

153rd Street Elementary School

Public School Choice 4.0

2012-2013



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A. Vision and Instructional Philosophy

1. What is your school's vision for the child or youth who will matriculate from your school?

It is our vision that our students who matriculate from 153rd Street Elementary School will be productive, model citizens who are college/career ready with 21st century skills, think critically to solve problems, collaborate with others, and communicate skillfully.

2. What is the vision of the school that will help achieve the vision of the successful future graduate described above?

In the next three to five years our staff/community responsibilities will be to:

Administrators

- Create and maintain an environment where all students, staff, and visitors are made to feel welcomed, accepted, valued, and appreciated anywhere on campus
- Develop an inclusive instructional leadership team to make instructional decisions for our learning community
- Provide meaningful professional development modeling what is expected from all instructional staff
- Visit classrooms regularly to observe instructional practices learned and discussed in professional development
- Provide timely feedback and determine next steps
- Encourage and embrace teacher creativity that will enrich our program

Teachers

- Demonstrate knowledge of content and pedagogy and fully implement the Common Core State Standards in all curricular areas by 2015
- Provide effective rigorous and coherent lessons that contain clear learning objectives that allow for teacher modeling/demonstration, guided practice, checking for understanding, and utilizes questioning and discussion techniques
- Strategically plan to differentiate instruction to meet the needs of all students
- Work collaboratively and use student data to drive instruction
- Communicate regularly with parent(s)/guardian(s) about their child's academic and social progress
- Maintain a 97% attendance rate

Staff

- Work collaboratively and proudly as a team to support teaching and learning
- Make a commitment to be a life-long learner
- Maintain a 97% attendance rate

Parents

- Ensure that your child attends school daily, arrives on time, and is ready to learn
- Become active participants in school through volunteer work and teacher support
- Be a part of the decision making process
- Provide feedback frequently via School Experience Survey and/or communicating with administration, teachers, or any staff member

Students

- Arrive to school daily, on time and ready to learn
- Embrace a school community spirit, show school pride, and demonstrate positive behavior and understand cause/effect of behavior
- Take responsibility and become an active participant in the learning process
- Set personal and educational goals

3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

153rd Street Elementary School is committed to providing an instructional program for all students, pre K – 5, which exemplifies a high quality, rigorous academic program. Such instructional programs must be based on providing best first instruction that is informed by research-based pedagogical techniques, in order to ensure that all student have access to a guaranteed and viable curriculum. Our promise is to instill and model high academic expectations for the diverse group of students served at 153rd Street Elementary School, resulting in ALL students having an academic foundation for future success through preparation for college and careers for the 21st century.

The proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged, and Students with Disabilities (SWD). Towards this end, we have consciously adopted key, research-based instructional strategies (see Instructional Strategies below) that have demonstrated effectiveness for the student population served at 153rd Street Elementary School.

The 153rd Street Elementary School design for the curricular and instructional program is informed by findings from a study on the effectiveness of California elementary schools.¹ This EdSource study is based on 257 California elementary schools that approximate the demographics of the students that will be served at 153rd Street Elementary School. Drawing on data from October 2005 to April 2006, the study identified a set of characteristics as the most “predictive” or correlated with increased student achievement. These will guide the design of the instructional program, ensuring that the instructional program is research-based:

1. **Prioritizing Student Achievement.**
2. **Implementing a Coherent, Standards-Based Curriculum.**
3. **Using Assessment Data to Improve Student Achievement and Instruction.**
4. **Ensuring Availability of Instructional Resources.**

153rd Street Elementary School will prioritize student achievement by meeting the state’s API goals and the federal adequate yearly progress goals. We will implement a coherent, standards-based curriculum to improve student achievement and our teachers will ensure that all staff and students have sufficient and up-to-date instructional resources. 153rd Street Elementary School staff will use data to improve student achievement and instruction.

Key Instructional Strategies

Before addressing the specific, research-based instructional strategies that will be used school-wide by 153rd Street Elementary School, it is appropriate to provide a context for common lesson design that will inform the selection and use of these strategies. The school is currently engaging teams of teachers in collaborative lesson planning as Professional Learning Communities or PLCs.

As part of PSC implementation, 153rd Street Elementary School teachers will continue to develop common lessons. Moving forward, 153rd Street Elementary School will focus on refining lesson planning by adopting a template that incorporates elements of Understanding by Design², Specially Designed Academic Instruction in English (SDAIE), and Madeline Hunter’s lesson plan template.

