative evaluation:

1. **Participants' Reactions**
   While often dismissed as unimportant, measuring participants' initial satisfaction with the experience can help us to improve the design and delivery of programs or activities in valid ways. Things we will consider at this level are "basic human needs" such as the comfort of the room, and whether participants "liked" the experience, whether the materials and presentation "make sense" and whether presenters seem "knowledgeable and helpful." A brief professional development questionnaire/evaluation will be provided for participants, and analyzed to make the necessary adjustments.

2. **Participants' Learning**
   This level focuses on measuring the knowledge and skills that participants gained. Measures will be used to "show attainment of specific learning goals." Our indicators of successful learning will be designed to fit our specific school's current needs. This step will assist us with improving the content, format, and organization of the program or activities. Participant's learning will be demonstrated in writing, through simulations, "full-scale skill demonstration," or other means.

3. **Organization Support and Change**
   Evaluation at this level is meant to determine if our school's policies undermine implementation efforts or support them. We will ask ourselves questions such as "Did the professional development activities promote changes that were aligned with the mission

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[27] Guskey, T. R. (2000). *Evaluating Professional Development.* Thousands Oaks, CA: Corwin Press.

of the school? Were changes at the individual level encouraged and supported at all levels? Were sufficient resources made available, including time for sharing and reflection?"

4. **Participants' Use of New Knowledge and Skills**
   At this level, the focus of evaluation is whether or not new knowledge and skills made a difference in professional practice. This will be based on clear indicators of both the degree and the quality of implementation. After the professional development, teachers will observe and give each other feedback, incorporating the new knowledge and/or skills.

5. **Student Learning Outcomes**
   This "bottom line" level of analysis, seeks out the effects on student learning from the professional development experience. Evaluation at this level will include multiple measures of student learning. We want to capture not only outcomes related to the specific goals of the professional development effort, but also important unintended outcomes; either positive or negative.

In addition, *La Salle Elementary* will gather instructional data using *Teachscape Classroom Walk-though*[28] provided by *AEMP,* a technology-driven observation tool that will assist administrators in collecting data to improve instruction and guide teacher practice. *Teachscape* empowers instructional leaders to become more proficient at understanding, promoting, leading, supporting and sustaining effective teaching practices among their teachers. Administrators can provide meaningful feedback and direction to teachers that can have a profound affect on the learning that occurs in each classroom. Data gathered from the use of *Teachscape* will be used to both deepen content knowledge and build specific skills to improve teacher practice. The classroom walkthrough-approach to collecting classroom observation data is a quick yet effective way to help administrators identify best practices that can be incorporated into daily instruction and improved student achievement. The data collected from walkthroughs using *Teachscape* can also aid in ongoing planning, systematic monitoring, evaluating and reporting of the academic achievement of SEL and ELL. *Teachscape* will also provide focus for professional development to address the needs of our teachers, the design and evaluation of staff development efforts, both for formative and summative purposes, and the impact of professional development on teacher practice and student learning.

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[28] Teachscape Classroom Walkthrough*, www.teachscape.com/classroom-walk*. San Francisco, CA. Teachscape Classroom Walkthrough (CWT) helps instructional leaders continually improve and adapt classroom practices by combining its proven Classroom Walkthrough process with innovative data collection technology. With Teachscape's data collection application, instructional leaders add easy-to-use data collection, analysis, and reporting tools coupled with a classroom walkthrough process that provides a framework for reflective discussions, data analysis, action planning, and progress monitoring.

Another instructional tool *La Salle Elementary* will use to collect data is the *CRRE Quality Indicator Observation Matrix*.[29] This tool is aligned to the Stull and will be used in greater depth than Teachscape in ensuring access to core for all students.

La Salle Elementary will also employ the Instructional Rounds[30] methodology to evaluate the "transfer" of professional development to the classroom by:
 a) Observing classroom practices (*What are teachers and students saying and doing?*)
 b) Debriefing observations (*What did we see?*)
 c) Identifying the next level of work (*What will help us to know our teachers well instructionally in order to offer more targeted support?*).

Eight broad domains will comprise the focus of Instructional Rounds: 1) Instructional Delivery; 2) Expectations; 3) Student Engagement; 4) Learning Environment; 5) Extent of Academic Rigor; 6) Extent for Curricular Relevance (Applied Learning); 7) Relationships/Personalization; and 8) Classroom Management. The successful leadership model necessitates daily classroom visits, a deep level of content and pedagogical knowledge and the ability to determine and support areas of strength and need in individual classroom teachers, encouraging collaboration among staff members and pointing the way toward success.

Analysis of student work will form the basis of evaluating the effectiveness (or transfer) of professional development to the classroom.   Each PLC will examine multiple sources of data (common formative assessments, peer observations, and structured analysis of student work) to examine how the implementation of ordinary research-based instructional strategies has impacted student achievement. Using protocols that dissect student work into its component parts and with prompts to stimulate teacher reflection, student work analysis will show definitively the extent to which classroom teaching and learning are changing in line with professional development priorities.

B-3 Assessments and School-wide Data

a. Student Assessment Plan
Over the past decade, educational policymakers have consistently called for data use. The No Child Left Behind (NCLB) Act of 2001, with its emphasis on annual progress in students' achievement scores and quantitative evidence for school decisions, included a mandate for data-driven decision making. More recently, the Obama administration designated building data

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[29] City, E.A., Elmore, R.F., Fiarman, S.E., and Tietel, E. (2009) *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning.* Cambridge, MA: Harvard University Press

[30] CRRE Quality Indicator Observation Matrix. *National Center for Culturally Responsive Education Systems Continuation Report*. November 2, 2002 – May 31, 2003

systems that guide instruction as one of the four core requirements of the "Race to the Top" funding competition. Across the country, schools use data as part of Response to Instruction and Intervention (RtI^2). Conversations about data dominate the educational landscape, and these discussions seem poised to continue.

The controversy currently surrounding educational data distorts the value that both sides favor. We not only understand the "high stakes" metrics which form the basis of State and Federal school accountability, we will embrace it by expanding the notion of "data" to include multiple measures administered throughout the year focusing on reading and math with the intent to differentiate instruction.   We will focus on the identification and attainment of specific skills necessary to reach benchmarks for proficiency and further growth. We will focus on developing and continuously revising strategies to address needs and expectations to increase proficiency of every student. All of these efforts will be based on the result based approach of continual analysis of student data that reaches far beyond the summative results of state testing.

