



Local District 8

Manhattan Place Elementary School

A. SUMMARY ANALYSIS

A-1 Mission, Vision, and Core Beliefs

School Mission:

Manhattan Place Elementary School comprises a team of teachers, staff members, parents, administrators, and community members. Through the implementation of a well-developed, cohesive instructional program, all students will meet or exceed grade level standards; achieve social, emotional, and academic excellence; and build character, pride, and a sense of ownership. The team is dedicated to setting positive examples, and providing a safe nurturing environment so all students can fully ready themselves to be critical thinkers, life long learners, and effective participators in a diverse global society.

School Vision: Upon matriculation from Manhattan Place, all students will be able to:

- 1) *Problem-Solve*: work in inquiry-based groups; collaboratively answer meaningful questions; and respond to challenging situations and scenarios.
- 2) *Think and Write Critically*: channel innate curiosities into deeper level investigations and explanations.
- 3) *Communicate Clearly*: respectfully cite academic evidence in order to persuade and defend their reasonings, assertions, and ideas.
- 4) *Persevere*: become resilient, independent thinkers who own their learning and take responsibility for their success.
- 5) *Attain Higher Levels of Thinking*: analyze, evaluate, synthesize, and create.
- 6) *Reflect On Their Own Learning*: understand alternative ideas, and know when and how to revise and refine beliefs and knowledge based upon new evidence.
- 7) *Demonstrate a Community Perspective*: understand and articulate the interconnected historical, social, cultural, economic, and political factors that have shaped local, national, and global communities.
- 8) *Exercise Cultural Sensitivity*: exemplify a concern for social justice by accepting or tolerating diversity.
- 9) *Embark on a Pathway Toward College Eligibility*: begin to formulate a career trajectory by developing proficiency in core academic areas.

As professional educators, the staff of Manhattan Place Elementary believe:

- A high quality educational experience is the foundation of our commitment to social justice.
- An excellent education is a civil right.
- Students should actively be involved in the meta-cognitive aspects of the learning process.

As professional educators, the staff of Manhattan Place will:

- Foster a love of learning, character development, and a sense of responsibility to the greater communities of which each student is a member.
- Meet the needs of all learners through differentiated learning activities with uncompromised academic expectations.
- Model and reinforce how effort creates ability and intelligence.



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- Organize and collaborate weekly concerning student learning.
- Monitor student progress and achievement at regular intervals, so data may inform and motivate.
- Partner with parents and the community to provide the best support for all students.

Core School Beliefs:

Manhattan Place Elementary will provide a rigorous, standards-based instructional program that engages all students around a solid academic core curriculum, while ensuring diverse student learning needs—particularly those of a population comprised of nearly seventy percent Standard English Learners—are met with differentiated and research-based pedagogy.

All students will receive a strong academic foundation organized to promote the importance of active student involvement and accountability for their own learning. Every Manhattan Place student will matriculate from 5th grade prepared for middle school success, and ready to negotiate pathways to high school, college eligibility, and career readiness.

From the earliest grade levels, language arts will focus on readability (i.e., leveled reading rife with literal and inferential comprehension). All students will write on a daily basis across differing subject areas, utilizing the structured support of the writing process, and the framed support of the Writing Workshop's Units of Study (WWUS).

Mathematically, our unrelenting focus will be to build a strong number sense foundation so students are able to authentically understand the language of mathematics, and perform a spectrum of mathematical operations. Algebraic thinking will be infused from kindergarten onward so students may accurately display and portray quantitative relationships. Students will not only execute mathematical procedures, but also understand how and why certain procedures are utilized.

Staff will hold themselves and each other to a high level of involvement and responsibility for student success. A rigorous interview process and Commitment to the plan as agreed upon by LAUSD and UTLA will be implemented to ensure all team members are equally dedicated. The most important relationship will be that of student and classroom teacher. All resources, professional development, and activities will be marshaled and oriented to support this relationship in order to ensure positive, personalized success for each student.

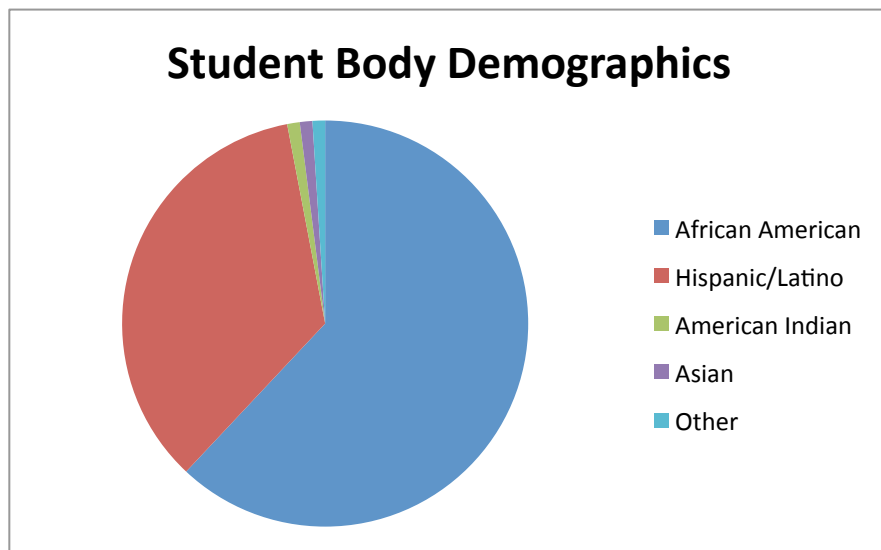


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A-2 School Data Analysis

Student Body Demographics: 2010-2011



Manhattan Place 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 62% African-American, 35% Hispanic and 3% other. *Manhattan Place Elementary* 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), 100% economically disadvantaged and 2% state identified gifted and talented.

CST Trends in ELA and Math: Percentage Proficient and Advanced

Manhattan Place 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	27.9%	27.5%	-0.4	16.2%	22.0%	5.8
Grade 3	10.0%	20.7%	10.7	31.4%	35.6%	4.2
Grade 4	27.7%	27.0%	-0.7	36.9%	37.0%	0.1
Grade 5	32.1%	28.6%	-3.5	39.3%	45.6%	6.3



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

Manhattan Place CST DATA	CST ELA% FBB/BB 2010	CST ELA% FBB/BB 2011	CST Change FBB/BB 2011	CST Math % FBB/BB 2010	CST Math% FBB/BB 2011	CST Math Change FBB/BB 2011
Grade 2	50.0%	41.2%	-8.8	55.9%	54.0%	-1.9
Grade 3	50.0%	53.4%	3.4	45.7%	37.3%	-8.4
Grade 4	44.7%	41.9%	-2.8	30.7%	43.8%	13.1
Grade 5	30.9%	46.4%	15.5	36.9%	35.1%	-1.8

CST Trends in ELA and Math: %Prof/Adv 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	25.9%	24.7%	25.9%	1.2	47.5%	31.4%	35.6%	4.2
African-American	26.0%	26.0%	28.7%	2.7	46.3%	32.8%	30.9%	-1.9
Latino	27.7%	23.5%	19.7%	-3.8	53.5%	30.0%	45.7%	15.7
English Learners	14.3%	3.0%	6.5%	3.5	41.7%	18.8%	36.7%	17.9
Students W/D	15.8%	7.7%	20.0%	12.3	37.5%	23.1%	27.3%	4.2
Socio-Econ Disadv.	25.9	24.7%	25.9%	1.2	47.5%	31.4%	35.6%	4.2

2010-2011 CST results in ELA for *Manhattan Place* students indicate 25.9% of all students tested scored in the proficient and advanced range. Mathematics results indicate 35.6% 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 1.9%, the percentage of students scoring in the FBB/BB range in ELA decreased by 8.8%. The 2010-2011 Academic Performance Index (API) of 650 indicates a school-wide increase of 2 point for *Manhattan Place Elementary* after sustaining a 25-point loss for the 2009-2010 API. Although *Manhattan Place Elementary* experienced a student transience rate of 40.4 % in 2010-2011, a 4.6% reclassification rate occurred for all English Learners and the overall student attendance rate decreased by 0.6%. These areas of weaknesses and strengths indicate an opportunity for establishing a foundation of growth for in all areas.

3. Applicant Team Analysis Our applicant team of teachers, parents, administrators and community members bring 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 Principal Leader, who is recognized as a proven transformational leader, we have forged a dynamic partnership with *Park Western Place Elementary School*. Her relentless pursuit of success for all students has led to an innovative partnership with *Manhattan Place Elementary* and *Park Western* that has shaped our focus and served as an unwavering guide and formula for success .The principal has a great understanding of instruction as a former NBC teacher, Instructional Coach-Literacy and Mathematics. He received his first administrative assignment at *Holmes Avenue as a Required*



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Learning Academy Administrator and Assistant Principal, Elementary Instructional Specialist from 2005–2009. He was also an Assistant Principal, Elementary Instructional Specialist in LD 8 for the 2010–2011 school year.

Through his collaborative leadership with the administrative and instructional team, *Holmes grew over 140 API points over five years. He collaborated with all stakeholders to restructure the school plan to positively impact instruction, professional development, and intervention and parent involvement. Located in the Pueblo Del Rio Projects in Los Angeles, Holmes has similar socio-economic status to Manhattan Place Elementary. He brings to Manhattan Place his ability to positively impact school reform.*

At *Manhattan Place* 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 Intervention Coordinator, who has an outstanding background as former primary teacher and 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 is also very knowledgeable and shares her expertise in DIBELS and Words Their Way. Our Assistant Principal is an experienced and highly capable instructional leader. She has served as an Assistant Principal, Educational Instructional Support for ten years. Her expertise in compliance, special education law and due process are exemplary and a key component in managing our special education department. Our Resource Specialist Teacher brings an in-depth knowledge coordinating programs to assist the academic achievement of underperforming students of all subgroups. She has several credentials and has worked with both Deaf and Hard of Hearing students as well as students with learning disabilities.

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 National Board Certified Teachers (NBCT) process. While one is a recipient, the other is a candidate for NBCT. 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 and members of school leadership councils. Our parent/community representative has dedicated many years to serving our school. She has been instrumental in serving on district level committees responsible for designing parent involvement agreements. She greets every parent and student at the gate with a smile and a hug. She is loved by the whole community for her caring character.

The school team has a strong focus on providing intervention for all grade levels. 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 Wellness 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 Intervention/Instruction Model and providing timely referrals for outside services and resources for our families. A new team of instructional leaders with specialized experience in intervention, 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 where we worked together with community leaders who provided support and



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encouragement for the success of our plan. We are confident that we are building an instructional team to lead the needs of our “Soaring Jets.”



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B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1 Curriculum and Instruction

a. Instructional Program

Manhattan Place Elementary School will create a motivating environment that requires all students to meet defined grade level goals throughout the year in order to accomplish proficient grade level outcomes. We will relentlessly pursue this because we know all students, regardless of ethnicity, primary language, socio-economic status, or gender, are capable of attaining proficiency in their learning. Teachers, parents, the principal, support staff, and most significantly—the students, will all embrace this goal. 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 opportunity.

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, at all grade levels. A relentless cycle of assessment, differentiation, and re-teaching will ensure our goals of proficiency. Success will be an expectation of all participants. Differentiation will ensure the needs of all student populations (EO, ELL, SEL, Special Education and Gifted) will be addressed. Results-based teaching will ensure real learning.

To achieve our goals, teachers will provide students with strategies necessary to master reading, writing, and math standards within a culture that promotes student meta-cognition of their learning process. Students will be taught to be full participants in their achievements—building the desire for more. We believe everyone desires to be, and can be, successful.