In developing these common lessons, 153rd Street Elementary School will adopt a set of key, research-based instructional strategies for school-wide implementation. Based on an analysis of achievement data, it is clear that many of our students have moderate to severe learning gaps, which complicate the delivery of rigorous, grade level instruction tied to the California content standards. Put another way, the “typical” 153rd Street Elementary School student needs additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. As such, 153rd Street Elementary School Design Team has come to a consensus on the following research-

¹ EdSource (2012) Similar Students, Different Results: Why Some Schools Do Better. Sacramento, CA.

² Wiggins, Grant and Mc Tighe, Jay. (2005). *Understanding by Design*. Expanded 2nd Edition. Alexandria, VA: ASCD.

based instructional strategies that support such an approach, and, therefore, will form the basis of instructional delivery across content areas and grade level teams:

1. **Access to Core Strategies** are culturally relevant and linguistically responsive research-based instructional methodologies that support language acquisition and learning for Standard English Learners.
2. **Specially Designed Academic Instruction in English (SDAIE)** is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content.
3. **Reciprocal Teaching** is an instructional technique, which applies a problem-solving heuristic to the process of reading comprehension, thereby promoting thinking while reading across the curriculum.
4. **Writing Across the Curriculum (WAC)** is a strategy for having students practice writing in a variety of contexts.

ALL students at 153rd Street Elementary School will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common “toolkit” for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students matriculating to high school with the academic foundation necessary to graduate from high school, college-prepared and career-ready.

Teachers will regularly reflect upon how they teach by assessing themselves using the criteria in the LAUSD Teaching and Learning Framework, Standard 1 Planning and Preparation; Standard 2 Classroom Environment; Standard 3 Delivery of Instruction.

B. School Data Profile/Analysis

1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

To conduct a thorough, in-depth analysis to determine where 153rd Street Elementary School is now, we viewed the following qualitative and quantitative data: CST data, School Report Card, Performance Meter, classroom observations, student referrals, parent observations, teacher surveys, parent surveys, and student surveys. The data collected reveals identified areas of strengths and concerns, areas of improvement, and positive/negative trends over the last 3-5 years and the root causes.

Academic Performance Index and Adequate Yearly Progress Trends

Year	API	Met AYP
2007-08	715	Yes
2008-09	705	No
2009-10	722	No
2010-11	726	No
2011-12	734	No

When we analyze the 2011-2012 California Standards Test results over the last 3-4 years, 153rd Street Elementary School made almost a 30 point gain in API. Within the last school year our API went up 8 points to 734. However, it has always been a challenge for 153rd Street Elementary School to meet out AYP. Last year, we met 12 of the 21 indicators.

Percent of Students Scoring Proficient or Advanced

School-wide Pro/Adv	ELA	Math	Science
2009-10	39%	44%	40%
2010-11	38%	47%	38%
2011-12	41%	45%	25%

A positive trend for 153rd Street Elementary School is that we are making steady progress to improve the amount of students scoring Proficient or Advanced in English Language Arts. In ELA, last year, the percent of Proficient/Advanced (P/A) students increased by 3% school-wide. Our Far Below Basic/Basic, (FBB/BB), students decreased by 9%. However, school-wide, Math and Science is an area of need. The percent of students scoring P/A decreased 2% in Math during the 2011-12 school year; which led to a 2% FBB/BB increase. In Science, the P/A decreased by 13% and the FBB/BB increased by 1% school-wide.

Percent of Proficient and Advanced Students by Sub Groups

Sub Groups Pro/Adv	ELA 2010-11	ELA 2011-12	Math 2010-11	Math 2011-12
School-wide	39%	41%	49%	45%
African American	32%	36%	30%	30%
Latino	41%	41%	60%	49%
Socioeconomically Disadvantaged	39%	41%	49%	45%
English Learners	40%	38%	62%	45%
*Students with Disabilities are not a significant subgroup				
*All of our students receive free lunch				

When we analyzed the CST data by subgroup, we saw that African American students are improving in ELA. Our English Learners had a slight decrease in achievement in ELA. However, there is an achievement gap between African Americans and the other sub groups (Latino and English Learners) in ELA. In the 2010-11 school year, the gap was 8% and in 2011-12 it decreased to 4%. In Mathematics, the achievement gap between African American students and English Learners is wider. In the 2010-11 school year, the gap in Mathematics was 32%. The gap decreased in the 2011-12 year to 15%. A question raised was, “What teaching strategies were implemented in the 2011-12 school year for African American students that resulted in the achievement gap in ELA and Math to decrease by 50%?” Another question raised was, “Why did the percent of proficient/advance students decrease for the English Learners and the Latino students?”