The foundation of our assessment philosophy is the need to move from assessment "OF" learning to assessment "FOR" learning.[31] We believe that the overriding purpose of assessment is to gather evidence to inform instructional decisions. In designing such an assessment system, we are guided by Popham's definition of formative assessment as "a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures."[32] Assessment of learning tells us where to start, how effective we have been and starts the conversation of where to go. The assessment of learning is the starting point for instructional decisions. What and how we deliver instruction to each child is critical to long term success and that is determined by the assessment of learning. Therefore, the chief elements of our assessment philosophy can be summarized as assessment that addresses each child:
- deliberately planned and continually revised
- evidence and outcome-based
- actionable- capable of immediate use by teachers in the classroom
- shared with students and parents so they understand the specific grade level goals to be reached and what needs to be done to achieve the goal

 Our assessment philosophies will be student-centered, providing multiple opportunities for students to demonstrate their knowledge/skills. Teaching that embraces assessment throughout the teaching day, week, month, year is the cornerstone of our philosophy. Assessments are designed to show students' growth in measurable skills thus allowing teachers to determine their effectiveness, identify next steps, and create near and longer term goals.

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[31] Stiggins, R. (2005). "Assessment FOR Learning: Building a Culture of Confident Learners," in *On Common Ground: the Power of Professional Learning Communities*, Eds. Richard DuFour, Robert Eaker, and Rebecca DuFour. Bloomington, IN: National Education Service.
[32] Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD

To gain a robust understanding of students' abilities and learning needs, we will collect data from a variety of sources. The annual state assessment guides our grade level benchmarks but other sources are essential to reach the necessary goal by year end. The primary basis of our reading assessments will be Running Records, which is based on text complexity including fluency and comprehension measures, as well as SRI. These monthly assessments will be aligned with CST results to create grade level benchmarks. Other sources include, school assessments, curriculum-based assessments, chapter tests, and classroom projects all of which should show measurable growth in specific skills as the year progresses. Multiple sources may be used but the primary source is running records and periodic assessments all aligned to the CST.

In the table below, we have summarized the battery of multiple, common assessments that will be used to measure student progress in English/Language Arts (reading, word study and writing) and Mathematics. Most of these are formative assessments are aimed at providing teachers and other staff with information "along the way" that can be used to improve student achievement and guide collaborative (PLC) planning and discussions tied to targeted academic intervention. This is the essential work of teaching. We can modify, redirect, and supplement where student needs lie. The end result is fluid, responsive instruction.

Table X: School-wide Student Common Assessments in ELA and Mathematics

Content Area	Name of Assessment	Grade level	Timing/ Frequency	Rationale and Purpose of Assessment
ELA – Reading	DIBELS	K-1	3x/year as benchmark with monthly progress monitoring	Benchmark assessment to screen for underperforming students. Progress monitoring for struggling students
	Running Records	K-5	Monthly	Progress monitoring of readability (fluency and reading comprehension). Measures the level of a student's text complexity and whether students can read with comprehension.
	Scholastic Reading Inventor (SRI)	1-5	Monthly	Gives lexile levels that are aligned with CST and common core standards.
	Words Their Way	K-1	Monthly	Benchmark in addition to DIBELS. Measures sound symbol development. Screen students for advanced placement and early intervention.
	Core K-12	2-5	Ongoing determined by early assessments.	Assessing Standards on grade level.
	District Periodic Assessment	K-5	3x/year	Formative benchmark assessment
	CST Benchmark	2-5	Annual	Summative assessment

ELA– Writing	Teacher's College: PLC Common Assessment	K-5	On Demand pre/post for narrative, expository and argument units of study.	This helps to determine next steps to be taken to assure students are writing on or above grade level giving the teacher and student information on where to intervene and differentiate.
Math	Basic Math Facts	K-5	Weekly	Progress monitoring
	Algebra Essential Skills	2-5	Weekly	Progress monitoring and intervention
	PLC Common Assessments	K-5	On Demand	Backbone of PLC collaboration
	Core K-12	2-5	On Demand	Tailored item analysis
	District Periodic Assessment	K-5	3x/year	Formative benchmark assessment

To gain deeper insight into students' needs and to measure changes in students' skills during the academic year, our teachers will collect and analyze data from multiple formative assessments that are aligned to the State and new Common Core Standards. It is the responsibility of all teachers to utilize the formative assessments to determine next steps during the learning process as the instruction approaches the summative assessment of student learning.

We will provide additional time for teachers to understand and study common assessments, to develop common grading policies based on assessment, and to plan the inclusion of assessment writing skills across the curriculum. For example, our plan to develop students writing skills across the curriculum will be supported through the development of standards-based rubrics in writing that we develop and score collaboratively based on the content standards and common core standards. Similarly, the "Cycle of Inquiry" at the heart of our Professional Learning Communities (PLC) model for teacher collaboration and professional development (see Professional Development section) will analyze student work; developing expectations within each standard with the intent of holding students accountable for skills learned as they move through the curriculum as well as effective strategies to meet these goals.

Assessment Development
While we will continue to utilize the newly aligned periodic assessments from the District, we will refine and strengthen existing use of teacher-developed formative assessments within each grade level PLC to provide more assessment around the standards. *La Salle Elementary* also intends to take advantage of new features of the district's Periodic Assessments, which allow test creation to targeted standards/strands, as well as more strategic use of item analysis. For example, the new Core K-12 system provides opportunities to augment the formative test items by content area or make customized selections.

Teachers will use Running Records and Scholastic Reading Inventory to assess reading comprehension monthly. Based on where students are in the continuum of comprehension,

teachers will address each students needs and use direct instruction accordingly. Instruction is reworked and refined student by student until needs of all students are addressed and Running Records and SRI benchmarks are met.

Teacher developed assessments of specific skills will guide effectiveness of weekly instruction as well as next steps: what, how and to whom the lesson are taught. The teachers would then use results of these formative assessments to re-teach specific skills required as evidenced by the students' results.

Use of Autonomy
La Salle Elementary will ensure ongoing use of data and assessments to guide and modify classroom and school decisions, ensuring a cycle of continuous improvement. Our school will develop English language arts (reading), and mathematics common formative assessments in each grade-level PLC.