Neighboring Schools

School Name	2010 – 2011 API
Manhattan Place Elementary	650
West Athens Elementary	705
Woodcrest Elementary	600
Raymond Avenue Elementary	688
95 th Street Elementary	718
La Salle Elementary	623
Park Western Elementary*	952

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

Ed-Source research shows 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.



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The research indicated schools with higher API scores were high performing because of the following activities:

- The implementation of a coherent standards-based instructional program
- The use of assessment data to improve teaching and learning
- The prioritization of student achievement goals
- The ensuring of available instructional resources
- The encouragement of teacher collaboration
- The enforcement of high expectations for student behavior
- Professional development

The research also led us to Park Western Elementary, a former Los Angeles Unified program improvement school with a similar population (one-hundred percent free and reduced lunch). By implementing these aforementioned signature practices Park Western closed the achievement gap and became a *Title I Academic Achievement Award* and *California Distinguished School* winner. Their main goals were to increase engagement, deepen teacher understanding, and develop independent high-level readers. The staff at this model school worked hard towards instilling a love for reading and a feeling of success for their students. Assessments, student observations, and conversations guided their instruction. Students and teachers were held to high standards, and expected improvement to be constant. In 2009 a small percentage of the student population scored far below basic or basic on ELA CST. The achievement gap at Park Western Elementary was closed significantly.

The following best practices will therefore guide the instructional program at Manhattan Place Elementary School:

We will set goals for improved student outcomes on standards based tests.

- All curricula will be aligned to the California State Standards, and once adopted, to the Common Core 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 and as established by Common Core Standards.
- Meeting and exceeding state and federal accountability targets will be a priority.
- 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 K-12 Core Standards.
- Instruction will foster grade-level reading with engagement and skill. Students will write in the three common core areas: narrative, argumentative, 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.



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- Instruction will be guided by student strengths and weaknesses, thereby meeting learning needs and measuring instructional program effectiveness.

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 and “break down” standards to identify prerequisite skills and ways to address them.
- Teachers will regularly collaborate on common benchmarks and formative assessments, 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 and 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.

Manhattan Place Elementary is committed to providing a high quality, rigorous instructional program for all students. We believe such a program must be based on instruction that is informed by research-based pedagogical techniques that guarantee all students have access to a guaranteed and viable curriculum (best practices). We will deliver consistent, school-wide approaches to teaching and learning. Approaches designed to build and reinforce students’ visualizing, problem solving, reasoning, persuading, and predicting skills.

Manhattan Place Elementary will be comprised of grade level and whole school teams (K-1, 2-3, 4-5). This approach will meet whole school objectives by ensuring:

- Subject area direction, focus, and mission is consistent
- Each student moves through grade levels seamlessly and with accountability
- 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 decision
- We will have 80% of our kindergartners proficient and advance by the end of the school year using a standard that is measured and recognized nationwide (student assessment data gathered from benchmark assessments, *Dynamic Indicators for Beginning English Learners (DIBELS Next)*, *Words Their Way Spelling Inventory*, *Running Records*, the district’s quarterly periodic assessments, and student work samples)
- Classroom instruction data will be gathered using *TeachScape’s Classroom Walk-Through* and information provided by the *Academic English Mastery Program (AEMP)*.



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Note: *TeachScape* allows instructional leaders access to easy-to-use data collection, analysis, and reporting tools, coupled with a classroom walk-through process that provides a framework for reflective discussions, data analysis, action planning, and progress monitoring. Classroom walk-throughs are based on Marzano's effective teaching strategies, Blooms Taxonomy, student engagement, *Culturally Relevant Response Instruction* teaching methods, and various other targeted resources. Classroom student assessment data will be analyzed and further enhanced by classroom observation data collected by grade-level peers, coaches, and administrators, and then used to guide discussion, planning, and monitoring of best practice teaching. This information will be critical in informing changes to the instructional practice.

Manhattan Place Elementary has decided to implement a data analysis system to address the needs of our non-proficient students. This will allow us to plan targeted, effective instruction and interventions. Teachers will be further trained how to assess and interpret data, and then use the results to improve student performance. We will use data for instructional purposes, to identify low-performing students, to create specific instructional strategies that meet needs, and to provide targeted interventions. Assessment data will drive our planning and teaching. Classroom lessons, purchasing of materials, staff developments, and assessment tools will use state standards as a guide. Teachers will use materials, plan projects and homework, and assess student performance using criteria based on said standards. Formal and informal assessments will guide individual, small, and whole group instruction.

CST Trends in English Language Arts

Subgroups	2009-10 Students Tested	2010 - 2011 Students Tested	2009 – 10 % Prof/Adv	2010-11 % Prof/Adv	1 Year Change
<i>All Students</i>	287	239	24.7%	25.9%	1.2
<i>African American</i>	200	164	26%	28.7%	2.7
<i>Hispanic/Latino</i>	81	71	23.5%	19.7%	-3.8
<i>English Learner</i>	33	30	3%	6.5%	3.5
<i>SWD</i>	13	10	7.7%	20%	12.3
<i>Socio-Eco Disadvantaged</i>	287	11	24.7%	25.9%	1.2



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CST Trends in Math

Subgroups	2009-10 Students Tested	2010 - 2011 Students Tested	2009 – 10 % Prof/Adv	2010-11 % Prof/Adv	1 Year Change
<i>All Students</i>	287	239	31.4%	35.6%	4.2
<i>African American</i>	201	165	32.8%	30.9%	-1.9
<i>Hispanic/Latino</i>	80	70	30%	45.7%	15.7
<i>English Learner</i>	32	30	18.8%	36.7%	17.9
<i>SWD</i>	13	11	23.1%	27.3%	4.2
<i>Socio-Eco Disadvantaged</i>	287	239	31.4%	35.6%	4.2

Based on an analysis of achievement, our student body is comprised of 15 % English Learners (EL's), 100 % Economically Disadvantaged (ED's), and 14 % Students with Disabilities (SWD's). The data indicates 38% of Manhattan Place Elementary students have moderate to severe learning gaps and will need additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. To such ends, Manhattan Place Elementary will use the research-based strategies of guided reading, differentiated word instruction (*Words Their Way*), writing units of study (*Writer's Workshop*), and an enhanced version of *Treasures*. Across grade levels, each strategy will be taken apart, analyzed, and put together in a way that makes sense for individual students. Mathematics will be standards-based with an emphasis on number concepts. A variety of strategies will be utilized, and differing manners of assessment and differentiation will determine mastery.

Differentiation:

Differentiated instruction is responsive teaching that addresses defined learning needs in a proactive and comprehensive manner. Manhattan Place Elementary's approach to differentiation will draw on two research-based frameworks that provide multiple pedagogical strategies for both teaching and learning:

Specially Designed Academic Instruction in English (SDAIE) is a pedagogical approach that provides students with scaffolded and differentiated lessons, and enables them to access and master rigorous core content through the application of modified speech and explicit modeling by teachers. This approach focuses on the frontloading of academic vocabulary; 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 of student understanding.

Culturally Relevant and Responsive Education (CRRE) helps ensure students receive many opportunities to participate in structured peer-to-peer interactions and facilitated cooperative learning experiences. They engage in instructional conversations that employ academic language/vocabulary in each subject area, and use higher-level, critical thinking skills—including the manipulation of texts and information—to make sense and meaning of classroom learning. Students practice written expression by addressing all genres of writing, in all subjects areas.



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How we will assess students and meet their individual math and reading needs:

We will collect benchmark data in line with CST results. We will set a trajectory for each student to get them on grade-level. Our intervention sessions, instructional groups, professional development trainings, expenditures, and parent involvement efforts will all align.

Graphic Organizers and Thinking Maps:

Dr. Robert Marzano's research supports the use of visual tools. He states knowledge is stored in two forms: *linguistically* and *non linguistically*. Research proves the more we use both systems of representation, the better we are able to think and recall knowledge. Graphic organizers and each of the eight Thinking Maps are based on fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning.

Brain-Based Learning:

Renate Caine and Geoffrey Caine (2005)¹ contend instruction should shift from memorizing information to meaningful learning. Brain-based learning stresses the importance of *patterning*—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.

Teachers must help their students see the meaning of new information. They should use stories and specific instructions tied to larger understandings and purposes, complex themes, and metaphors, in order to link both information and understanding.

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 construct understanding that make sense to them, and look at decision making in terms of what neuroscientists call *executive functions*. By examining the learning issues through the lens of executive functions, our staff will gain insight into the mechanisms at work, and, more usefully, gain significant insight into what happens when the capacity to make important decisions is compromised or sabotaged.

As might be expected, students' survival response also extends along a continuum and affects learning. Perry (2006)³ identified five different 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 their capacity to make sense is reduced, as relevant information is simply not perceived. In a larger sense, students experiencing executive functions struggle academically with work-completion, organization, and motivation for any task that is perceived as difficult, frustrating, or simply unappealing.

¹ Caine, G. and Caine, R. (2005). Making connections, teaching and the human brain. 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. Jossey-Bass.

³ Perry, B.D. (2006). "Neuro-Developmental Adaptation to Violence: How Children Survive the Intra-generational Vortex of Violence."



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Manhattan Place Elementary will teach executive function strategies so students can better plan, organize, prioritize, and use their working memory more 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 the following common principles that Manhattan Place Elementary will adopt:

- Strategy instruction should be directly linked to the curriculum.
- Strategies should be modeled and taught explicitly.
- Strategies should be taught in a structured, systematic way.
- Strategy instruction should address student 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 nonlinear. This means our teachers need to access and 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 generic need, 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 Manhattan Place Elementary there is no one right way for students to handle an assignment. Teachers will overcome natural preference for directing students to “do it right” and, instead, provide opportunities allowing students to explore and experiment. Accordingly, our assessments will move beyond paper-and-pencil tests to include authentic assessments of all types (e.g., allowing students to participate in the evaluation of their own learning process and progress).

Running Records:

A method of assessing reading that is given monthly. It is an on-going and curriculum-based formative assessment. It is given to each student. The assessment provides a graphic representation of a student's oral reading and comprehension levels, as evidenced by retelling and correct answering of questions. An ability to infer meaning is also measured. Running records help teachers identify areas of needed instruction so a student may continue to grow his or her ability. Running records utilize specific leveled texts, but can also be given from a leveled classroom library book. This entails planning, marking, and testing passages prior to administering. Questions also need to be carefully constructed so they test for ‘right there’ information as well as inference.

Manhattan Place Elementary will make copies of these assessments available so teachers do not need to photocopy. Running records are to be administered as early as possible so students’ reading progress can be best monitored. Results will help teachers more effectively plan future instruction, as well as provide a way for students and parents to understand and take ownership of made progress.

Running Records measure what teachers teach and what students learn. Teachers help one another discover what is working and what is needed in teaching-learning interactions. The 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. Running

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.



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Records help a teacher grow his or her personal pedagogical approach and understanding, and the data collected throughout the year allows a real time assessment of a student's proficiency level.

Teachers will identify specific weakness and strengths in three areas: *comprehension*, *fluency* and *vocabulary development*. Students will receive explicit instruction in these areas designed to move the student to the next level—thereby meeting grade level expectations. Teachers will create a menu of assessed areas and assist students when choosing a few areas of improvement to work on at a time.

Based on information gained from Running Records, Common Core (K-1) and California State (2-5) Standards students in need will work either with a teacher or independently during Universal Access Time on identified areas of improvement or strength.