Percent of Students Scoring Proficient/Advanced by Grade Level

Grade % of students Prof/Adv	ELA	Math	Science
Second	42%	31%	N/A
Third	39%	55%	N/A
Fourth	46%	46%	N/A
Fifth	48%	25%	25%

When looking at the data by grade level, you will see that some grade levels did better than others. However, there is plenty of room for growth in all grade levels. The data collected tells us that we have not differentiated our instruction to meet the needs of all students. We are just presenting information to students, versus teaching the way students learn. According to the CST data presented, a student has only a 50% chance to score Proficient or Advanced if they attend our school. That means that students have a 50% chance of scoring Basic or below. In addition, only 25% of our 5th grade students scored Proficient/Advanced in Science. That means that students have a 75% chance of scoring Basic or below. Analyzing the data, we concluded that our teachers believe that teaching Science is not a priority. Science is not being taught across grade levels and we need further professional development to improve our science instruction. In order for our students to score Proficient/Advanced in science in 5th grade, the instruction needs to begin in kindergarten. We realize that science skills build upon each other so we must all make the time to consistently teach science.

A positive trend, through observations in the classrooms during the 2012-2013 school year, is that the Leadership Team observes teachers teaching and students engaged in the lessons. Many teachers have positive relationships with students. That contributes to the strong classroom management. As a result, students are spending their time in the classroom, where instruction takes place. However, when we take a deeper look inside the classroom, we see the activities in which the students are engaged in. In many classrooms, the activities lack academic rigor, do not appear to be standards-based and have no clear objectives.

Reclassification Rate

School Year	2007-08	2008-09	2009-10	2010-11	2011-12
Reclassification Rate	14%	14%	10%	16%	21%

A positive trend at 153rd Street Elementary School is that our reclassification rates have improved over the last 3-5 years. We see the importance of reclassifying students, and that is a strength for 153rd Street Elementary School.

Staff and Student Attendance Rates

	2009-10	2010-11	2011-12
% of Students with 96% or Higher Attendance	44%	51%	62%
% of Staff with 96% or Higher Attendance	38%	48%	83%

Although attendance improved for the 2011-12 school year, poor attendance for both students and staff has been a negative trend for 153rd Street Elementary School. In the last 3 years, the percent of students with 96% attendance and better improved for students, teachers and staff. Last year, we had a couple of teachers who went out on a leave. As a result, those classrooms had different long term substitutes in and out of the classroom. The student behavior was unacceptable and instructional time was lost.

Days Lost to Suspensions

	2007-08	2008-09	2009-10	2010-11	2011-12
Days lost to suspension	29	7	24	26	2
African American Students	16	4	24	25	2

At 153rd Street Elementary School, the days lost to suspensions dramatically decreased in the 2011-12 school year. When we analyzed the Data Summary Sheet, we found that only African American students and Students with Disabilities were being suspended. In addition to that, African American students were getting suspended at a ratetwice as many times as the Students with Disabilities. There was no data stating that the Latino students were being suspended. We ran a list from SIS of names of students who were suspended within the last four years, and found that the Students with Disabilities who were suspended were also African American. From the 2009-10 school year until the 2011-12 school year, only African American students were suspended at 153rd Street Elementary. This was an identifiable negative trend. According to our office referrals received thus far, in the 2012-13 school year, African Americans were sent to an office for discipline referrals 3 times as many times as Students with Disabilities, English Learners and Latinos.

Although the suspensions have decreased over the years, student discipline was seen as a negative trend for the last 3-5 years. Many students felt unsafe and like they were being bullied on campus. Teachers and parents of the victims felt as though students did not have any real consequences for inappropriate student behaviors. Teachers felt as though there was no true school-wide discipline plan. Because of the district-wide efforts to reduce the amount of suspensions, teachers felt as though the students were not being suspended for actions that warranted a suspension.