Another area of autonomy that we plan to exercise is the development of performance-based assessments, particularly in writing. Teachers will focus their attention on how students' demonstrate and compose their knowledge in writing. With time, we aim to develop holistic and analytic rubrics across the curriculum to objectively set criteria for performance-based writing assessments that will align with expectations of Common Core standards.

c. Data Collection and Monitoring
Assessing is an on-going process; informal and formal assessment work together to create a comprehensive profile of each student. Teachers must know on a day to day basis where their students are in relation to the content standards to have the necessary information to instruct effectively. This is a way for teachers to identify which students can demonstrate proficiency on state content standards and to continuously assess and monitor students as part of their classroom instruction. Therefore, it will be critical for teachers to exercise keen observation, analysis, and documentation skills. Our teachers will document various forms of informal (teacher observations, running records) and formal data that will support planning, instruction and learning. We will also analyze the data and use it for effective planning and differentiated instruction to meet students' needs, instructors' thinking about whole group instruction, small-group instruction, and one-to-one conferencing, using teacher gathered data to plan instruction and re-teach. As growth occurs, the format of teaching evolves (whole group, small group and one-on-one) addressing individual student needs. Fluidity and flexibility will be the key to our success in meeting all student needs.

The systems of assessment that we have committed to developing will provide the basis for data driven teacher classroom practices, as well as providing descriptive feedback to motivate student learning. Moreover, a significant proportion of time set-aside for weekly teacher collaboration by grade-level will focus on developing appropriate targeted interventions in and out of the classroom so that struggling students receive the assistance necessary to be successful and perform at grade-level. As academic challenges are identified, curricular adjustments and professional development will occur.

Moreover, school-wide professional development on data analysis of standards and skills will emphasize using data for effective differentiation and scaffolding. In this way, *La Salle* is committed to building a responsive and anticipatory school culture, driven by holistic assessment (diagnostic, benchmark, summative, etc.) disaggregated by standards/skills and student subgroups. *La Salle* will be authentically data-driven in their use of data to:

- Create a school culture that embraces the effective use of data as a means to improve student performance by systematically organizing and presenting data in a way that identifies gap and trends in student performance and requires purposeful and intentional decisions regarding curriculum and instruction, intervention, and professional development
- Set measurable goals for each grade-level, subject area, subgroups, and individual student
- Inform individual students and parents of learning gaps and measurable progress
- Identify effective instructional practices,

Three key premises will guide data collection and monitoring at *La Salle:*

- There must be a user-friendly set of formative, diagnostic, and progress monitoring assessments that reflect the standards and curriculum.
- Data systems must be both meaningful and actionable in order to track student achievement and to inform key decisions. Staff must have immediate access to the data that are most needed and useful and receive training about data use and data systems as needed.
- School leaders, teachers, students, and parents must discuss assessment results openly and honestly in large-group, small-group, and individual meetings.

La Salle Elementary will identify the student achievement data needed to determine if students are making progress toward the attainment of their priority goals. Assessment data will serve as the foundation for making instructional decisions at the school, grade-level, classroom, and individual levels. To facilitate this we will establish a school-wide Data Team comprised of the Principal, Assistant Principals, Grade-Level Chairs, Title I Coordinator, Literacy Coach, and two parent representatives. Our data teams will be used to develop and monitor improvement. The data team will be responsible for meeting monthly to analyze data from multiple data sources that include District Benchmark, State Assessments, DIBELS, Running Records, and other common formative assessments, to identify and determine research-based instructional strategies that will best address their students and learning objectives. The data team will be responsible for assisting teachers in analyzing the effectiveness of the instructional strategies selected and implemented. Most importantly, the data team will act to "filter" the data in a strategic fashion with an eye toward guiding (PLC) teacher collaboration so that data is used to create a vision and a plan, "Implementing a Cycle of Inquiry" to make decisions about:

- Areas of school-wide, grade-level, classroom and individual improvement.
- Setting goals for selected (targeted) students.
- Selecting research-based strategies to help these students reach achievement goals.
- Monitoring progress of targeted students.
- Determining the differentiated professional development for individual teachers, or groups of teachers.

Each grade-level PLC will meet weekly to analyze results of the curriculum assessments and their collaborative lessons. They will discuss what to do for intervention and what changes need to take place for those not performing to expectations. They will modify their curriculum as needed and adjust their delivery of instruction based on what the data shows regarding which strategies are working in assisting students to master the standards. In addition, professional development will be differentiated based on the results of the data collected, by monitoring each grade-level PLC lessons and assessments, to insure professional development is effectively meeting teachers' instructional needs.

In addition, all teachers will also be trained and expected to use My Data. We intend this data platform to enable individual teachers to get to know each student's data profile and, so personalize the delivery of instruction.   This data will be key to tracking the progress of students referred for academic interventions in our system of tiered intervention.

Data will be the starting point for reflecting on what students have learned, the true measure of what has been taught. All stakeholders will be accountable for and take responsibility for improved student outcomes. Moreover, teachers will be expected to analyze data on their students before coming together for structured collaboration so their combined time is focused on devising collective, strategic responses to student learning needs based on data.

i. Management of Multiple Schools

LAUSD Performance Meter Goals are monitored, with the most recent data provided to all administrators, at monthly Principals' Meetings. During RtI^2 meetings, Title I and ELD meetings, the progress toward the goals for Kindergarten and Grade 1 is also analyzed using the schools' DIBELS data as well as observational data, Periodic Assessment data, and additional school-made progress monitoring data.

The monthly principals' meetings are also used to review and analyze CST, API and AYP data to determine action steps for meeting the Performance Meter and NCLB targets. Information from Benchmark and Progress Monitoring assessments, as well as Core K-12, and Periodic Assessments in Literacy and Mathematics are also used to drive the formulation of action plans. At every meeting, each school receives updated data for all schools for Attendance, Suspension, and Reclassification. All schools have received, or are currently in the process of receiving, Professional Development in the Response to Instruction and Intervention (RtI^2) Problem Solving Model. At RtI^2 Professional Development, as well as through on-going technical assistance provided by the Local District RtI^2 Team, schools are assisted with application of the problem solving process to address targeted school goals identified through data analysis.