Running Records will help ensure all readers—whether EO, SEL, ELL, Special Education, or Gifted and Talented—be able to read books appropriate for their current independent reading level. This strategic approach will best support students as they further prepare for their immediate and long-term futures.

Scholastic Reading Inventory (SRI):

A research based computer reading assessment program based on the *Lexile Framework for Reading*. The framework will assist teachers by measuring students' reading abilities and matched lexile level. The most powerful feature of the *SRI* is its ability to administer a fast, reliable, low-stakes assessment that informs instruction and helps educators place students into flexible, accurate groupings for continued study. Aligned to the CST, the *Scholastic Reading Inventory* helps educators forecast student achievement on high stakes tests. *SRI* is a 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 provides a scaled score. Computer adaptive tests tend to be shorter and more accurate than fixed-form tests because a student's 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 that 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, and 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 that indicates if students are performing at or near grade level. It provides teachers with individualized reports to inform instructional practice. AR's assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are selected for Running Record assessment purposes.
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Tier II: Targeted Small Group Instruction	For students with SRI lexile scores in the 25th-40th percentile. Achievement and behavior challenges are overcome successfully in an environment of explicit and intensive instruction. SRI data helps determine placements and assess students' progress.
Tier III: Intensive Individual Intervention	For 5%-7% of students. Personalized, higher intensity, and longer enduring intervention sessions. These students fall below the 25% percentile for their grade level. To support them, educators rely on SRI for data-based evidence that support an exit or extension plan.

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*. Benchmark goals help teachers assign needful students to Tier 2 intervention groups. These students receive classroom teacher and “push-in” intensive instruction. Students reaching benchmark goals will continue with core classroom curriculum. DIBELS Next will be used school-wide. 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 that informs 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 *capacity*, *communication*, and *commitment* to ensure all children become readers.

Building capacity means creating an infrastructure and system that can support and sustain effective reading practice for all students. Building communication means developing a common language surrounding reading, and establishing channels of communication school-wide. Building commitment means developing a school-wide consensus that reading is a top priority—and then dedicating the resources necessary to meet the goal.

DIBELS Next will be used to test and monitor each student. Instruction will be differentiated and adjusted based on performance data.

Depth and Complexity Icons:

Depth and *Complexity Icons* have been developed by Sandra Kaplan for use with gifted learners. We intend to use these icons school-wide so teachers will be able to readily make use of them to monitor classroom instruction, and so students share an understanding of what they are being taught.

Depth is the language of the discipline; the big idea, essential details, rules, patterns, trends, unanswered questions, and ethics.



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Complexity represents changing, multiple points of view across all disciplines.

Depth and Complexity Icons will be used to help students develop a deeper understanding of what they have been taught. Key questioning during lesson time will prompt students during discussion, and probe for deeper understanding.

In the spring of 2007, Ashley Davis, J.D., M. Ed⁶, studied the use and efficacy of Depth and Complexity Icons with a variety of student populations. The study focused on the success of iconic prompts and data gathering. She found teaching with the icons was an effective way for students to achieve higher taxonomical critical thinking skills⁷.

These icons are considered essential elements one needs to master a subject. For example, chemists need to understand the language of chemistry, the different points of view, the governing rules, the ethical decisions, etc. Likewise, a master of chess would be an expert in the language, the patterns, the rules, and the way the game has changed over time.

When students utilize these tools (icons), they learn to approach subjects from the point of view of an expert. In doing so, they begin to understand concepts in a deeper and more complex way. The iconic elements of *depth* and *complexity* add a layer to curriculum that immediately increases rigor and engagement.

Our students will be able to:

- Compare big ideas in literature
- Contrast differing points of view
- Identify details that make one sentence more powerful than another
- Reflect on trends in their assessment scores
- Note patterns that connect multiplication and addition

All Manhattan Place Elementary students will receive a rigorous instructional program that incorporates the regular use of academic and instructional strategies. We believe such strategies are mutually reinforcing and complementary, and, as such, provide a common thread for designing effective classroom teaching practices and student learning activities that will enable all to matriculate with the academic foundation necessary to graduate with 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 (PSC) flexibility, and will be driven by information gathered through student assessment information. For the core academic curriculum, Manhattan Place Elementary will continue to utilize many of the curricular resources provided by LAUSD. We will use periodic assessments that provide standards-alignment benchmarks on student progress. All textbooks, universal access materials,

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

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



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and other supplemental materials will adhere to guidelines from the state board adoptions. Manhattan Place Elementary will promote reading accomplishment and reading success.

Manhattan Place Elementary will promote reading accomplishment and reading success. We will use strategies that get our kids work- or college-ready. 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 (with equal weighting of fiction and non-fiction texts). This will necessitate higher levels of student interaction with text in small and large group, and is designed to build both oral and written language. Classroom pedagogy will focus on helping students practice the communication and discussion of ideas, with learning extensions aimed at cultivating negotiation, debate, and presentation. Throughout, students will receive frequent opportunities to practice oral and written language, with infused SDAIE/AEMP pedagogy in all classrooms. Our leveled reading goal 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:

Balanced Literacy:

Effective instruction in language, literature, and the content areas begin with organization and planning. Time will be utilized effectively so 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 *Writing Workshop's Units of Study*. *Treasures* will be supplemented and enhanced in K-1 instruction.

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, the 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 six students) are flexible. They change as teachers assess student growth and needs. In the small groups, teachers introduce a text the teacher has previewed and selected, and the students read it independently. Students usually read silently or quietly and the teacher might ask individual students to read orally, or talk with them individually about the book. Teachers explicitly teach effective strategies for processing a variety of fiction and nonfiction texts. Teachers 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 students in a minute or two of word work. Running Records data will be collected on a monthly basis to identify reading levels and ensure students who are not making adequate progress are provided with targeted instruction. Daily exposure to a student's independent reading level is critical.

Writing Across the Curriculum: Students at Manhattan Place Elementary will learn what it means to be an effective writer. They will learn how writers think, plan, compose, revise, and share their work. Fundamental to the program will be a routine for writing. It will be promoted as a daily activity, not a series of assignments, composed of three contexts: *independent*, *guided*, and *investigational*. These contexts will offer students more instruction and guidance in specific aspects of writing, and will allow them to write across the broad range of topics included in the content curriculum.



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Students will write based on the following principles:

- Writing promotes learning and reading.
- Integration of writing and the writing process promotes student participation.
- Diversity engages students as critical thinkers, and promotes texts as important resources.
- Effective writing instruction integrates subject area disciplines.
- Opportunities to write in each subject area develop high-quality writers.
- Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

Manhattan Place Elementary will become a school of writers. Students will write on a daily basis across differing subject areas of the curriculum using the Writing Workshop's Units of Study. All students will write fluently, coherently, and with correct usage and syntax. The expectations for length and quality of writing will increase developmentally.

Units of Study:

Developed by the Columbia Teachers College, the units will provide the foundation for staff development sessions and writing curriculum. Our school has purchased units sets for all grades levels and classrooms, and each set has books that delineate the writing process into *narrative*, *argumentative* and *expository* writing. These units will provide a comprehensive approach to writing, and include planning, coaching, and demonstrations of lessons by a literacy coach. Student work will be analyzed throughout the process to target needs, develop unit plans and establish grade level benchmarks.

Each year, before school begins, we will plan the spiraling structure of our writing curriculum. First, annual plans will be created by each grade level. Then, we will define which writing units will be covered during the school year, including the start and end dates for each unit. Each grade will cover seven to eight units, with some units being covered twice during the school year.

<u>Genres</u>	<u>Grade Level</u>
How To/All About	Kindergarten - Second Grade
Personal Narrative	Kindergarten - Fifth Grade
Fairytale/Fantasy	Kindergarten - Fifth Grade
Poetry	Kindergarten - Fifth Grade
Realistic Fiction	First Grade - Fifth Grade
Information Books/Reports	Third Grade - Fifth Grade
Essays	Fourth Grade - Fifth Grade

Once annual plans are solidified, grade levels will meet during staff development time to write daily lessons for each unit of study. Three to four broad learning goals will be established to define the big ideas of each unit, as well as dictate the direction of each week's lessons. Daily lessons will contain explicit skills and strategies that will be implemented in daily writing. Each lesson will be designed to build on previous lessons taught, and will ideally culminate with students understanding the aforementioned big ideas, as well as the skills and strategies for each unit. Grammar and conventions appropriate for each unit will be integrated within the unit of study. The California Common Core Standards and the units of study will be used to determine the selection of big ideas and explicit lessons to present to children.



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Example of Week 3 of a Monthly Plan For The Essay Unit (Third Grade – Fifth Grade):

	Monday	Tuesday	Wednesday	Thursday	Friday
Teaching Points or Objectives	Revise the body of drafts; add transitions between supporting statements	Construct conclusions by combining thesis statements; support reasoning	Continue Tuesday's work	Revise drafts by adding specific descriptions and definitions	Edit for commas by identifying items in a series and key words followed by definitions

Lessons from the units of study share a similar structure across classrooms and grade levels. The similar components are *Preparations*, *mini lessons*, *writings*, and *teacher share*. Lessons are designed with a specific of necessary skill which students will be expected to execute. These lessons will include a high level of demonstration (usually by the teacher) and active participation by students in large, small, and one-on-one conferences intended to support learners' independent work. Student work will then be analyzed to assess student understanding of the skill or strategy. Adjustments in plans and small group work will be made based on classroom or individual student needs.

Lesson design, management, and instructional practice are similar and underpinned by common beliefs, research, and understandings. The consistent structure of planned lessons and practice will allow students to move seamlessly from one year to the next. They will know how Writer's Workshop functions, and that it is implemented daily, just like recess and lunch. Teachers will use a common vocabulary within lessons and specific genres, providing students with a high level of familiarity with the writing process and genres.

The principal will monitor classroom lessons and progress of monthly and yearly plans. The principal will support the writing program by providing all necessary materials, arrangement of professional development sessions from the *Reading and Writing Project of Teachers College*, and articulate with parents and LAUSD. The principal will also monitor the California State Standards to insure they are being taught and assessed in each unit of study. Teachers will participate in, and show by example, the writing process by working alongside students; sharing strategies and the difficulties encountered when one writes; and then collaborating to find ways to overcome them in order to have successful writing experiences.

In order to cultivate parent and community support, as well as an understanding of the journey students take throughout a writing unit, we will offer workshops that demonstrate the writing process. At Park Western this helped parents understand the value of professional development for writing. Manhattan Place Elementary will host a *Festival of Writers* during the spring of each school year. This will afford student writers a formal opportunity to present writings about their families and cultures. Each student will produce three cultural writing samples and present them at the festival. As mentioned, the writings and festival will celebrate our students and their family cultures. In addition, students may also display three other writing pieces gathered from their units of study. Family members will strongly be encourage to come understand, participate, and celebrate their child's writing.



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Vocabulary Instruction:

There are many compelling reasons for providing students with vocabulary instruction. Given the relationship and 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 or her meaning vocabulary. Too many students enter school with far fewer words, thus beginning their school career at a disadvantage. Clearly, poverty is a factor in vocabulary development. The research to date provides some clear insight into vocabulary instruction. McKeown and Beck (1991)⁸ found “Word knowledge is not an all or nothing proposition. Words may be known at different levels.” This suggests 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 or her own level of word knowledge. Direct vocabulary instruction will occur when Manhattan Place Elementary teachers systematically demonstrate how to determine the meanings of words by utilizing contextual and conceptual clues, and teach specific instructional strategies for discovering meaning—none 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 skill sheets and crossword puzzles – activities that have limited instructional value and require little preparation (Kinsella, 2005).”⁹

Given that success in school and beyond depends in great measure upon one’s ability to read with comprehension, there is flashing urgency to provide instruction that equips students with skills and strategies necessary for lifelong vocabulary development. Students for whom English is not a first language, particularly native Spanish speakers, make up an increasing proportion of our school-age population. Many of these students have difficulty comprehending what they read. A major cause of this difficulty is their lack of understanding of abstract English words, especially those words they see in content area textbooks. One of the most persistent findings in reading research is the strong extent that vocabulary knowledge relates 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 meanings of new words they encounter. 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 sets 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

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.