School Experience Survey

	2008-09	2009-10	2010-11	2011-12
Percent of parent participation in School Survey	18%	31%	13%	Unknown at this time

Another negative trend that has occurred over the last 3-5 years is that the parent involvement has decreased. We do not see as many parents on campus helping in the classrooms. There has been a decrease in the amount of parent surveys that are completed. Parents are not serving on as many committees as they had in the past. A few parents voiced that they felt the root cause of less parental involvement was that it appeared as though the parents did not feel welcome on campus by the administration or the staff. Parents voiced that they felt disrespected at times and that their voice was not valued or heard.

Teachers indicated on the school survey that they felt as though it was challenging to communicate effectively with parents because some parents do not update their telephone numbers regularly with the front office or teacher, may not check their child's backpack regularly, may not attend Back to School Night or Open House, do not come on campus after school, and that adequate translation is not provided for our non-English speakers.

Another negative trend is that there is low school morale for students and staff at 153rd Street Elementary School. Low school morale has impacted attendance. There was negative talk about others on campus. Lack of mutual respect among all staff led to limited collaboration. Many teachers voiced that they did not want to come to school. There were no "fun" activities for students. Many teachers, staff members, and parents expressed that there was poor leadership at 153rd Street Elementary School. It was expressed that the administrative team changed each year due to a different APEIS. As a result, poor leadership was identified as the root cause of the poor morale, lack of trust within all the stakeholders, and the discipline problems.

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

The three most urgent issues to address to help 153rd Street Elementary School achieve our vision are:

1. Improving the quality of instruction
2. Improving staff and student attendance
3. Increasing parent involvement

According to our percent of students scoring Proficient or Advanced on the CST, it is vital that we improve the quality of instruction. Students will have access to standards-based, hands-on, rigorous, culturally relevant and responsive education daily. Instructional decisions must be based on the characteristics of the students assigned to the classroom. In relation to our attendance rate, the teacher and the student must be at school for teaching and learning to occur. Students learn best from their teacher versus a day-to-day substitute teacher. When the students do not see good attendance modeled from their teacher, they may not see the importance of coming to school daily. We are monitoring both student and staff attendance. Both students and staff will receive incentives for maintaining perfect attendance. The last issue identified that is vital to address is the creation of partnerships with parents. We need to welcome our parents into the school as equal in their child's education. We will provide training sessions for parents so parents are equipped with strategies to work more effectively with their children at home. In addition, we want to train parents in how to address concerns they may have with a teacher, staff member or administration. We want teaching and learning to occur for every member of our school community.

C. School Turnaround

1. Building on the priority areas as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school?

Priority Areas

In order to strengthen our Professional Learning Community, we will focus on three areas of concern that our school has diagnosed as areas of priority. The three areas are listed below:

1. Improving the Quality of Instruction
2. Improving Student/Staff Attendance
3. Increasing Parental Involvement

I. Improving the Quality of Instruction

153rd Street Elementary School is committed to improving classroom instruction in our efforts to conduct a complete school turnaround. The strategies to turn around instruction are listed in an order in which it will make the biggest impact on student achievement.

Peer Observation

Peer observation is commonly used as a tool to enhance a teacher's continuing professional development. Formative peer observation assists in the improvement of teaching. Summative peer observation involves the evaluation of teaching effectiveness. Both formative and summative observations can be based on the same observation instruments. There are strengths and advantages to peer observation. By utilizing peer observation, change will occur as teachers gain new ideas and perspectives about teaching from colleague(s), and both the observer and the observed may improve teaching ability.

Research

Dr. William Roberson, co-director of the Center of Effective Teaching and Learning concurred: "Easily, peer observation is more valuable than other forms of professional development, if the proper context is created. If done well, it is carried out in a real, practical, immediately relevant situation. Compare that to attending workshops or conferences in which participants remain at a certain level of abstraction from their own classrooms."

Lesson Study

An instructional strategy that can be implemented at our school is the art of Lesson Study. Many professional organizations promote teacher collaboration, but lesson study goes beyond collaboration to co-planning and observing actual lessons, with a focus on student thinking. In the lesson study model of ongoing professional learning, teachers learn together, with administrators and specialists, and even with other schools. Participants plan, observe, and refine "research lessons" designed to make real their long-term goals for student learning and development. A key, concrete component of lesson study is the observing and teaching of lessons, which then are improved collaboratively. The real "lesson" of lesson study is not product, but process. The use of lesson study will compel our teachers to examine their own practice in depth in the context of student learning, and will connect them with their students and their professional learning community, and will inspire them to improve continually. The Lesson Study process will assist teachers in analyzing instruction in all academic areas, including Math and Science. Teachers will regularly reflect upon how they teach by assessing themselves using the criteria in the LAUSD Teaching and Learning Framework, Standard 1 Planning and Preparation; Standard 2 Classroom Environment; Standard 3 Delivery of Instruction.