Category Two: School Culture, Climate, and Infrastructure

B-4 School Culture and Climate

a. Description of School Culture

The culture and climate of *La Salle* will be that all students can succeed in a positive and academically rigorous learning environment. All stakeholders will ensure that students display behavior that is 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 establish and maintain a positive school culture we will:
- implement a school-wide behavior plan to promote positive behavior that demonstrates our mission of students being "safe, respectful, and responsible"
- provide on-going grade level planning to support academic engaged-time
- provide students with opportunities to work together such as peer tutoring, extended workshop, and access to Core collaborative protocols

Activities to reinforce our behavior and academic support plan are:
- Second Step/Anti-Bullying
- Have a Great Day Club/Community Service/Reflection Room
- Stars Bucks and Shining Star Tickets (Popcorn Parties and Weekly Raffles for Prizes)
- Academic Awards Ceremony (Incentives for High Achievements)
- Attendance Awards Ceremony (Certificates and Medals)
- Spelling, Language Arts, and Math Jeopardy
- Science Fair/Career Day/Read Across America-Dr. Seuss Day
- Math/Literacy Family Night/100th Day of School Celebration
- Academic field trips

i. Management of Multiple Schools

Local District Professional Development structures provide new learning as well as the sharing of best practices among teachers, principals, and leadership teams to support the professional growth of all school team members. In addition to content and pedagogy, the shared learning contributes to the building of school climate and culture focused on student achievement.

During Principals' meetings and additional professional developments, Principals and School Teams are strategically grouped. Schools with similar demographics but disparate API scores work together to share challenges and best practices, allowing the less successful schools to learn about strategies that are working with similar student populations.

Teachers are also provided with the opportunity to network and learn about best practices at similar schools. Teachers who have demonstrated success with academic growth are utilized to facilitate professional developments for conceptual lessons in mathematics, early literacy skills (Words Their Way, Guided Reading, Text Complexity), Differentiated Instruction, and Intervention strategies. Multiple schools collaborate to participate in these professional developments.

Additional Culture and Climate Indicators, including student and teacher attendance, and student suspension rates and disproportionality, are reviewed at monthly principal meetings. Central and Local District personnel often attend to address topics such as RtI[2] support for academics, attitude, and attendance. The unwavering focus on student achievement is modeled and supported as a Local District Culture to be replicated at each school site.

b. Student Support and Success
It is important that all students have access to materials that are differentiated. Classrooms will be structured so that the individual needs of students are addressed such as leveled readers, center activities, and small group instruction. These types of resources We will strengthen academic progress and support our overall mission to promote excellence by working collaboratively to provide programs that promote student, parent, and community participation including: back to school night, open house, literacy and math family night, harvest festival, parent passport, kinder round-up, parent workshops, differentiated intervention, sight-word boot camp, and book fairs. **The high expectations for the success of all students will be reinforced by:**
- Providing differentiation of instruction especially during workshop
- Progress monitoring to meet individual needs
- Planned and targeted professional development
- Weekly grade level planning
- Monthly parent meetings
- Monthly newsletter
- School web-page
- Periodic review of behavioral and academic data to allow for on-going modifications.

c. Social and Emotional Needs
The social and emotional needs of our students are identified and supported through the use of student inventories, parent surveys, school and community-based counseling, Student Success Team (SST), and the Coordination of Services Team (COST). The stakeholders responsible for implementing these approaches are the full time school counselor/behaviorist, wellness coordinator, school psychologist, peer mediation counselor, PSA counselor, principal, SST members, and teachers. This plan provides the type of support that reflects the needs of our school which include students who qualify for categorical funds, high transient population, single-parent households, and foster care services. **The programs, activities and services which will support the social and emotional needs of all students include:**

- School-Wide Positive Behavior Support (SWPBS)-*Be Safe, Be Responsible, Be Respectful*
- Second Step/ Role Playing/School-wide Assemblies
- Olweus Bullying Prevention Program (OBPP)
- Didi Hirsch Mental Health (push-in services)
- Town Hall Meetings (Students, Parents, Teachers)
- Pillars of Character/ Peer mediation
- Wellness Facilitator, Pupil Services and Attendance Counselor (PSA) and Psychologist-in school counseling and crisis intervention
- Reflection/Detention Room (Suspension alternative for recess and lunch recess periods)

d. College and Career Readiness
Providing a solid foundation for students as they progress to secondary on their path to college is our highest priority. Our goal is for all EL students to attain CELDT proficiency of level 4 or 5 by grade three and reclassify by the end of grade five. All instructional planning will reflect the current California State standards and newly adopted Common Core Standards. **The programs that will be implemented to ensure students are college ready are:**
- Career Day
- College Awareness Week activities (wear college attire, alumni student speakers)
- GATE program/School for Enriched Studies
- Science Club
- Mathematics Club
- Academic English Mastery Program (AEMP)
- Partnering with local colleges for fieldtrips

e. School Calendar and Schedule
La Salle Elementary will adhere to the district's proposed calendar and mandatory instructional minutes as specified by the State of California. In addition, the school will provide an annual calendar to keep staff, families, and community members informed of monthly activities and programs. Parents will receive a monthly newsletter with updated information to keep them informed and involved in daily school life. As part of our welcome back packet, parents will be given copies of all instructional schedules and pacing plans to help keep them aware of timelines, class themes, and academic subjects currently being studied.

Research shows that there is a direct correlation between class size and academic progress. Based on this research, our school classes will be structured as follows: Pre-k 15:1, transitional kindergarten 20:1, kindergarten through third grade 20:1, and fourth through fifth grade 25:1. Following the given calendar and instructional minutes provides school-wide structure that is both consistent and effective in maximizing academic engaged time. Evidence of the effectiveness of the proposed schedule will be addressed during professional development and through the use of school-wide surveys. Additional programs such as Ready Set Go, LA's Best, Reading Partners, and parent volunteers will be implemented to ensure that all students are provided the opportunity to meet/or exceed academic goals. In continuing our focus on providing

consistent "good first teaching", our staff will be given thirty to forty-five minutes weekly for collaboration and planning.

f. Policies
The SWPBS program will promote positive behaviors taken from the LAUSD "Guiding Principles for the School Community." All stakeholders will teach and model the principles of:
- **Respect**- I respect laws, rules and school authority.
- **Responsibility**- I choose how I respond to others.
- **Appreciation of Differences**- I respect each person's right to be different.
- **Honesty**- I am honest with myself and others.
- **Safety**- I choose only those things that are really good for me.
- **Life-Long Learning**- I come to school prepared to learn.

During out of classroom transition periods, students will be rewarded by support staff with "Shining Star" tickets for exhibiting any of the six behaviors indicated on the ticket. Students will be given opportunities to learn from their mistakes by writing reflective notes or verbally restating any of the applicable behaviors not used during an infraction. Our vision will be to guide students in understanding why they make certain choices and provide examples of different choices they could make in the future. We want students to perceive self-reflection as a powerful tool that can foster the best learning experiences. Programs such as Second Step will be used to guide students in best choices.