⁹ Kinsella, Kate, Ed.D. “Aiming High, A Countrywide Commitment to Close The Achievement Gap for English Learners.” Sonoma County Office of Education Publication, October 2005.



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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 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 concludes teachers need to include six components for successful vocabulary instruction:¹⁰

- 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 implement and 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 and idiom or vocabulary phrases that will likely appear in many contexts.
- 4) Vocabulary tasks will be restructured as necessary, ensuring students fully understand what is asked of them in the context of reading.
- 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.

¹⁰ Kinsella, Kate, Ed.D. "Aiming High. A Countrywide Commitment to Close The Achievement Gap for English Learners." Sonoma County Office of Education Publication, October 2005.



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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 Two 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 students can build in-depth knowledge of them and their connections to other words and concepts; (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 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 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 students are fluent readers of Tier One words. Tier One words include words such as *clock*, *baby*, and *happy*; words whose meanings students are likely to know. Students in grades K-5 will have daily practice with High Frequency Words and Tier One, Tier Two, and Tier Three vocabularies using Text Talk—an early, robust vocabulary instruction tied to comprehension.

Mathematics:

Our mission is for all students to advance their learning in an engaging and challenging environment. This will be accomplished by developing 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 the 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 the application of math skills and concepts, problem solving, and making useful connections to science and other curriculum areas. 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, address different learning modalities, and creates 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 designed to capture the interest of students: interactive computer programs and Internet research; video and related media technology; textbooks and other

¹¹ Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.



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reading materials; hands-on materials and activities (especially for mathematics and science); experiential learning simulation activities; and projects that utilize the skills and concepts taught.

Manhattan Place Elementary believes teachers should recognize and use what is clearly known from rigorous research about how children learn:

- The advantages for children in having a strong start
- The mutually reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts
- That effort, not just inherent talent, counts in mathematical achievement.¹²

Additionally, we believe a curriculum must simultaneously develop *conceptual understanding*, *computational fluency*, and *problem solving skills*. In preparation for school-wide use of the Common Core Standards, we will stress not only procedural skill, but also conceptual understanding in order to make sure students are learning and absorbing the critical information needed 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.

K-1 students, the first school year, and K-5th grade the following years, will use the Common Core Standards. To provide a common framework for our schools, Manhattan Place Elementary will use the following process standards to highlight ways of acquiring and applying content knowledge.

All students will learn how to:

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

Manhattan Place 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 (2012 – 2013) K-1 will learn common core content standards and 2-5 will learn state content standards. 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 that work with all children. Common Core and California 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, or gifted and talented).

To assist parents in working with students, Manhattan Place Elementary will adopt strategies from *Family Math*, by Jean Kerr Stenmark, Virginia Thompson and Ruth Cossey, which summarizes activities that

¹² National Math Panel Principal Message 2008.



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promote more at-home involvement in mathematics. The *Family Math* program was funded by the Improvement of Post-Secondary Education of the U.S. Department 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:

In further support of learning, Manhattan Place Elementary will teach academic vocabulary that can be utilized for each subject matter. As students encounter and attempt to comprehend more challenging texts, academic vocabulary becomes increasingly important and needs to be explicitly taught in order to understand and communicate in the various academic disciplines. Included are 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 instruction will include both *receptive* and *productive modalities*.

Receptive modalities represent the ways students receive communications from others (e.g., listening, reading, viewing). Assessment of receptive modalities focuses on meaning and is done through a productive modality (an assessment of students' skills and abilities). The assessment of receptive modalities is not as straightforward as that of productive modalities. Demonstration of receptive abilities, with respect to curriculum content, use tonal qualities of voice to help convey meaning from a passage read aloud, as well as restatement of a classmate's comment.

Productive modalities are ways students communicate to others (e.g., speaking, writing, drawing). Assessment of productive modalities focuses on students' communication of their own understanding or interpretation. Examples—with respect to understanding curriculum content—include analytical writing, drawing, and labeling of a scaled model.

Science will be an interactive experience at Manhattan Place Elementary. Our goal is to advance scientific knowledge by having students observe objects and events; think about how observations relate to what is known; test their ideas in logical ways; and generate explanations that integrate new information into the established order. Our balanced science program will provide developmentally appropriate lessons in the physical, life, and earth sciences, and will provide experimentation and investigation at all grade levels.

The California Science Standards will dictate grade-level units. Students will receive a full spectrum of background connections and understanding of essential concepts in areas such as: matter, the human body, survival and adaptation, weather, physics, sound, Earth, life and water cycles, energy, ecosystems, geology, electricity, magnetism, and others. Each grade level will provide hands-on experimentations and investigations where students record observations, test variables, and engage in the scientific process. Computer research and educational interactive programs will reinforce scientific concepts.

Manhattan Place Elementary will integrate history, geography, economics, government and civics. Primary grades will study local community and comparative cultures; intermediate grades will study California and the United States. All students will compare and contrast events in the past with current times; geographical regions and resources; cultural and environmental diversity; exploration,



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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.

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 Writing Workshop's Units of Study and guided reading will require a plan for integrative implementation. Our first year we will develop and articulate how these supplemental curricula are to be used in conjunction with district instructional materials. In particular, we will 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 One of Response to Instruction and Intervention (RtI2) in Year 1 (2012-2013), ensuring every student receives differentiated in-class intervention. Manhattan Place Elementary 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

b. WASC Accreditation: N/A

c. Addressing the Needs of All Students

As educators we have learned there is a need to build instruction from a very basic framework level. We call this scaffolded instruction. We know we must provide individualized instruction that will benefit each learner in our classes. We call this differentiation. We know we need to combine the use of scaffolds and differentiation for our students. We also know we must have many ways we present, and then present again, the content we intend our students to learn. The processes they experience must be designed to meet them where they are and to affect them. The products they produce must be learning rich and centered on our specific learners. This necessarily means our teaching must be responsive to the students in our classes. As such, it must be fluid and adjust to learners' needs. Not all students are alike. Based on this knowledge, 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. We have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success.

Manhattan Place 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 students receive individualized, personalized pedagogy. Our plan addresses key instructional strategies that will be implemented school-wide, and we are committed to react responsively by providing embedded, in-class differentiation that recognizes students' varying background knowledge, readiness, language, preferences, and interests.



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We recognize engagement is a vital component of effective classroom management, organization, and instruction. Therefore, our teachers will be encouraged to offer choices of tools, adjust levels of difficulty, and provide varying levels of scaffolding to gain and maintain learner attention during lessons. By providing varying levels of scaffolding when differentiating instruction, students will have access to varied learning contexts.

Culturally Relevant and Responsive Education (CRRE) will also provide an educational framework for ensuring differentiation is implemented throughout the school. The central elements¹³ 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 and translating it into instructional practice. Teachers will harness diversity for intellectual exploration by “bridging” learning experiences so 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 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 opportunities to control some portion of lessons, so teachers can gain insights into the way that speech and negotiation are used in the home and community.

Academic English Mastery and Proficiency (AEMP) will also help instill in our school a supportive, motivating environment that promotes language acquisition by providing comprehensible input in developmentally appropriate ways. AEMP will assist our students as they seek to attain higher order thinking and learning skills. It will also help create a collaborative and affirming learning environment that encourages students to routinely support each other in learning activities via integrate group learning tasks; discussions and presentations; and small group activities. Classroom teachers will create lessons that elicit student input, while integrating academic content in discussions that promote deeper student

¹³ 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)



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inquiry in relation to areas of instructional focus. Manhattan Place Elementary will, in part, teach *Academic Language Development* by connecting vocabulary that students bring from their home and community environments to opportunities that allow application to meaningful, real-world issues.

By implementing *AEMP* strategies, students (and staff) will be given opportunities to articulate an understanding of the linguistic requirements of varying communication situations, and use language appropriate to different contexts. These strategies are identified in research as being effective for providing access to core content instruction, and facilitating learning for all. These instructional strategies are drawn from the work of researchers such as Carol Lee, Claude Goldenberg, Robert Rueda, and Kate Kinsella.

We believe it is essential to provide quality student support services and early academic interventions to bolster student preparation and performance. Towards this end, Manhattan Place Elementary will implement a comprehensive Response to Instruction and Intervention (RtI²) to meet the needs of all students. As described by LAUSD in Bulletin 4827.1, RtI² 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.¹⁴ RtI² is an integrated approach using pedagogy, lesson design, and progress monitoring data to ensure the best instructional decisions for students so all will receive quality, standards-based instruction in all content.

d. Vertical Articulation

Manhattan Place 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 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 neighboring Middle School to insure 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 pertinent school(s) to initiate coherent transitions between our programs. In an effort to keep all 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 feeder middle schools, parents and students.

e. Early Care and Education

Research Studies have indicated a return on preschool investment in savings for schools and society at a conservative estimate of two dollars to as much as thirteen dollars for every dollar spent. Our first priority will be to continue our work with the LAUSD Early Education Division to maintain an excellent SRLDP program at the Manhattan Place 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

¹⁴ 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*



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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.

f. Service Plan for Special Education (Appendix J)



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B-2 Professional Development

a. Professional Culture:

Utilizing and emphasizing “One Bar For Every Student”¹⁵, Manhattan Place Elementary will commit to developing a collaborative school wide environment that centers on high quality teaching and high expectations for student learning. Over the past decade it has become clear 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 in order to pass the variety of assessments that constitute gateways for completing school, getting into college, and finding jobs. In order for high quality learning to occur, teachers will need a wealth of content and pedagogical knowledge to ensure they are providing appropriate instruction to all students.

Our school’s professional learning culture will align to clear academic standards and base itself on high expectations for student achievement—including clear, measurable goals for student success. Educators will commit to growing and developing as professionals and demonstrate deep professional desires to develop knowledge and practices in order to maximize opportunities for learning. Educators will see themselves as lifelong learners, and will continue to stay abreast of current research that deepens and broadens professional knowledge. The culture we create will engage learning in many different contexts. A commitment to learning—not simply student learning or teacher learning—will be most valued.

Our professional development will require teachers and support staff to actively engage with all ideas and issues, and critical reflection of knowledge and practice. By engaging in this manner, teachers will take a proactive responsibility to understand, develop, and experiment with aspects of their professional growth. Teachers will not just plan and deliver curriculum, but will refine instructional practices by analyzing student responses to activities occurring in classrooms and communities.

Observation and analysis—an *investigative stance*—will add a critical dimension to our teaching practices, which seek to continually experiment and develop in order to expand learning opportunities for both student and teacher. 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)¹⁶

Liddicost and Jensen (1998)¹⁷ explain an investigative stance as a way of doing what teachers regularly do in a more systematic way: “Our investigative stance involves an orientation to noticing, documenting, and analyzing the actions and interactions of teachers and learners; and an ongoing interest in using

¹⁵ *Center for Applied Linguistics*. Online Resources: Digests. November 2000. EDO-FL-00-06

¹⁶ 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).

¹⁷ *Educational Leadership*, Vol. 56, No.3, Pgs. 41-45, November, ASCD. Alexandria, VA.