Research

This model of ongoing, teacher-led professional development has been applied most successfully and widely in Japan. It has recently been adapted and initiated by teachers at many sites across the U.S. It gained greater notice in the United States following the release of data from the 1995 Third International Mathematics and Science Study (TIMSS), which showed higher mathematics achievement by Japanese students than by U.S. students. The TIMSS video study reported that Japanese mathematics classroom teaching is very similar to what the National Council of Teachers of Mathematics (NCTM) describes as the quality of teaching and learning that U.S. teachers need to develop. Other researchers reported that lesson study changed Japanese teaching styles over the last 30 to 40 years from teacher-directed to student-centered.

Grade Level Collaboration/Professional Learning Communities

In addition to lesson study, teachers will have multiple opportunities to plan together through grade level collaboration/professional learning communities. The professional learning collaboration will produce change because it will allow our teachers to use data to drive their instruction; teachers can use the time to identify any trends within the data and plan lessons accordingly. Grade level collaboration is a time for teachers to identify best practices and share with their colleagues. The ultimate purpose of professional learning communities is to gain a better understanding of how to analyze student work and data to find evidence of growth, to establish and align academic objectives for lessons, to share teaching strategies, and to address plans for remediation and/or re-teaching. Grade level planning will be an ongoing process in which teachers meet weekly for an hour. Educators will meet during a set, structured time every week while their students are in enrichment activities. Each team will consist of grade level teachers, administration, coaches, appropriate support staff, professional development staff (as needed) and a special education representative. This is an interactive meeting, in which all participants serve as both learners and contributors to actively accomplish our desired goals of improving instruction in all content areas, but specifically Math and Science. Teachers will regularly reflect upon how they teach by assessing themselves using the criteria in the LAUSD Teaching and Learning Framework, Standard 1 Planning and Preparation; Standard 2 Classroom Environment; Standard 3 Delivery of Instruction.

Research

According to Richard DuFour, co-author of the best seller, *Professional Learning Communities at Work*, as well as, *Raising the Bar and Closing the Gap: Whatever It Takes*, "All the research is pointing to the fact that the best strategy for sustained, substantive school improvement is developing the capacity of school personnel to function as a learning community." In the book, *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*, Chapter 2 focuses on positive peer interaction as one of the six secrets of change. It provides guidelines and examples of how great organizations truly connect their employees to a higher purpose and help them work collaboratively. The chapter gives useful tips and a perspective that will be beneficial to grade level teams and their leaders and supports the notion that grade level collaboration is an effective way to increase student achievement by focusing grade level teams on improving classroom learning.

Data Chats

Data chatting is an opportunity for principals, teachers, coaches, and other support staff to collaborate monthly to analyze current data, and devise plans to support instruction based on the data. By implementing the practice of data conferencing, the needs of our students will become apparent and should then be addressed. After reviewing the data and devising a plan, teachers will progress monitor their students and identify students who need additional assistance. Using the data to drive instruction will dramatically improve student learning at our school, because the learning will speak to the needs of an individual student or group. In addition, as a result of data chats, all members of the professional learning community are forced to discuss student data and student progress, and ultimately, take ownership for student successes and failures. There is an abundance of research that supports the notion of data chats dramatically improving student learning at your schools.

Research

In the article, “Guide to Using Data in School Improvement Efforts”-Learning Point Associates. Dec. 2004, highlights the value of using data often. The article clearly states, “Data is the key to continuous improvement.” The fact that we have developed a plan that includes the implementation of data chatting should dramatically improve student learning at our school.

Learning Lab/Differentiated Instruction Time

At 153rd Street School, we will initiate a school-wide grade level specific time block for differentiated instruction. This time block will be 45-60 minutes each day. During the block of time, students will be grouped based on data and need. Ideally, each group would consist of between 6-8 students. Teachers will work with a small group of students and teacher assistants will work with a small group within the classroom setting. Some students will work independently, while others will be sent to the Learning Lab to work with the Title III Access to Core and Title I/EL Coordinator. The implementation of differentiated instruction will force teachers to teach to student needs. Once this happens, we will see a growth in student achievement.