All students are expected to know, understand, and follow the school rules which are to be safe, respectful, and responsible. In a consistent effort to support positive behavior, students will be given school-wide and classroom opportunities to earn rewards as indicated in the charts below.

School-wide Rewards Program		**Suggested Classroom Rewards Program**	
Playground	Students who display appropriate behavior and follow school rules will receive "Caught Being a Shining Star" tickets. These tickets will be entered into the weekly prize raffle.	Class	When the entire class displays positive behavior they will receive marble points. When the marble jar is full, the class will receive a marble treat.
Cafeteria	Students who follow the lunch area rules will receive table points. Table points can be used to gain more play time.	Groups	When a group is engaged and trying their best, they will receive a point. The group with the most points at the end of the week gets stickers.

Classroom	The classroom that has the least amount of referrals for the week will receive a "Stars Buck." Students who are caught being good will also get "Shining stars." When a class earns 25 "Stars Bucks" they are acknowledged during the morning assembly and given a popcorn party.	Individual	Each student will be given a popsicle stick point for every day that they displayed excellent behavior and tried his/her best. The students that have at least four sticks at the end of the week will be allowed to get a prize from the treasure chest.

It is important for students to know that inappropriate behaviors have consequences. All students should feel confident that someone will take the time to listen to what they have to say and provide solutions to help them resolve the problem. Our goal is to ensure that consequences are fair and reflect the action. Furthermore, students must understand why their actions were not a wise choice. Students will be required to complete a brief survey that helps them understand their actions. This reflection period allows the student to express his/her feelings and offer any possible explanations for the action. After the student has had time to complete the form and think about his/her actions, there will be a brief meeting with an administrator or counselor.

Teachers will be trained in appropriate ways to handle different behaviors. The goal is to minimize classroom interruptions while making sure that students are only sent to the office when specific steps have been followed. In an effort to assist the school community with using data to analyze behavior patterns by students, teachers, administrators and support staff will receive professional development on the implementation on the Online Discipline Referral (ODR) process. The retention and graduation policy will be aligned with the current district policies. Additional supports will include:
- Early and ongoing documented communication with parents of at-risk students
- *La Salle* based or outside intervention opportunities
- Collaboration between parents and Student Study Team (SST)
- Tier 3 instruction with resource specialist

B-5 Parent and Community Engagement

a. Background
La Salle Elementary serves a multi-cultural, pre-kindergarten through fifth grade, student population of approximately 560 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. The median income of our residents is approximately 50% that of the state of CA, and 54.9% have a high school education or higher. Based on the 2010-2011 California Basic Educational Data Survey (CBEDS), student body demographics are approximately 69% African-American, 31% Hispanic. Our greatest strength is our passionate and dedicated parents and community members. Partnerships between the students, school, parents and community members will be critical to our mission of creating a positive, safe, nurturing environment where adult behaviors

serve as models for students. Our goal is to promote the 100% uniform daily dress and ensure that all families are able to purchase multiple uniforms for all children in attendance. As a 3-year community partner, Operation School Bell has provided uniforms and school supplies to many of our families in need. However, we strategically plan to include additional partners in this effort.

b. Strategies
In an effort to fortify our mission for all stakeholders to collaborate in maintaining a healthy 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.
6. Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

With the support of our elected parent representatives and our 30 year-community representative, we will continue to sponsor community and family involvement activities to improve student learning and to support effective school performance through family, school, and community partnerships. The following are activities of our family and community engagement:
- CEAC Advisory Committees
- ELAC Advisory Committees
- Monthly Parent Workshops/Conferences
- Back to School Night/Open House
- Parent/Teacher Conferences
- Career Day/ College Week
- Winter/Spring Program/Harvest Festival
- Grade Level Parent Representatives
- Latino Heritage Month/African-American Heritage Month
- Family Literacy Night/Math Family Night
- Mobile Health Clinics
- School Newsletters/School Flyers/School Marquee
- Connect Ed Messages
- Student Letters
- Operation School Bell/Abolish Chronic Truancy Program
- Kiss and Drop-Valet Program

La Salle Elementary will sponsor three committees which share authentic decision making roles for parents. The English Learner Advisory Committee (ELAC) will guide decisions for supporting English Learners through the process of reclassification. The Compensatory Education Advisory Committee (CEAC) will provide oversight for resources allocated for support for students under the Title I guidelines. One Categorical Program Coordinator will serve as the liaison for both committees. Principal and UTLA Chair direct the School Site Counsel (SSC) which facilitates and plans school schedules and budgets.

c. Key Community Partnerships
La Salle Elementary recognizes that positive attitudes lead to positive communication. There has to be mutual agreement that parents and teachers need to communicate. Maintaining effective, frequent communication among communities, families, schools, and students in a language everyone can understand is essential to creating a bond to improve academic achievement.

La Salle Elementary community partners will need constant reminders of how their assistance will help improve student learning. We will advertise these efforts and our school by:
- Publishing a school newsletter
- Creating a web-site where the community, school , and parents can share information
- Sending e-mail messages to parents and other community organizations about get involved.
- Adding information about *La Salle* to Connect-Ed.
- Posting flyers on local community bulletin boards.
- Hosting special events in conjunctions with parent-teacher conferences.

We envision continuing and enhancing these roles and/or relationships over time. The following chart indicates a list of the partners with which *La Salle Elementary* has established relationships.