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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. It means teachers devote time to thinking about and developing curriculum, and the many professional learning activities that promote better understandings of curriculum.”

Marzano (2003)¹⁸ states 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.

Manhattan Place Elementary will embrace a culture that encourages a communal dimension in which professional learning is both a formal and informal process of sharing expertise and experiences as a professional learning community. Teachers will work collaboratively together to identify and work with the issues and challenges raised. Such collaboration will involve conversations related to teaching, comprehensive learning, and student progress. Our professional learning community will grow genuine and collegial support for personal learning. By this we mean professional learning that encompasses inquiry—quiet conversations wherein real learning and growth take place—as well as larger community discussions—time given for reflection of practice, as well as personal learning and leadership.

As we move forward all need to engage in the ongoing exploration of three crucial questions that will 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 being systematic and school wide, our expectation is to respond to student needs quickly by providing help as soon as difficulties are experienced. It is also our expectation to assure such students receive extra assistance and devoted extra time until they have acquired necessary skills or concepts.

To that point, Manhattan Place Elementary will strive to rapidly and effectively achieve a culture of collaboration. In shaping our professional culture, Manhattan Place Elementary will embrace the three core tenets of Professional Learning Communities (PLC’s):

1. PLC’s are student-centered. Staff focuses on what students have learned, not merely what has been taught. This emphasis on student learning means we ask ourselves what students need to learn, how we can 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. PLC’s are deliberate and collaborative. 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. Teachers do not work in isolation but recognize a team committed to collective solutions to common problems provides a far more productive way to improve student achievement.

¹⁸ Marzano, R. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: ASCD.



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3. PLC's are professionally accountable for outcomes and reflective. Staff own student successes and failures. We commit to looking in the mirror and addressing the factors within our control rather than pointing the finger of 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 broadly conceived 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. 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 growing their knowledge, skills and confidence. The very nature of a learning community, where collaboration and sharing is the norm, means that much professional learning occurs informally, and may not always be team based or delivered in the school.

b. Professional Development:

Classroom practice and school leadership at Manhattan Place Elementary will be improved through tailored, intensive professional development opportunities that include follow-up, support, practice, feedback, and evaluation. Our school will invest in 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 (in collaboration with coaches and teachers and teacher teams)

Manhattan Place Elementary will partner with Park Western Elementary—a LAUSD school that improved from a PI school to a California Distinguished School and a Blue Ribbon School—and model our PD schedule after strategies they've used. Manhattan Place Elementary will engage in weekly professional development, using our designated banked time. This 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. Staff will be trained how to effectively analyze and disaggregate student data. Data analysis and disaggregation are essential when identifying and solving issues of curriculum, assessment, and instructional alignment (U.S. Department of Education, 1998; WestEd, 2000).¹⁹ School leadership will work in partnership with Park Western Elementary to replicate their effective data analysis system, being it already having been used in terms of planning and achievement. The system continuously collects and analyzes student and school data, and frequently monitors achievement performance and capacity to manage one's own self-improvement. Their system also functions as a transparent accountability framework that promotes a flexible, system-wide, effective response to practice.

¹⁹ *The National Educational Technology Plan*. Washington DC: U.S. Department of Education (1998). San Francisco, CA: West Ed (2000).



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In order to train our staff in data analysis, we intend to hire a data coach. This person will ensure student achievement data drives instructional decisions at the classroom and school level. The coach will assist the principal and leadership team disaggregate formative and summative performance data, and assess the instructional needs of individual students and staff. The coach will guide data discussions with teachers by asking probing questions, and facilitate the examination of student work and plans with teachers for focused instruction based on data.

We will incorporate Alan Blankstein's²⁰ data notebook (2004), an ongoing collection of data teachers gather to help inform instruction and interventions during the course of a year. Participants individually set up data notebooks and shared them with one another. Teachers will note three dimensions of any data they record:

1. The frequency with which they collected these data
2. The type of teacher thinking this entry showed (descriptive, analytical, or reflective)
3. The kind of information it represented (demographics, instructional processes, etc.)

Prodding teachers to collect meaningful data on their own ensures they will ask themselves probing questions. This practice is based on the belief teachers have the ability to formulate valid questions about their own practice and pursue objective answers to these questions.

We will also learn how to disaggregate and interpret CST scores, DIBELS Next, SRI, Running Records and the district's quarterly benchmark assessments, in order to plan and drive instructional practices. Staff will look at individual achievement and class by class trends. This is significant as it allows teachers to not only individually reflect on their students' test scores and trends, but also—and together with colleagues, administrators and pertinent staff members—create hypotheses as to why specific categories were lower than expected.

Paraprofessionals will be trained to work with small groups of students on specific skills not yet mastered. Additional time for intensive targeting of individual students will be provided during a weekly thirty-minute period—a time when teachers will be freed to give highly targeted individualized intervention. Flexible groupings of students will be formed, based upon specific California standards and skill areas of need.

The leadership at Manhattan Place Elementary will engage the staff in professional discourse, drawing on external ideas and research to inform thinking and actions. Staff members will reflect on what they are trying to achieve with students, as well as how they are attempting to do it. Formal structures will be created to develop leadership capabilities of teachers. Informal structures will also be created when teachers participate in a learning community that values and believe in continuous improvement. Teachers will work in a spirit of openness and critical reflection: sharing experiences, ideas, and expertise, whilst engaging in a cyclical process of inquiry and promotion of deep learning. All work will be guided by a clear and systematic model of problem solving and learning (encompassing learning, application, refinement, and application).

Fruitful discussions will result from 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'

²⁰ Blankstein, A. M. (2004). *Failure is not an option*. Thousand Oaks, CA: Corwin Press.



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explanations of their thinking). Strategies implemented in classrooms and student work will help determine levels of success, and appropriate adjustments will be made. Teacher discussions will highlight and enhance teachings 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 colleagues and work together collaboratively. 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 our staff is dedicated to improving their craft. We understand that those who continue to learn and adapt are most likely to be the best teachers.

Within PLC's, the focus on "Lesson Study Teams" will be to engage teachers directly in the deconstruction and prioritization of the standards. Continuity and follow-through on agreed upon curricular foci and instructional strategies will reduce the gap between common planning and actual "transfer" of common implementation to the classroom. Team members will share experiences of applying the learning of new knowledge and skills in their individual classrooms. If methods applied don't work, participants talk about how they each applied said methods, compare experiences, and determine how to best adjust their teaching to fit learners' needs. This may require more PD, but it may also be as simple as trying it the way a colleague did in order to obtain better learning results. This cycle of continuous improvement ensures 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 newfound new best practices, and success can further spread.

Additionally, part of the professional development at Manhattan Place Elementary will hinge on peer teaching observation. All teachers will be expected to participate as both observer and observed, 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. Manhattan Place Elementary will tie PLC collaboration to intervention in order to ensure student data is consistently analyzed and monitored 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, tied to intervention and re-teaching or review.

We view the autonomy granted by the Public School Choice process as key to designing professional development that encourages depth over breadth, and to shift from external priorities to an authentically local nexus of school transformation. The structuring of both content/course PLC's and interdisciplinary, grade level team PLC's 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.



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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 RtI² 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.



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c. Teacher Orientation:

Research shows student success is correlated with early, consistent experiences with highly qualified teachers (U.S. Department of Education).²¹ Subsequently, teachers who are new to the profession or school will be supported and encouraged through the Beginning Teacher Support and Assessment program (BTSA).²² They 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 roles.

Listening skills and an ability to empathize with new teachers are only two of many necessary qualifications in order to be a mentor. Mentors must establish relationships with their mentees based on trust and respect. With peer mentoring, our aim is to assist new 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. Throughout, the peer mentorship will focus on ensuring 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 said staff will have a shared definition of high-quality teaching coupled with high expectations for student learning. When and where appropriate, staff orientation will include differentiated support. In this way we will better ensure newcomers know student-engaged instruction is the best, most authentic, preparation for high-stakes assessing and school accountability.

d. PD Program Evaluation:

Manhattan Place Elementary believes the evaluation of professional development practices should not focus exclusively on measuring transmission skills, but must also value honest reflection of practices. Evaluations should emphasize the ‘appropriateness’ of teaching decisions, and make sure administrators have been effective in establishing and supporting a culture of learning and inquiry, and that all staff will have opportunities to rethink practice and learn new skills.²³

The administrators of Manhattan Place 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 test, quizzes, written assignments, projects and other forms of classroom work.

²¹ U.S. Department of Education Archived Information. Highly Qualified Teachers for Every Child. August 2006.

²² 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.

²³ 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.



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Teachers will be taught how to judge if results of the professional development teaching method, approach, or attempt 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 effects of our instructional program that is growing and responding to the needs and results we are seeing in our students.

Manhattan Place Elementary believes the most crucial process of evaluating professional development will be “assuring the improvement of student achievement.” That is why we have selected a model of evaluation designed by Thomas Guskey. 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 "a collection and analysis of the five critical levels of information." (Guskey 2002)²⁴. 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 (especially levels one and two) to summative evaluation (especially levels four and five).

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 considered at this level are "basic human needs" such as the comfort of the room; 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 necessary adjustments.

2. Participants' Learning

This level focuses on measuring gained knowledge and skills. Measures will be used to "show attainment of specific learning goals." Indicators of successful learning will be designed to fit our specific school's current needs. This step will assist 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 school 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 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 the evaluation is whether 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

²⁴ Guskey, T. R. (2000). *Evaluating Professional Development*. Thousands Oaks, CA: Corwin Press.



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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 includes multiple measures of student learning. We aim to capture not only outcomes related to the specific goals of the professional development effort, but also unintended outcomes—rather than positive or negative. In addition, Manhattan Place Elementary will gather instructional data using *Teachscape Classroom Walkthrough*²⁵ provided by *AEMP*, a technology-driven observation tool that assists 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 teachers. Administrators provide meaningful feedback and direction that can have a profound affect on the learning that occurs in each classroom.

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.

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 to incorporate into daily instruction and improve student achievement. The data collected from walkthroughs can also aid in ongoing planning, systematic monitoring, evaluating, and reporting of the academic achievement of SEL and ELL. Teachscape also provides 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.

Another instructional tool Manhattan Place Elementary will use to collect data is the *CRRE Quality Indicator Observation Matrix*.²⁶ This tool is aligned to the Stull and will be used in greater depth than Teachscape when ensuring access to core for all students.

Manhattan Place Elementary will also employ the Instructional Rounds²⁷ methodology to evaluate the "transfer" of professional development to the classroom by:

- Observing classroom practices (What are teachers and students saying and doing?)
- Debriefing observations (What did we see?)

²⁵ Teachscape Classroom Walkthrough, www.teachscape.com/classroom-walk. San Francisco, CA.

²⁶ CCRE *Quality Indicator Observation Matrix*. National Center for Culturally Responsive Education Systems Continuation Report. November 2, 2002—May 31, 2003

²⁷ 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



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- Identifying the next level of work (What will help us 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)
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 (all the while 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 grade level 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.



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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 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 Intervention (RtI). Conversations about data dominate the educational landscape, and these discussions seem poised to continue.

The controversy currently surrounding educational data distorts the value both sides favor. Manhattan Place Elementary not only understands the "high stakes" metrics which form the basis of state and federal school accountability, but also embrace it by expanding the notion of "data" to include multiple measures administered throughout the year—focusing on reading and math, with intent to differentiate instruction. Our mission will be to develop and revise strategies that address needs as well as expectations in order to grow proficiency of every student. All efforts will be based on the continual analysis of student data, and reach far beyond the summative results of state testing. This results-based approach has been successfully demonstrated at Park Western Elementary who transformed from one of the 100 worst schools in 1997 to a Blue Ribbon school in 2005.