Research

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Specially Designed Academic Instruction in English (SDAIE)

Many of the EL students within our school are not reclassifying at an accelerated rate. SDAIE is a methodology (a set of specific strategies) centered around four elements- content, connections, comprehensibility, and interaction. SDAIE is designed to make instruction comprehensible and grade-level academic content accessible for English Learners. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-Language Arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote language development, particularly what is called Academic Language. By utilizing SDAIE techniques, all of our English Learners and Standard English Learners will have access to the curriculum. Below you will find a few SDAIE strategies that we will implement:

- **Activating Prior Knowledge**-focuses the students' attention, develops readiness for instruction, motivates, and relates to previous learning (students have the opportunity to adjust to the new learning and relate it to their own life experiences, making it much more comprehensible and valuable)
- **Cooperative Learning**- provides positive social interaction for ELL students, helping them perceive the classroom as a comfortable, friendly place where they feel safe using their new language skills
- **Use of Manipulatives**- Whenever possible, instructors will accompany messages with gestures, pictures, and objects that help get the meaning across. The teachers will use a variety of different pictures or objects for the same idea.
- **Vocabulary Development**-Pre-teach vocabulary and concepts; use realia, demonstrations, visuals, and multiple modalities when teaching. Illustrate, label, explain multiple meaning words
- **Graphic Organizers/Thinking Maps**- allows students to visually arrange their ideas and process their thinking

Research

SDAIE is an approach recommended for instructors who possess the competency to make lesson content comprehensible and relevant to limited-English-proficient students with intermediate English fluency (Calif. Dept. of Education, 1993). According to the LAUSD English Learner Master Plan, “ All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons.”

Highly Effective Teacher/Staff Professional Development

In order to make a complete school turnaround, it is essential that all teachers and all staff members be trained on current educational research and successful teaching strategies that will promote student academic and social development. Effective professional development is truly the cornerstone of our school-wide plan. It is the difference that will make or break the success of our school. Since the instructional philosophy of our school is to improve the achievement of all students at our school, all teachers must be engaged in the process of learning how to improve instruction to meet the needs of all students in the regular classroom. All professional development in our school must be aligned to achieving the goals outlined within our Public School Choice plan. It must be focused on improving classroom instruction to reach our goals, and it must be ongoing and based at the school. Work that the teachers do together at the school—conducting study groups, designing assessments, aligning curriculum, reviewing and discussing student achievement results and other data, etc.—are the most effective part of the school wide plan and should be considered the main focus for all professional development. Some additional areas of focus for professional development at 153rd Street School are organized below in order of importance to our school’s specific needs:

Professional Development Focus

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • EL Master Plan • Common Core Standards • Teaching and Learning Framework • Differentiated Instruction 	<ul style="list-style-type: none"> • Meeting the needs of Standard English Learners • Data Analysis • Problem Solving Process 	<ul style="list-style-type: none"> • Positive Behavior Support • Technology in the Classroom • Lesson Planning • Meeting the needs of Gifted & Talented

Research

The article, “Why Professional Development Matters,” written by Hayes Mizell, supports the notion of teacher professional development. “All schools should be places where both adults and students learn. Teachers and administrators who routinely develop their own knowledge and skills model for students that learning is important and useful. Their ongoing development creates a culture of learning throughout the school and supports educators’ efforts to engage students in learning. A school that organizes team-based professional development and expects all teachers and administrators to consistently participate though for different purposes, at different times, in different ways — demonstrates that it is serious about all educators performing at higher levels. As a result, the entire school is more focused and effective.”

Instructional Rounds

Instructional Rounds are a cycle of supporting improvement in instruction. There are four stages, first, Problem of Practice, second, Theory of Action, third, Rounds and finally, Debrief Discussion. At the center of these stages is the Instruction Core, which consists of Teachers, Students, and Content. The idea behind Instructional Rounds is that everyone involved is working on their practice, everyone is obliged to be knowledgeable about the common task of instructional improvement, and everyone's practice should be subject to scrutiny, critique, and improvement.

Research

Within the book “*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*,” City, Elmore, Fiarman, and Teitel’s research suggests that the use of Instructional Rounds at a school site will build a collaborative learning culture and develop a clearly articulated and collective understanding of what quality teaching and learning looks like. Furthermore, the research identifies the adoption of instructional rounds as a primary method of continuously refining our own practice.