Type of Partner	List of Potential Partners	Role/Relationship with School
Community Based Organizations	A World Fit For Kids	Community grant to provide team-teachers and professional develop activities for certificated and classified staff in physical education from Physical Education Specialist, 8 hours a week (2 hours during school and 2 hours after school)
	Kaiser Permanente	Community sponsor of "A World Fit For Kids"
	Didi Hirsch-Mental Health Services	Provide mental health services for students and their families on the school site 3 days weekly.
	Reading Partners	AmeriCorps program to serve the community by working with school staff and volunteers to run a school-based, literacy, tutoring center, 8 hours daily (4 hours during school and 4 hours after school)
	Judge James Reese	Retired Superior Court Judge to partner with school and Reading Partners to assist students with moderate to severe learning gaps in literacy
	Safe Schools/Healthy Students Grant	Wellness Facilitator assigned 2 days weekly to provide parent outreach/training; Early Options Education; Business outreach/development Vaccinations, referrals for health care and wellness clinics. Serve as member of COST
	Operation School Bell	Provides resources to needy families to assist with school uniforms, clothing and school supplies
Institutions of Higher Education	LA Southwest College	Field trips/college visits Peer tutoring and reading with students After School Programming (Homework Club, Teen Assistance, etc.)
	Cal State University, LA	Train Kinesiology Interns to team-teach P. E. with teachers through "A World Fit For Kids"
	Washington High School	Community service hours for La Salle alumni and other students.
Religious organizations	St. Michael Catholic Church Bethel African Methodist Episcopal Church Power of Love Community Church	Family literacy campaigns, community volunteers for tutoring/mentoring and community outreach services needy families

Local government	Public library	Field trips/Peer tutoring and reading with students
	Fire Station/LAPD-77th Division	Career awareness, Reading with students, Community outreach meetings
	LA's Best-Afterschool Program (Office of the Mayor)	Afterschool education, enrichment and recreation program
Business and Industry	Exxon/Mobile Gas Station-Mr. Kim Superior Grocery Market	Career exploration and guest speakers Donations and financial support Student incentives/scholarships Reinforcement of science/environment Student mentoring

Parents, teachers and support staff will to work collaboratively to gain and maintain community partnerships. While the Title I Coordinator will outline the structure of the partnership and answer questions, our parent representatives will assist in assigning parent volunteers to serve as liaisons to various events sponsored by partners. Finally, students will create written and/or art based projects as a means of communicating gratitude to parents and partners.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6 Governance and Oversight

a. School Type
In accordance with our mission and vision, the school governance will be founded on a model of distributive leadership. All stakeholders (students, teachers, staff, administrators, parents and community) will share in the responsibility of promoting communication, planning, evaluation and accountability. This model draws on the experience of all stakeholders and establishes and monitors high goals for student learning and achievement. *La Salle Elementary* school philosophy is tied to students and their needs as the driving force for all decisions and actions.

b. School Level Committees
School Site Council (SSC)
The SSC is the decision-making council for programs funded through the Consolidated Application to improve student achievement. The SSC will develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders. The council is comprised of the principal, classroom teachers, other school personnel, parents, and community members. The team will meet at least six times a year to make revisions to the School Plan for Student Achievement and analyze student achievement data to make adjustments in the spending of categorical funds. The team will conduct an annual needs assessment.

Local School Leadership Council (LSLC)
The primary role of the LSLC is to coordinate communication, and to plan and develop initiatives aimed at improving student learning. The Leadership Team will collect and use data to inform and coordinate the operational and instructional decision making at *La Salle*

Elementary. One half of the LSLC will be comprised of the UTLA Chapter Chair and certificated teachers elected by the certificated bargaining unit employees at the site. The other half will be comprised of the school principal, elected parent/community representatives, and an elected non-certificated employee at the school site. The LSLC will have the following functions and responsibilities in the determination of the following matters: staff development, student discipline and code of student conduct, scheduling of school activities and events, use of school equipment and budgetary decision making for the Instructional Materials Accounts. The LSLC meets monthly.

English Learner Advisory Committee (ELAC)
The function of the ELAC is to advise and make recommendations in writing to the principal and SSC on the development of an effective educational program and plan that raises student achievement of English Language Learners. The ELAC will be comprised of parents and legal guardians of English Language Learners, certificated and classified staff, community members, and school support groups. The committee will meet at least six times a year to analyze student achievement data and make recommendations to the SSC. Legally, the committee must advise and make recommendations to assist in the development of: 1) the SPSA as it relates to English Learners, 2) the needs assessment of the school, 3) the language census of the school and 4) efforts to notify parent of the importance of regular school attendance.

Standard English Learner Advisory Committee (SELAC)
The responsibilities of SELAC include advising and assisting the principal and staff in the implementation and evaluation of the Academic English Mastery Program. SELAC will participate in the development of the school plan and bilingual budget. The committee will participate in the planning the school parent-training programs and assist in the development of the school needs assessment. SELAC members will participate in training sessions, workshops, and also visit classrooms to observe new curriculum and strategies in action.

Compensatory Education Advisory Committee (CEAC)
The function of the CEAC is to advise and make recommendations in writing to the principal and SSC on the development of an effective educational program and plan that raises student achievement of the disadvantaged students. The CEAC will be comprised of parents and legal guardians of identified Title 1 students, certificated and classified staff, community members, and school support groups. The committee will meet at least six times a year to analyze student achievement data and make recommendations to the SSC.

Grade-level Chairpersons
Meeting with grade-level chairpersons directly influences topics that are discussed as well as decisions that are made by SSC. Grade-level chairperson will also facilitate discussions about data analysis and planning meeting on a weekly basis to ensure high quality teaching and improved student performance. Administrator, grade-level chairpersons, teachers and instructional staff will conduct regular, focused classroom observations to provide constructive

feedback to teacher. Teachers will participate in peer coaching, lesson study and sharing of best practices among colleagues.
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B-7 School Leadership

a. Principal Selection
The principal of the *La Salle Elementary* will be a dynamic school leader, actively leading the effective implementation of the school plan while respectfully honoring all stakeholders in a collaborative and supportive school culture. The distributed leadership model will mobilize the expertise and talent of the staff and community to deliver the richest educational experience to all students.

With the traditional governing structure in place, shared decision-making requires an educational leader who is receptive to all viewpoints, able to assess each situation and act in a consistent manner in keeping with the mission and vision of the school.

This leader will be knowledgeable of the curriculum, effective teaching strategies, assessment, and operations, and work to support the highest quality teaching and learning in every classroom. School leadership will ensure that *La Salle Elementary* will be a safe, nurturing, and collaborative educational environment with high expectations that fosters independent student learning, values effort, and champions social justice.

The school principal will exhibit and execute the following characteristics and functions:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, support systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws and board policies.
3. Collaboratively establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervise the instructional programs of the school, monitoring lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning as expressed in the Public School Choice plan.
5. Facilitate collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the Single Plan for Student Achievement, and measures the outcomes of these goals.
6. Prepare school budgets and is responsible for the monitoring of expenditures of all school funds in compliance with federal, state, and district guidelines.

7. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
8. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents, and school personnel. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
9. Notify immediately appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions.
10. Keep the staff informed and seek ideas for the improvement of the school. Schedule and conduct meetings, as necessary.
11. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities.
12. Assume responsibility for the health, safety, and welfare of students, employees, and visitors.
13. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
14. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
15. Maintain visibility with students, teachers, and parents.
16. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the students in the school.
17. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
18. Use excellent written and oral English skills when communicating with students, parents, and teachers.
19. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, and socio-emotional needs.

Our selection of the school leader/principal will include a hiring committee comprised of teachers, support staff, and parents. A portfolio and reference material form previous educational employment will be required. During the interview process, a school dilemma scenario will be asked to determine the problem solving process of the candidate. To guarantee a reflective school leader, yearly evaluation of the principal will be completed by the staff.

b. Leadership Team
La Salle Elementary will use its leadership team for making decisions impacting curriculum, instruction and assessment. This leadership team will be comprised of the principal, assistant principal, Categorical Coordinator, Title III Coach and Grade Level Chairpersons. The team will meet on a bi-monthly basis to review both formative and summative indicators of achievement,

and then plan and coordinate the dissemination of data to PLC's organized by academic team support and monitor school improvement.

The role and responsibility of the leadership team is to enable the transformation of data into information that can be used to guide and modify school planning and instructional decision making. The leadership team will be responsible for reviewing all key indicators of school performance and student achievement. Data should be understood broadly to include traditional summative measures, formative student assessments, school performance accountability indicators, as well as data from self-developed performance based assessments, classroom observations/Instructional Rounds, structured analysis of student work, or surveys of students, staff and parents. Data will be used by this leadership team to measure school progress towards the benchmarks in the Performance Management section of this plan, as well as flexibility in meeting the changing needs of the school community for actionable data to inform school-wide and PLC decisions. The leadership team reports key findings and recommendations for action to LSLC and the SSC.

B-8 Staff Recruitment and Evaluation

a. Staffing Model

<u>Proposed Staffing Plan</u>

Academic (Certificated)	Non-Academic (Classified)
Principal	School Administrative Assistant
AP-EIS (Part-Time)	Office Technicians (2)
K-3rd Teachers (20 to 1)	Plant Manager
4th-5th Teachers (25 to 1)	Building & Grounds Workers (2)
Transitional K Teacher (15 to 1)	Cafeteria Manager
Pre-K Teacher (15 to 1)	Cafeteria Workers (2)
Title I Coordinator	Campus Supervision (35 to 1)
Title III Instructional Coach	Special Education Assistants (7 to 1)
Physical Education Teacher	Resource Aide
Intervention Coordinator (2)	K-1 Teacher Assistants
Counselor	Parent/Community Representative
School Psychologist	Library Aide
Nurse	Bilingual Teacher Assistants
Pupil Services and Attendance Counselor (PSA) Part-time	Special Education Teachers (12 to 1)
Resource Specialist Teacher	
Arts Prototype /Chorus Teacher (2)	

Research shows that increased attendance and social-emotional support have a positive effect on academic growth and achievement. Smaller teacher to student ratio give way to more individualized attention and increased opportunity for effective differentiated instruction. Additionally, out of classroom support offers the option for a range of various academic experiences.

Our staffing plan is aligned to its instructional and implementation plan through its focus on a rigorous academic program for students, Pre-K-5. Our preschool program offers children access to school readiness programs. Enhanced transitional kindergarten classes assist students who are either too young or not ready for our progressive kindergarten program. Our goal is ensure academic success by creating and sustaining our K-1 program. All K-1 teachers will be supported with assistants who will work with students to promote a strong academic foundation. Our Title III coach will increase the reclassification rate by collaborating with teachers and teaching ELs (English Learners) in small groups. Many of our students are speakers of (AAVE) African American Vernacular English. Using MELD (Mainstream English Language Development) strategies gained through the support of the (AEMP) Academic English Mastery Program) will enable our educators to teach our children to switch back and forth between AAVE and the rules of Standard English. This will increase academic performance in reading

and writing and reduce retention rates. Access and collaboration between staff will increase proficiency rates on the CST and ensure our 5th grade students have mastered skills before entering middle school.

Pursuant to LAUSD Special Education Policies and Procedures Manual, our goal for students receiving special services will be "to the maximum degree appropriate children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." We will follow established District guidelines determining the needs of all students, with the goal of providing equal access strategies for all students to achieve grade-level content standards.

b. Recruitment and Selection of Teachers
La Salle Elementary teachers must have a clear credential, ELD certification and special education certification if needed. 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.

La Salle Elementary teachers will complete the following requirements during the selection process; 1) portfolios that reflect professional growth and achievement, 2) current references and letters of recommendation, and 3) panel interview that includes all stakeholders. In addition, all prospective candidates will be given the opportunity to present a mock lesson to the selection team. These steps of the selection process were designed to give candidates clear expectations of the position and provide the selection committee consistent criteria for recognizing professional excellence.

To address the needs of identified gifted/talented learners and students scoring at the advanced level on the CST, *La Salle* will initiate the *Center for Enriched Studies* for grades 2-5. Teachers and administrators must participate in ongoing professional development. Teachers will need to complete a total of 16 hours of professional development per school year to include certification programs, workshop and field work experiences. (Salary-point credit may be available for designated workshop hours and for local district approved field work activities conducted during non-school hours). Administrators will need to complete eight hours of workshop training sessions over an initial two-year period.

c. Performance Reviews
Evaluation of staff performance is an important part of overall school achievement. The school will use data such as informal observations, formal observations, and peer learning walks to

review staff development. Evaluation of staff performance is an important part of overall school achievement. The primary purposes of performance reviews are to:

- Improve the quality of instruction by assuring accountability for classroom instruction.
- Contribute to the successful achievement of the goals and objectives of the school.
- Provide a basis for instructional improvement through productive teacher appraisal and professional growth.
- Share responsibility for evaluation between teacher and administrator in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance.

Teacher performance reviews will indicate clearly defined responsibilities for teachers. A comprehensive evaluation system will provide sufficient feedback for teachers. Our expectations for teacher performance are defined using a three-tiered approach of: **1) Domains, 2) Responsibilities and 3) Performance Indicators.**

Domains are categories for the responsibilities. They describe the major aspects of the work of teachers. The four teacher domains are instruction, assessment, learning environment, and professionalism.