The foundation of our assessment philosophy will be a need to move from assessment *of* learning to assessment *for* learning.²⁸ We believe the overriding purpose of assessments is to gather evidence that informs instructional decisions. In designing such an assessment system, we will be 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 ongoing instructional procedures."²⁹ Assessment of learning will tell us where to start; how effective we have been; and what steps to next take. It will be the starting point for all informed instructional decisions. What and how instruction is delivered will be critical components of our long-term success, and will be determined by assessment of learning. Our plan will be deliberate and continually revised; evidence- and outcome-based; actionable and 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 needs to be achieved.

Manhattan Place Elementary's assessment philosophy will be student-centered, and provide multiple opportunities for learners to demonstrate their knowledge and skills. Teaching that embraces assessment will be the cornerstone of our philosophy. Assessments designed to show students' growth in measurable skills, and that allow teachers to determine effectiveness and identify next steps by creating short- and long-term goals.

²⁸ 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

²⁹ DuFour. Bloomington, IN: National Education Service.

Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD



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To gain a robust understanding of students' abilities and learning needs, we will collect data from a variety of sources. The annual state assessment will guide our grade level benchmarks, but other sources will prove essential when reaching necessary year-end goals. 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 will include school assessments, curriculum-based assessments, chapter tests, and classroom projects.

The table below summarizes the battery of multiple, common assessments that will be used to measure student progress in English language arts and mathematics. Most of these are formative assessments aimed at providing teachers and 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 (the essential work of teaching). There should be few surprises in summative results because we will know—almost precisely—where we are throughout our instructional year. As a result, we will be able to fluidly respond by modifying, redirecting, and supplementing student needs.

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

<u>Content Area</u>	<u>Assessment</u>	<u>Grade</u>	<u>Frequency</u>	<u>Purpose</u>
ELA– Reading	DIBELS	K-1	3x’s a year	Screens for under-performing students
	Running Records	K-5	Monthly	Monitors progress of readability Measures the level of a student’s text complexity, and whether students can read with comprehension.
	Scholastic Reading Inventory (SRI)	1-5	Monthly	Gives lexile levels aligned with CST and common core standards
	Words Their Way	K-1	Monthly	Measures sound/symbol development Screens students for placement and intervention
	Core K-12	2-5	Ongoing	Assesses grade level standards



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<u>Content Area</u>	<u>Assessment</u>	<u>Grade</u>	<u>Frequency</u>	<u>Purpose</u>
	District Periodic Assessment	K-5	3x's a year	Formatively assesses benchmarks
	CST Benchmark	2-5	Annually	Summatively assesses
ELA– Writing	PLC Common Formative Assessment	K-5	On Demand	Helps determine interventions and differentiations
Math	Basic Math Facts	K-5	Weekly	Monitors progress Grade level to determine assessment
	Essential Algebra Skills	2-5	Weekly	Progress monitoring and intervention Grade level to determine assessment
	PLC Common Formative Assessment	K-5	On Demand	Helps determine interventions and differentiations
	Core K-12	2-5	Ongoing	Assesses grade level standards
	District Periodic Assessment	K-5	3x's a year	Formatively assesses benchmarks

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 California State Standards and Common Core Standards (as indicated above). It will be the responsibility of all teachers to utilize formative assessments to determine next steps during the learning process.

Manhattan Place Elementary will provide additional time for teachers to understand and study common assessments; develop common grading policies based on assessment; and include assessment of writing skills across the curriculum. Our plan to develop students writing skills across the curriculum will be supported through the development of standards-based rubrics in writing that are developed and scored collaboratively based on the content 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 will analyze student work and develop expectations within each standard (with the intent of holding students accountable for skills and strategies learned as they move through the curriculum).



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Assessment Development

While our school will continue to utilize the newly aligned periodic district assessments, we will also refine and strengthen existing use of teacher-developed formative assessments within each grade level PLC, to provide more standards-based insight. Manhattan Place will 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.

Our 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 directly and accordingly address each student's needs—be it whole group, small group, or one-on-one. Instruction will be reworked and refined *student by student* until all needs are addressed and Running Records and SRI benchmarks are met.

Teacher will develop specific skill assessments that guide effectiveness of weekly instruction as well as next steps: what, how, and to whom the lesson are taught. These teacher-made formative assessments will be created by the grade-level PLC and administered weekly. The teachers will then use the results to re-teach specific skills or concepts.

Use of Autonomy

Manhattan Place Elementary will ensure ongoing use of data and assessments to guide and modify classroom and school decisions, thus 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 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 knowledge in writing. In time, our aim is to develop holistic and analytic rubrics across the curriculum that objectively set criteria for performance-based writing assessments aligned with common core expectations.

b. Graduation Requirements N/A

c. Data Collection and Monitoring

Assessment will be an on-going process with the informal and formal working together to create a comprehensive profile of each student. Teachers will know on a daily basis where their students are in relation to the content standards, and adjust their instruction accordingly. They will possess and exercise keen observation, analysis, and documentation skills, and document various forms of informal (teacher observations, running records) and formal data that will support planning, instruction and learning. Data collection will not be enough; we will also effectively analyze the data and use it for planning and differentiated instruction. As growth begins to occur, the structure of the teaching will evolve and addressing individual student needs. Fluidity and flexibility will be key to our success in meeting all student needs.

Our systems of assessment will provide a basis for data informing teacher classroom practices, as well as providing descriptive feedback when motivating students' learning. Moreover, a significant proportion of time will be set-aside for weekly grade-level collaboration focusing on the development of appropriate



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targeted interventions, both in and out of the classroom. As academic challenges are identified, curricular adjustments and professional development will occur. In this way, Manhattan Place Elementary will commit to building a responsive and anticipatory school culture, driven by holistic assessment (diagnostic, benchmark, summative, etc.) and disaggregated by standards/skills and student subgroups. Our school will use data to authentically:

- Create a school culture that embraces the effective use of data as a means to improve student performance by systematically organizing and presenting ways that identify gaps and trends in student performance, and require 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, as well as correct gaps in instructional delivery.

Three key premises will guide data collection and monitoring at Manhattan Place Elementary:

1. There must be provision of a user-friendly set of formative, diagnostic, and progress monitoring assessments that reflect the standards and curriculum.
2. 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.
3. School leaders, teachers, students, and parents must discuss assessment results openly and honestly in large-group, small-group, and individual meetings.

Our school will identify the student achievement data needed to best determine if students are making progress toward the attainment of priority goals. Assessment and data will serve as the foundation for making instructional decisions at the school, grade-level, classroom, and individual levels. To facilitate, Manhattan Place Elementary will establish a school-wide Data Team comprised of the principal, assistant principal, grade-level chairs, Title I coordinator, literacy coach, and two parent representatives. This Data Team will meet monthly to develop, monitor, and analyze data from multiple sources, including district benchmark, state assessments, DIBELS, Running Records, and other common formative assessments. Strengths and obstacles will be identified, as will the most effective, research-based instructional strategies. The Data Team will also be responsible for reconvening teachers to analyze the effectiveness of the instructional strategies selected and implemented. Most importantly, the Data Team will act to “filter” data in a strategic fashion, with an eye toward guiding (PLC) teacher collaboration, so the information is best used to create a vision and a plan that makes decision 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 collaborative lessons and assessments. They will discuss what to do for intervention, and what changes need to take place for those not performing to expectations. They will modify the curriculum as needed and adjust their delivery of instruction based on what the data shows regarding strategies that are working



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to assist students master the standards. In addition, professional development sessions will be differentiated based on the results of the data collected, to insure teachers' instructional needs are being effectively met.

Teachers will also be further trained and expected to use the resources found in My Data. Teachers to get to know each student's data profile and to better personalize the delivery of instruction. This data will be key to tracking the progress of students referred for academic interventions in our tiered RtI² system.

In summary, data will be the starting point for reflecting upon and measuring what students have learned. All Stakeholders will be accountable 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 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 RtI² 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 (RtI²) Problem Solving Model. At RtI² Professional Development, as well as through on-going technical assistance provided by the Local District RtI² 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, Climate, and Infrastructure

a. Description of School Culture:

The culture and climate of our school will reflect students successfully learning in a positive and academically rigorous environment. Stakeholders will ensure and model respectful, safe, and responsible behaviors. As a learning community we all will promote academic excellence by maximizing instructional time, student engagement, and parent collaboration. Our high level of expectations will empower students to actively participate in the educational opportunities presented to them. Students will pointedly work towards meeting and exceeding common core standards.



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We will:

- 1) Implement a school-wide behavior plan that promotes positive behaviors and demonstrates our mission for students to be safe, respectful and responsible.
- 2) Provide ongoing grade level planning that encourages and supports students' time spent academically engaged. (Students will be given more opportunities to work together such as peer tutoring, extended workshop, and think-pair-share.)

Activities to reinforce our behavior and academic support plan include:

- Second Step/Anti-bullying
- Opportunity Room
- Jet Bucks and Jet Tickets (popcorn parties and weekly raffles for prizes)
- Academic Awards Ceremony (incentives for high achievements)
- Attendance Awards Ceremony (certificates)
- Spelling Bee, Language Arts, and Math Wizards
- Science Fair
- Career Day
- Dr. Seuss Day
- Math & Literacy Family Night
- 100th Day of School Celebration
- Academically focused field trips

i. Management of Multiple School:

In order to support growth of all school team members, local district professional development structures provide opportunities for new learning, as well as the sharing of best practices among teachers, principals, and leadership teams. In addition to content and pedagogy, the shared learning structures contribute to the building of school climates and cultures whose main focus is student achievement.

During principals' meetings and professional development sessions, 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 strategies that are working with similar student populations.

Teachers are also provided with opportunities to network and learn best practices at similar, yet disparate, 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 RtI2 support for academics, attitude,



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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 for all students to have access to differentiated materials. Classrooms will be structured so the individual needs of students are addressed with leveled readers, appropriate center-based activities, core-literature books, and small group instruction. These resources strengthen academic progress and support our overall mission to promote excellence by working collaboratively to provide programs that promote student, parent, and community participation.

High expectations will be reinforced by:

- Providing differentiation of instruction—especially during workshop and intervention group
- Progress monitoring to meet individual needs
- Planned and targeted professional development
- Weekly grade level planning
- Monthly parent meetings
- Monthly newsletter
- 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 principal, wellness coordinator, school psychologist, PSA counselor, SST members, and classroom teachers. This plan provides support that reflects the needs of our school and includes students who qualify for categorical funds, high transient population, single-parent households, and foster care services.

The programs, activities, and service personnel who will support the social and emotional needs of all students include:

- School-Wide Positive Behavior Support (SWPBS)
- Second Step role playing
- Olweus Bullying Prevention Program (OBPP)
- Didi Hirsch Mental Health (push-in service)
- Pillars of Character peer mediation
- Wellness Facilitator
- Pupil Services and Attendance Counselor (PSA)
- Psychologist / in school counseling and crisis intervention
- Opportunity Room (suspension alternative for recess periods)

d. College and Career Readiness:

Providing a solid foundation for students as they progress 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



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by the end of grade five. All instructional planning will reflect the current California State Standards and newly adopted Common Core Standards.

Programs that will help ensure students are college ready include:

- Career Day
- Weekly college awareness activities (wear college attire, alumni student speakers)
- GATE program
- Science Club
- Mathematics Club
- Academic English Mastery Program (AEMP)
- Partnering with local colleges for fieldtrips
- College mural with pennants

e. School Calendar/Schedule:

Manhattan Place Elementary will adhere to the district's proposed calendar and mandatory instructional minutes as specified by the state of California. Additionally, 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 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.