After School/Weekend Intervention

Our school budgeted last year for student intervention, and we plan to use some of the money towards designing a CST Boot Camp. The CST Boot Camp is a Saturday program in which students are taught test taking preparation skills, are given a review of key CA standards on the California Standards Test, and are provided academic support based on their strengths and weaknesses. Students are eligible to participate in the CST Boot Camp if they scored Basic, Below Basic, or Far Below Basic on the standardized assessment.

RtI²

Our Philosophy of RtI²

Of the many solution strategies employed nationwide, RtI² is an approach with evidence of success in creating the conditions necessary for closing the achievement gap and improving problem behaviors (Griffiths, A-J., et al., 2007). The RtI² process focuses on individual students who are struggling and provides a vehicle for teamwork to strengthen their performances before educational problems increase in intensity. Leadership is critical to the implementation of RtI². To be effective, RtI² must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all teachers, have central roles in the planning, implementation, and successful day-to-day use of the RtI² approach. Analysis of how students respond to instruction and interventions is an organizing principle for structures and programs that already exist in our schools. An education system implementing RtI² promotes collaboration and shared responsibility for the learning of all students across all personnel, programs, and parent inclusion processes located in any given school. Further, data gathered from RtI² can be utilized in the identification process to determine if a student requires special education services. (cde.ca.gov)

We will use the California's RtI2 Framework as our implementation guide, which includes these key components:

- Core Component 1: High-Quality Classroom Instruction
- Core Component 2: High Expectations
- Core Component 3: Assessments and Data Collection
- Core Component 4: Problem-Solving Systems Approach
- Core Component 5: Research-Based Interventions
- Core Component 6: Positive Behavior Support
- Core Component 7: Fidelity of Program Implementation
- Core Component 8: Staff Development and Collaboration
- Core Component 9: Parent and Family involvement

Research

California's RtI² framework, supported by national research and in accordance with federal law, emphasizes effective instruction and earlier intervention for students experiencing difficulty learning to ensure that they are not misdiagnosed or over identified for special education services due to lack of appropriate instruction.

II. Improving Staff/Student Attendance

Staff and Student Attendance Rates

	2009-10	2010-11	2011-12
% of Students with 96% or Higher Attendance	44%	51%	62%
% of Staff with 96% or Higher Attendance	38%	48%	83%

Examining the staff and student attendance data over the span of three years, it is evident why student and staff attendance are areas of concern, and why we have chosen to enlist it as a part of our school turnaround. The Los Angeles Unified School District has set a target of 71% of students and 74% of staff with 96% or higher attendance for the 2012-2013 school year and 76% of students and 79% of staff with 96% or higher attendance for the 2013-2014 school year. We plan to meet both targets and below you will find how we will do so:

Improving School Morale

To improve student and staff attendance, we must improve the school morale. We want our students to have a sense of pride about 153rd Street Elementary School. For the 2013-14 school year, we will implement school uniforms. We want students to know that when they get dressed in the morning, they are getting dressed to learn. For the 2012-2013 school year, we have created a new design for our school t-shirts. Every Friday is Spirit Day, the day staff and students wear their t-shirts. All teachers, staff, students, and administration feel like they are a team. A Student Council has been developed to add morale to the student body. Students participated in the election process and now feel like they have a voice. We see student leaders as decision makers.

Award Assemblies

To improve student attendance, we will host monthly award assemblies. During these assemblies, students with the target attendance goal for the month will be awarded with a certificate. In addition, the class with the highest number of students that met the target attendance goal will be rewarded with a classroom treat.

Staff Attendance Recognition

In an effort to improve staff attendance, similarly, as with our students, we will honor staff members with regular attendance that meets our target goal. Staff member's names will be published in the weekly bulletin. Also, we will host raffles for staff members with good attendance, during which, they will have the opportunity to earn prizes such as gift cards (donated from a partnership) and extra lunch time. The teacher will have the opportunity to leave for lunch an hour early. Administration will cover the class and teach the lesson planned.