- Instruction -This domain encompasses both organizing and delivery of instruction. The major responsibilities include planning and implementing a variety of activities consistent with the state's standards, and selecting instructional methods compatible with student abilities and learning styles.
- Assessment -This domain involves the systematic gathering, reporting, and application of a variety of data in an unbiased and consistent manner to measure and improve student performance.
- Learning Environment -This domain includes the effective use of resources, routines, and procedures that support a positive classroom environment and promote student learning.
- Professionalism -This final domain defines the responsibilities for demonstrating a commitment to professional ethics and growth and for complying with district policies and procedures.

Responsibilities are the duties performed by a teacher:

- The teacher demonstrates current and accurate knowledge of subject matter covered in the curriculum.
- The teacher plans instruction to achieve desired student learning objectives that reflect current state curriculum standards.
- The teacher uses materials and resources that are compatible with students' needs and abilities and which support the approved curriculum.
- The teacher links present content with past and future learning experiences, other subject areas, and real world experiences/applications.
- The teacher uses instructional strategies that promote student learning.
- The teacher recognizes individual learning differences and differentiates instruction to meet student needs.
- The teacher provides a variety of ongoing and culminating assessments to measure student performance.

- The teacher provides ongoing and timely feedback to encourage student progress.
- The teacher uses student performance data in instructional planning and decision making.
- The teacher adheres to appropriate scoring and grading procedures and policies.
- The teacher maximizes the use of instructional time to increase student learning.
- The teacher manages/maintains behavior that promotes learning.
- The teacher organizes the classroom to ensure an environment that is safe and conducive to learning.
- The teacher demonstrates professional, moral, and ethical behavior and exhibits personal integrity in all interactions.
- The teacher participates in an ongoing process of professional development.
- The teacher provides service to the classroom, the school, and the community.
- The teacher works collaboratively with co-workers, families, and community agencies to support student success.

Performance Indicators are used in the evaluation system to do just what the term implies—indicate, in observable behaviors, performance of the major job responsibilities. Examples of performance indicators for a teacher are listed below.
- The teacher demonstrates substantial knowledge of the subjects/grades taught.
- The teacher bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning.
- The teacher demonstrates skills relevant to the subject area.
- The teacher utilizes a variety of resources in the subject area.
- The teacher demonstrates an ability to make topics and activities meaningful and relevant to each student.
- The teacher exhibits/demonstrates an understanding of technology skills appropriate for grade level/subject matter.

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the teacher's work. Observations are an important source of performance information. To reflect the "real world" challenges in schools, both formal and informal observations by the evaluator are used to assess teacher performance. Classroom observations also may include review of teacher products or artifacts.

Formal classroom observations are documented on the *Teacher Observation Review Form*. Administrators will monitor the degree with which a teacher demonstrates evidence of meeting each responsibility at various points in the evaluation cycle including during post-observation conferences. Some responsibilities are better documented through classroom observation (e.g., teaching style or classroom management); other responsibilities may require additional documentation techniques (e.g., planning may necessitate review of the teacher's lesson plans and assessment may necessitate review of the teacher's evaluation instruments).

Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct informal observations

by visiting classrooms, observing instruction, and observing work in non-classroom settings at various times. Teachers have a definite impact on student learning and academic performance. Depending on grade level, content area, and ability level of students, appropriate measures of student performance should be identified to provide information on the learning gains of students. Student performance measures may include standardized test results as well as other pertinent data. Teachers set annual goals for improving student achievement based on appropriate student performance measures. The goals and their fulfillment are an important data source for teacher evaluation.

C. INTERNAL MANAGEMENT

C-1   Waivers

This Public School Choice plan requires that all members of the school community commit to faithfully implementing it. Because so much emphasis is placed on sharing the management of the school, planning for instruction, intervention and working in collaborative groups, it is imperative that teachers commit to full participation at all levels in order to achieve the best result for our students. In order to provide training for our instructional initiatives, we will use the following autonomies provided under Local Initiative School Authority including:

- an expansion of the onsite obligation, staff selection process and modification of faculty meetings to increase time for professional development (LIS #7)

- an establishing of a Center for Enriched studies for meet the needs of advanced learners in grades K-5 (LIS #6)

- a locally determined curriculum enhancing and supplementing District standards (LIS #3)

- local instructional schedules and strategies designed to accommodate additional prep time for teachers (LIS #5)

- local interim benchmark assessments, tests and pacing plans aligned with District requirements (LIS #4)

C-2   Budget Development

We plan to establish an academic environment that will educate, challenge, and inspire students to achieve at high levels of academic proficiency and excellence in relation to state and national standards. School will use the appropriate data to assess the effectiveness of expenditures and guide future decisions in a cycle of continuous improvement in student achievement.

La Salle will receive funding via Los Angeles Unified School District's transparent budgeting process (using COST Center controls which are based on per pupil funding and student ADA.) Additionally, La Salle will receive categorical funding state and federal sources. The School Site Council (SSC) is ultimately responsible for creating and approving the annual school budgets for categorical and grant funded programs with recommendations from the CEAC and ELAC parent advisory councils.

An active grant writing team will seek out and apply for grants in a wide variety of venues including teacher grants from Target, the Providence Little Company of Mary COPA Grant (school wide, nutrition, fitness and social services), United Way Literacy Grants, and Toyota USA Foundation (for support of math and science),

Some benefits of the transparent budgeting per pupil funding for La Salle Elementary School will be the following: 1) A transparent budget that clearly shows the funds the school receives

and the school site spending decisions that are made by stakeholders. 2) A flexible budget that allows the school to make decisions about budgets that traditionally are made centrally.

Priorities for Funding

Start Up, Year 1 The priorities for Year 1 funding are to establish the class size norms for the school based on the need to reduce class sizes from the District norms. In addition it is a priority to staff the school with an administrator, categorical program coordinator and supervision staff. An additional priority will be in the area of professional development for Balanced Literacy including Writing (Units of Study), Leveled Reading and Reading Partners.

We will add support services for students and families as we acquire more resources. The supports we most value are the psychiatric social worker, mental health counseling, nursing services, and extending the arts.

D. OPERATIONAL MANAGEMENT

D-1 Portfolio Development

c. Portfolio Evaluation.
The Performance Meter Goals, effective progress monitoring, differentiating instruction, and alignment of Kindergarten instruction with the Common Core Standards have been identified through the data as key focus areas in Local District 8. These areas are addressed district-wide through on-going professional development of administrators and teachers. Implementation and results are assessed through analysis of the progress monitoring data at the regularly scheduled meetings, as well as the daily observations at school sites.