The school will propose extended school hours for teachers, one day a week, for planning and staff development (one and a half hours per week).

Research shows 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 to 1)
- Transitional kindergarten (20 to 1)
- Kinder through third grade (20 to 1)
- Fourth through fifth grade (25 to 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 all students are provided multiple opportunities to meet or exceed academic goals.

Our staff will continue to focus on providing consistent "good first teaching", and will be given forty-five to sixty minutes weekly for collaboration and planning.



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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 following principles:

- *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 transition periods, students will be rewarded by support staff with “Jet Bucks,” tickets for exhibiting any of the aforementioned six behaviors, and 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 is 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 will be expected to know, understand, and follow the school rules to be safe, respectful, and responsible. In a consistent effort to support positive behavior, students will be given school-wide and suggested classroom opportunities to earn rewards as indicated in the charts below:

School-wide Rewards Program

Suggested Classroom Rewards Programs

Playground	Students who have excellent behaviors and follow school rules will receive “Jet Bucks”. These bucks can 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 treat.
Cafeteria	Students who follow the lunch area rules will receive table points. Table points can be used to gain more play time and earn class prizes.	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 class that has the least amount of referrals for the month will receive a prize. The winning class will be honored at the morning assembly and monthly newsletter.	Individual	Each student will be given a popsicle stick point for every day 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.



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It is important for students to know inappropriate behaviors have consequences. All students should feel confident someone will take time to listen to what they have to say and provide solutions to help resolve the problem. Our goal is to ensure 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 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, classrooms 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
- School-based or outside intervention opportunities
- Collaboration between parents and Student Study Team (SST)
- Tier 3 instruction with resource specialist



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B-5 Parent and Community Engagement

a. Background:

Manhattan Place Elementary School serves a multi-cultural, pre-kindergarten through fifth grade Local District 8 (LD8). Our urban South LA neighborhood has 56,000 residents, whose median income is approximately 50% that of the state of CA. 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 65% African-American and 35% Hispanic. Our greatest strength is our passionate and dedicated parents and community members. Partnerships between the students, school, parents, and community members continues to be critical to our mission of creating a positive, safe, nurturing environment where adult behaviors serve as models for students.

It is our goal to promote a 100% uniform daily dress by ensuring all families are able to purchase multiple uniforms for their children. As a community partner, Operation School Bell has provided uniforms and school supplies to many of our families in need, however, we 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 district initiatives for parent/community involvement:

Parenting—helping all families establish home environments that support student learning by providing information and ideas about homework and other curriculum-related activities, decisions, and planning

Communicating—designing effective forms of school/home/school communications about school programs and student progress

Volunteering—recruiting and organizing parent help and support

Decision-Making—including parents in school decisions, developing parent leaders and representatives

Community Collaboration—identifying and integrating resources and services from the community to strengthen school programs, family practices, and 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:



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- CEAC
- ELAC
- Parent Workshops
- Back to School Night
- Open House
- Parent/Teacher Conferences
- Career Day
- Harvest Festival
- Winter/Spring Program
- Grade Level Parent Representatives
- Family Literacy Night
- Math Family Night
- Mobile Health Clinics
- School Newsletters
- School Flyers
- Connect Ed
- Student Letters
- Operation School Bell

Manhattan Place Elementary will sponsor three committees that share authentic decision making roles for parents (the Categorical Program Coordinator serves as the liaison for both committees):

- 1) English Learner Advisory Committee (ELAC) will guide decisions for supports to assist English Learners through the process of reclassification.
- 2) Compensatory Education Advisory Committee (CEAC) will provide oversight for resources allocated for support for students under the Title I guidelines.
- 3) School Site Council (SSC) will facilitate and plan school schedules and budgets. (The principal and the UTLA chair direct this committee.)

c. Key Community Partnerships:

Manhattan Place Elementary recognizes positive attitudes lead to positive communication. First, 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 that will improve academic achievement.

Manhattan Place's community partners need constant feedback concerning how their assistance helps improve our students' learning. We will facilitate these efforts by:

- Publishing a school newsletter
- Creating a web-site where parents and school staff can gather and share information
- Send e-mail messages to parents and other community organizations about getting involved
- Adding information about Manhattan Place Elementary to Connect-Ed
- Post flyers on local community bulletin boards



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- Hosting special events in conjunction with parent-teacher conferences

We envision continuing and enhancing these roles and relationships over time. The following is a list of partners with which Manhattan Place Elementary has already an established relationship:

- A World Fit For Kids (trains teachers to teach physical education)
- Kaiser Permanent (provides the World Fit For Kids grant)
- Didi Hirsch-Mental Health Services (for students and their families; three days a week)
- Reading Partners (assists students with moderate to severe literacy learning gaps)
- Judge James Reese (in joint with Reading Partners)
- Safe Schools/Healthy Students Grant (wellness facilitator; parent outreach; two days a week)
- L.A.'s Best (after school enrichment program)
- Operation School Bell (provides school uniform and supply resources to needy families)
- AmeriCorps (before and after school tutoring center)
- L.A. Southwest College (field trip and alumni speakers)
- Cal State Los Angeles (field trip and alumni speakers)
- Washington High School (field trip and alumni speakers)
- Homework Club
- Public Library
- Fire Station
- Community Service Hours
- Bethel African Methodist
- Power of Love Community Church



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B-6 School Governance and Oversight

a. School Type:

Manhattan Place Elementary School chooses the *Collaborative Leadership Model* in order to promote shared management of the school. The model allows teachers, parents, administrators, and classified staff a true voice when setting goals, and choosing the best means to achieve them. With shared ownership comes shared responsibility. The autonomies afforded by Public School Choice give those closest to students, opportunities to make decisions that are beneficial.

In accordance with the UTLA-LAUSD contract, the School Leadership Council (SLC), comprised of the principal, UTLA chapter chair, teachers, parents, and classified staff, will be held responsible for the six elements of school management:

- 1) Funding to the local school site based on the state ADA and categorical funding framework
- 2) Control over its financial resources
- 3) Control over the hiring of administrative, certificated, and classified employees, subject to section VC 4 (a)
- 4) Control over curriculum
- 5) Control over professional development
- 6) Control over bell schedules, in accordance with district requirements for minimum instructional minutes

The model presents challenges the school is ready to accept. It requires transparency and trust, since building consensus and improving communication are paramount to the smooth functioning of the SLC. Members must put aside personal feelings and work to support decisions and policies that will benefit the school. SLC members will research and discuss issues, and utilize norms to maximize meeting efficiency. The school will encourage all staff to share the load by participating in committees that report back to the SLC. For all of this work, staff will need on-going training in conflict resolution, coming to consensus, data analysis, current pedagogy, educational technology, and other areas to improve the quality of participation and communication.

The SLC will meet once a month to monitor the implementation of the PSC plan, analyze the data generated by formative and summative indicators of achievement (including classroom observations), and ensure all school resources are targeted toward the improvement of student achievement. Each member of the SLC will chair a sub-committee responsible for each of the six elements as well as ad hoc committees formed on an as-needed basis. All school personnel will serve on a committee, and have direct input into the decision-making process.

Additionally, the school will schedule grade level collaborations, and develop a progress monitoring process to create a culture of continuous improvement for the school.

The School Leadership Council will continue to monitor the benefits of their decisions in order to continually improve the functioning of the school.

b. School Level Committees:



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The leadership at Manhattan Place will consist of elected representative bodies and committees that will lead the instructional and operational components of the Public School Choice plan.

School Site Council (SSC)-elected representative membership from all stakeholder groups operating under federal and state guidelines to create and implement the *Single Plan for Student Achievement*, focusing on allocating federal and state funding to support the instructional program.

School Leadership Council (SLC)-elected representative membership from all stakeholder groups with control over financial resources, hiring, curriculum, professional development, and bell schedules.

Categorical Education Advisory Committee/English Learner Advisory Committee-elected representative membership from all stakeholder groups serving as an advisory group for socio-economic disadvantaged and English language learners.

Personnel/Staff Selection Committee-sub-committee of SLC responsible for the recruitment and selection of classified and certificated personnel.

Curriculum and Instruction/Professional Development Committee-sub-committee of SLC responsible for supporting and assessing the PSC plan as it relates to curriculum, instruction, and professional development.

Positive Behavior Support/Safe and Civil School Committee-representative stakeholders responsible for implementing program to sustain a positive and safe school culture.

School-wide Safety Committee-representative stakeholders responsible for the implementation of the school's safety plan.

Staff Performance/Evaluation Committee-sub-committee of SLC responsible for implementing and supporting the school's evaluation process.

School Activities/Calendar Committee-sub-committee of the SLC responsible for coordinating time and space to support school activities, the instructional program, parent participation, and all other events involving the school.

GATE Parent Advisory Committee-representative parents of gifted and talented students that provides input into programs and services for GATE students.



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B-7 School Leadership

a. Principal Selection:

The principal of Manhattan Place Elementary school will be a dynamic school leader, actively leading the effective implementation of the PSC plan, while respectfully honoring all stakeholders in a collaborative and supportive school culture. The *Collaborative Leadership Model* will mobilize the expertise and talent of the staff and community to deliver the richest educational experience to all students. The educational leader must be receptive to all viewpoints, ably assess situations, and act in a consistent manner while keeping with the mission and vision of the school. They must be knowledgeable of the curriculum, effective teaching strategies, assessments, and operations, in order to support the highest quality teaching and learning in every classroom. The principal will ensure Manhattan Place Elementary to be a safe, nurturing, collaborative, high expectations environment that fosters independent student learning, values effort, and champions social justice.

The following skills and attributes will be considered in selecting a principal at Manhattan Place:

- Shared beliefs (consistent with school vision)
- Flexible
- Collaboration skills
- Communication skills as advocate/spokesperson for the school
- Knowledgeable about the curriculum, instruction, and assessment
- Focused
- Disciplined
- Intellectually skilled
- Highly visible
- Affirmative, up-beat
- Inspiring
- Creative in problem-solving
- Connected to community and business

A deep understanding of the connection between the local and global communities is critical for the principal. The individual should have a clear ability to effectively establish and achieve goals, and be able to demonstrate a track record of positive performance in areas of student growth and academic achievement. A clear understanding of the myriad of challenges students face in this community is critical.

The job description for the principal will center on the LAUSD *School Leadership Framework* and its six standards:

- 1) **A Shared Vision**—based on student needs, current education research, and the belief that all students can achieve at high levels.
- 2) **Supervision of Instruction**—involving ongoing, coherent guidance for implementation and continuous improvement of teaching and learning.
- 3) **Investing in Teacher Quality**—involving an ongoing commitment by school leaders to work collaboratively toward the development of highly effective teachers.



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- 4) **Culture of Learning and Positive Behavior**—reflecting high expectations modeled by school leadership, and embraced by the entire school community.
- 5) **Family and Community Engagement**—involving collaboration with family and community partners to promote success for all students.
- 6) **Systems and Operations**—ensuring there are structures and processes in place to assess the school’s needs, and align resources allocation to drive school improvement.

In addition to these standards and characteristics, the principal must have a solid commitment and understanding of the state and national content standards.

The process of selecting a principal for Manhattan Place Elementary will begin with outreach by the School Leadership Council to the surrounding community of educators. Then the SLC will “fly” the position on LAUSD’s website while further publicizing the opening at local district and field offices, LACOE, job placement offices at local universities, and human resources offices at surrounding school districts. The SCL and school will maintain an on-going file of qualified candidates in anticipation of future openings.

