



Public School Choice School Plan Guide for 153rd Street Elementary School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p>Section 1: Vision of the Student</p> <ul style="list-style-type: none"> • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school? 	<ul style="list-style-type: none"> • Mastered grade level skills • Positive character traits • Ability to communicate clearly and effectively • Obtain problem solving skills 	<ul style="list-style-type: none"> • Students will become college bound and career ready 	
<p>Section 2: Vision of the School</p> <ul style="list-style-type: none"> • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond? 	<ul style="list-style-type: none"> • All students, staff and visitors will feel welcomed, accepted, valued, and appreciated whenever they are on campus. • Fully implement the Common Core State Standards (CCSS) • Provide effective lessons w/ clear objectives • Provide differentiated instruction • Use data to drive instruction • Communicate regularly with parent 	<ul style="list-style-type: none"> • To improve home school relationships and build morale • To eliminate the achievement gap 	<ul style="list-style-type: none"> • <u>Common Core State Standards</u>- Articulate rigorous grade-level expectations in the area of English Language Arts and Mathematics. These standards identify the knowledge and skills needed to be successful in college and careers. • <u>Differentiated Instruction</u>- teach to the students needs whether they are performing advanced to far below basic.



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<p>Section 3: Where is the School Now? Student Performance</p> <ul style="list-style-type: none"> • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student’s school performance? • How will you address the needs of each subgroup of students? 	<p>2011-2012 California Standardized Test</p> <ul style="list-style-type: none"> • 8 point API Growth • Met 12/21 AYP Criteria <p>ELA</p> <ul style="list-style-type: none"> • 3% growth in pro/adv • 9% decrease in BB/FBB <p>Math</p> <ul style="list-style-type: none"> • 5% decrease in pro/adv • 2% increase in BB/FBB <p>Science</p> <ul style="list-style-type: none"> • 14% decrease in pro/adv <table border="1" data-bbox="1059 667 1553 849"> <thead> <tr> <th><u>Grade Level</u></th> <th><u>ELA</u></th> <th><u>Math</u></th> <th><u>Science</u></th> </tr> </thead> <tbody> <tr> <td>Second</td> <td>42%</td> <td>31%</td> <td>N/A</td> </tr> <tr> <td>Third</td> <td>39%</td> <td>55%</td> <td>N/A</td> </tr> <tr> <td>Fourth</td> <td>46%</td> <td>46%</td> <td>N/A</td> </tr> <tr> <td>Fifth</td> <td>48%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 1% increase in BB/FBB • Attendance has improved for students and staff; however we have not met LAUSD goals • Suspensions decreased; African American students are being suspended twice as many times as the SWD. While there was no data on Latino student suspensions <p>Information Used</p> <ul style="list-style-type: none"> • CST results • School Report Card • Observations <p>Address Needs of Subgroups</p> <ul style="list-style-type: none"> • Providing differentiated instruction where all students will receive extra support in either their classroom or the Learning Lab. • ELL will receive additional instruction from the Title 3 Coach to help reclassify • New English Learner Master Plan 	<u>Grade Level</u>	<u>ELA</u>	<u>Math</u>	<u>Science</u>	Second	42%	31%	N/A	Third	39%	55%	N/A	Fourth	46%	46%	N/A	Fifth	48%	25%	25%	<p>Reasons for Results</p> <ul style="list-style-type: none"> • We have not differentiated instruction to meet the needs of all students • We are not providing rigorous standard-based instruction • We are not teaching the way students learn 	<p>ELA- English Language Arts Pro-Proficient Adv-Advance BB-Below Basic FBB-Far Below Basic SWD-Student with Disabilities ELL-English Language Learners Learning Lab</p>
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<p>Section 4: School Plan Priorities To Turnaround Student Performance</p> <ul style="list-style-type: none"> • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school? 	<p>Priorities Required to Achieve the Growth</p> <ul style="list-style-type: none"> • Improve Classroom Instruction • Improve Parental Involvement • Improve Student and Staff Attendance <p>Academic Strategies</p> <ul style="list-style-type: none"> • Instructional Rounds • Grade Level Collaboration and Planning • IWT where students receive differentiated instruction in the classroom or the Learning Lab. • SDAIE Strategies • Highly Effective Teacher and Staff Professional Development <p>Supports Needed for Faculty /Staff</p> <ul style="list-style-type: none"> • Professional Development • Grade Level planning time • Visitations to high achieving schools 	<ul style="list-style-type: none"> • Teachers and staff must have regular attendance for students to receive standards-based, rigorous lessons. • Students need to be present to receive a quality instruction. • It takes a partnership between the student, teacher, parent and the community for our students to be successful. • Teachers need access to best practices to implement in the classroom 	<p><u>IWT</u>-Independent Work Time <u>Differentiated Instruction</u>-teach to the student's needs whether they are performing advanced to far below basic. <u>SDAIE</u>-Specially Designed Academic Instruction in English. SDAIE is designed to make instruction comprehensible and grade level academic content accessible for English learners.</p>