The Personnel/Staff Selection Committee, a sub-committee of the SLC, will utilize a letter of intent, letters of recommendation, resume, evidence of prior accomplishments, and a check of references to help make the best choice from available candidates.

Candidates will produce proof of their commitment to social justice, ability to lead others in reform, active participation in the community, connection with parents, effective usage of data, knowledgeable experience with curriculums and instruction, knowledgeable experience with school operations, and ability to problem solve.

An SLC-developed evaluative tool kit, containing job announcement flyers, job descriptions, interview questions, and rubrics for application packets and interviews, will aid in the fair and unbiased screening of the candidates. The most qualified candidates will be interviewed by the SLC. Interview questions will include scenarios that will help the SLC determine a candidate’s problem-solving abilities in action, as well as display knowledge of the social, cultural, economic, and political factors that impact the local community.

An additional component to the tool kit will be a principal’s annual reflective survey centered on the aforementioned six standards of the LAUSD School Leadership Framework. Elements will include school-wide standardized test scores, participation in community-based activities, connection with community partners, effective collaboration with teachers and parents, and creation of a positive and nurturing school culture.

b. Leadership Team:

In addition to the principal, Manhattan Place Elementary will maintain an assistant principal, categorical coordinator, and intervention coordinator as funding permits. This team will work with the SLC to implement the PSC plan, monitor the effectiveness of the instructional program, and take steps needed to improve the workings of the school.



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The representatives serving on the SLC will be responsible for the development, implementation, and evaluation of the instructional program. The SLC at Manhattan Place Elementary will consist of the following:

- 3 teachers
- UTLA chair
- principal
- 1 classified staff member
- 2 parent/community members

The School Site Council, in accordance with the PSC plan and the SPSA, will set goals for the school and assess the progress the school is making toward those goals. Their charge is to progress monitor—utilizing a variety of current data—and make monthly, informed decisions. Members of this team will regularly meet with their constituencies, share the decisions made, and bring forth issues from each group that pertain to student progress.

The sub-committees under the SLC, for instance, will work to create opportunities for meaningful professional development, so teachers can continue to support a viable, standards-based curriculum, and use effective methods of instruction to ensure all students learn. Due to the participatory nature of the *Collaborative Leadership Model*, each member of the school community will be actively involved and responsible for successful implementation of the PSC plan.

- The SLC will solicit input from stakeholder groups using meetings, surveys, and protocols so all voices will be heard. The principal will hold a monthly Coffee with The Principal so interested parents and community members can share concerns in an informal environment. Faculty meetings and grade-level meetings will give teachers opportunities to participate and share ideas. The school's website will also be a place for interested stakeholders to get information and contribute ideas via email and blog postings. The school will hold open forum meetings so parents and community members can have open conversations whenever issues arise.



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B-8 Staff Recruitment and Evaluation

a. Staffing Model:

Manhattan Place Elementary will initially staff utilizing numbers normally allocated to elementary schools in the Los Angeles Unified School District, and then add teachers to reduce class size to the extent funding allows. Manhattan Place Elementary will utilize the services of an intervention coordinator for targeted intervention. It is our intent to establish the School Site Council as soon as possible to take advantage of the categorical funding. Reduced class sizes will be maintained and improved for all classes at a level where funding will permit. In addition, we will utilize community resources to assist us in the process of obtaining grants for school needs.

Academic (Certificated)

Non-Academic (Classified)

Principal	School Administrative Assistant
AP-EIS (Part Time)	Office Technicians
K – 3 rd Teachers (20 to 1)	Plant Manager
4 th – 5 th Teachers (24 to 1)	Building and Grounds Workers 2
Pre-K Teacher (15 to 1)	Cafeteria Manager
Categorical Coordinator	Cafeteria Workers (2)
Intervention Coordinator	Campus Aide
Counselor/Wellness Coordinators	Campus Supervision (4)
School Psychologist	Special Education Assistants (7 to 1)
Nurse	Resource Aide
Pupil Service and Attendance Counselor (PSA) Part Time	Parent Community Representatives
Resource Specialist Teacher	
Arts Prototype/Chorus Teacher	

Certificated Year 1: 11 (k-3) teachers, 5 (4-5) teachers, 1 principal, 1 assistant principal, special education teachers (numbers will be determined by the local district), 1 school nurse, 1 school psychologist, 1 psychiatric social worker (at a level where funding will permit).

Certificated Year 2: 21 (k-3) teachers, 8 (4-5) teachers, 1 principal, 1 assistant principal, special education teachers (numbers will be determined by the local district), 1 librarian, 1 school nurse, 1 school psychologist, 1 psychiatric social worker (at a level where funding will permit).

Classified Year 1: 1 SAA, 1 office tech, 1 plant manager, 1 buildings and grounds worker, 1 campus aide, 4 special education assistants (1 per special education classroom), 4 supervision aides, 1 campus aide, 1 community representative, and 2-3 teacher assistants (at a level where funding will permit).

Classified Year 2: 1 SAA, 1 MCD office tech, 2 office techs, 1 plant manager, 3 buildings and grounds workers, 1 campus aide, 4 special education assistants (1 per special education classroom), 6 supervision aides, 1 community representative, and 8-10 teacher assistants (at a level where funding will permit).



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Year 3: Maintain staffing ratios for certificated and classified positions. Utilize categorical funds and grant writing team to supplement the services listed in year 1 and 2. There will be a strong focus on obtaining funds for a full time psychiatric social worker, increased time from the arts branch, and physical education.

b. Recruitment and Selection of Teachers:

Manhattan Place Elementary will provide all students with a high-quality, rigorous academic education, featuring best first instruction coupled with high expectations. In addition, teachers at the school will ensure diverse student learning needs are met with differentiated and research-based pedagogy. The school's mission and vision statements center on collaboration, the valuing of effort, and appreciation of social justice—qualities a Manhattan Place' staff member must embrace. And as the most important factor in the success of a school is the quality of its teachers, every effort will be made by the SLC to ensure that only the best become part of its faculty.

Teacher candidates must exhibit a strong commitment to the school, the community, and the PSC plan. The job description is based on the LAUSD *Framework for Teaching*:

- 1) **Planning and Preparation**
- 2) **Classroom Environment**
- 3) **Instruction**
- 4) **Additional Professional Responsibilities**
- 5) **Professional Growth**

In addition to the specifics of each of these standards, candidates should be willing to serve on school-wide SLC committees to support the leadership model in order to share the responsibility for the school's success.

The process of selecting teachers for Manhattan Place Elementary will be similar to that of principal selection, with the SLC reaching out to the LAUSD, county, and university communities to attract qualified candidates. The Personnel/Staff Selection Committee will require a letter of intent, letters of recommendation, a resume, and evidence of the following: knowledge of content, pedagogy, lesson-planning, management of routines, procedures, student behavior, student progress-monitoring, intervention, school/home/school communication, and collaboration with colleagues.

Candidates must demonstrate the ability to plan and deliver a standards-based lesson by conducting a demo lesson with students or the selection committee, submitting a video, or explaining the steps he/she would take to plan and deliver a lesson.

An SLC-created evaluative toolkit, containing job announcement flyers, job descriptions, interview questions, and rubrics for application packets and interviews, will aid in the fair and unbiased screening of candidates. Manhattan Place will use its staffing autonomy to find and retain the best possible teachers and staff to ensure the successful implementation of the PSC plan.



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c. Performance Reviews:

Manhattan Place Elementary is committed to implementing the UTLA-LAUSD contracted method of staff evaluation. In addition to the requirements set down by the district, Manhattan Place will further support student achievement and improved instruction by implementing lesson study (a method by which teachers, working in small groups, plan, observe, and assist each other with regular classroom observations and feedback sessions). This collaborative, collegial approach to classroom observation will support an open and honest evaluative process. The staff will annually reflect and assessing school progress, and help set goals for the coming school year. This yearly assessment process will feature stakeholder surveys and structured conversations that will focus on areas of instruction, communication, operations, and school culture.

B-9 Sharing a Campus – N/A



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C. INTERNAL MANAGEMENT

C-1 Waivers N/A

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. The school will use appropriate data to assess effectiveness of expenditures, and guide future decisions in a cycle of continuous improvement in student achievement.

Manhattan Place Elementary 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, Manhattan Place will receive categorical funding from Title 1, Bilingual, and Special Education. 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. These funds will support 390 students, year 1, with an enrollment of 450 in year 2 and beyond.

An active grant writing team, consisting of the principal/designee and representatives of the School Leadership Council, will seek out and apply for grants in a wide variety of venues, including teacher grants from Fedco, 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 Manhattan Place Elementary School will be:

- A transparent budget that clearly shows school funds and the school site spending decisions are clearly made by stakeholders.
- A flexible budget that allows the school to make decisions about budgets that traditionally are made centrally.

Priorities for Funding:

Year 1

The two main priorities for Year 1 funding are to establish reduced class sizes from district norms, and to staff an administrator, assistant principal, intervention coordinator, and campus aide. An additional priority will be professional development for balanced literacy, including writing units of study, and guided, leveled reading. As more resources are acquired, support services for students and families will be added (social worker, increased nursing services, and extensions of the arts).

A strong grant writing team will be formed to seek out and apply for grants on a continual basis.

Year 2

We will continue to complete our staffing priorities as numbers increase to 450. We will also continue to fund professional development opportunities in the following areas: balanced literacy, Key Standards for Algebra (KSA), and Guided Language Acquisition Design (GLAD) for sharpening SDAIE and AM



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skills. Additionally, professional books will be purchased to strengthen pedagogy via book studies during professional development time on Tuesdays. Book Study will focus on the works of Marzano, Du Four and Isabel Beck.

Year 3

In Year 3 our primary goal will be to sustain the class size reductions accomplished in the previous two years. As additional funding becomes available, we will reduce class sizes for all grade levels. We will continue funding the professional development priorities that were established in Year 1 and 2. Year 3 we will also fund and implement the Families in Schools Transition to Middle School (FSTMS), in addition to services offered in Year 1 and Year 2.

Manhattan Place Elementary will follow all LAUSD guidelines on matters of fiscal soundness and legal compliance. We will begin establishing instructional priorities aligned to student achievement data in the fall, and will review the district's projected annual budgets with the SSC, and align our priorities accordingly. We will ensure ELAC and CEAC are provided an opportunity to make formal recommendations to the final budget. SLC will also provide formal recommendations based on input from the staff and community. A schedule to present a proposed budget to all stakeholders will be implemented so all individuals have the opportunity to provide structured feedback prior to a final budget being adopted and presented to the district for approval.

To ensure fiscal soundness and legal compliance, the school will use Front End, the district's electronic budget management system to generate monthly financial reports for School Site Council, SLC, and Advisory Council meetings (CEAC and ELAC).

The principal, school administrative assistant, and categorical program advisor will meet monthly with all leadership team members to review budgets. They will report monthly to School Site Council and Advisory Councils for monitoring purposes. Questions asked at monthly meetings will be answered conclusively at the School Site Council meeting the following month. Student achievement data will be shared to help assess the effectiveness of the expenditures to determine which activities should continued to be funded, which should be modified and which should be eliminated.

D-1 Operational Management

a. Portfolio Growth: N/A

b. Operations: N/A

c. Portfolio Evaluation: Local District 8

The Performance Meter Goals (PMG's), effective progress monitoring, differentiation of instruction, alignment of kindergarten instruction with Common Core Standards, algebra 1, and 6th Grade ELA have been identified through 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 and benchmark data at the regularly scheduled meetings, as well as the daily observations at school sites.



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