III. Increasing Parent Involvement

The article, "*A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievements (2002)* (Author(s): Ann T. Henderson, Karen L. Mapp)" published by Southwest Educational Development Laboratory (SEDL) in 2002, examines the evidence that family and community connections with schools make a difference in student success. The research indicates that children whose parents/guardians share in their formal education tend to do better in school. Parent involvement has a higher impact on student success than does any other factor, including culture and socio-economic status. The earlier in a child's educational process parent involvement begins, the more powerful the effects. The benefits that have been identified that measure parental involvement in education include:

- Higher grades, test scores, and graduation rates
- Better school attendance
- Lower rates of suspension
- Long term academic achievement
- Positive attitudes and behavior
- More successful programs and more effective schools

All parents want their children to be successful. Similarly, many parents want to be involved with the formal education of their children. Sometimes, however, they don't know where to start, when to find the time, or how to go about making positive connections with the school. It is our goal at 153rd to ensure that the parent/guardian(s) of our students are completely involved in their child's academic experience. Effective parent engagement and involvement is a critical component to the successful education of children. The active involvement of parents and community members in our school is a high priority and is essential to high achievement for all students, especially our English Learners and Standard English Learners. We value parent involvement, and below you will find the strategies we will use to increase parental involvement in our professional learning community:

Parents as Decision Makers

It is our goal at 153rd to build strong parent, staff, and community groups at our school. We plan to develop a strong English Learner Advisory Committee, School Advisory Committee, and School Site Council of committed parent and staff members. The parents who are involved will collaborate with school staff and community members to make sound decisions for our school.

Research

According to the National Network of Partnership Schools, for parent involvement to flourish, it must be meaningfully integrated into a school's programs and community. The network developed a framework of six types of parent involvement that schools can use to guide their efforts. It says schools can:

- Help families with parenting and child-rearing skills
- Communicate with families about school programs, student progress and needs
- Work to improve recruitment, training, and schedules to involve families as volunteers in school activities
- Encourage families to be involved in learning activities at home
- Include parents as participants in important school decisions
- Coordinate with businesses and agencies to provide resources and services for families, students, and the community (Epstein, 2001).

Parent Trainings/Workshops

It is our goal at 153rd to ensure that the parent/guardian(s) of our students are completely involved in their child's academic experience. We wish to keep parents informed and trained with the necessary skills to assist their child. Some of the trainings we might provide would be workshops on child development and how to support student academic learning. Parenting trainings could cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, and the relationship between child achievement and parental expectations.

Parent Newsletters/School Website

Communication with the families of our students has been given a low priority, due to lack of time. Lack of parental communication causes a disconnection between the home and the school, and this is what we aspire to turn around. In order to keep parents informed of their child's progress in school, school events, and /or school procedures, our school will need to implement a system for regular contact. A school-wide/class newsletter/website is an excellent way to keep parents informed. A newsletter can go home monthly with important information for parents. Within a newsletter/or on a website, we can share some of the following:

- Main objectives or goals from the curriculum
- Important dates for assignments, field trips, or school events
- Ideas for parents to do at home to support learning
- Important dates for projects due, events, or field trips

Partnerships

At 153rd Street School, in an effort to build a Professional Learning Community, we will build partnerships for school success. When selecting partnerships for our school, it is our goal to select partnerships that will offer our students the opportunities and resources necessary to succeed in school and life. The use of partnerships will involve parents and communities in their child's education to ensure lifelong success. It is our goal to identify parents as our school's most important partner. When schools regard their relationship with families as a partnership in which school and home share responsibility for children's learning, the result is an increase in the levels and types of parental involvement as well as the support that families demonstrate for the school. When this partnership is extended to include the larger community, the benefits are greater yet. Perhaps most important is that when responsibility for children's learning is shared by the school, home, and community, children have more opportunities for meaningful, engaged learning. Students are able to see the connection between the curriculum in the school and the skills that are required in the real world. Our school is willing to involve parents, families, and the community at deeper levels and to support their participation.

Partnership	Target Group	Data	Support Provided
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Partnerships

Junior Achievement	K-5	CST 2011-12 Math 45% Proficient/Adv	Students learn the basic concepts of business and economics and how education is relevant to the workplace
CSUH Master Teacher Fellows Program	4 th & 5 th	CST 2011-12 Science 24% Proficient/Adv	Provide professional development in science
El Camino College	K-5 th	School Vision: 100% students college and career ready	Foster a career ready, college- bound culture through motivational speakers and visits
Spirits Landing	3 rd -5 th Girls	Observations	Develop self-esteem, and character building skills
Bank of America	Parents/Students	CST 2011-12 Math 45% Proficient/Adv	Provide financial literacy services
Sports Resource Program	4 th & 5 th	100% Students qualify for free lunch	Provide school supplies, physical education materials, and field trip opportunities
West Coast Sports & Fitness Center	K-5 th	Childhood obesity rate increased to 28% in 2010	Provide a physical education program to eliminate childhood obesity & diabetes
Positive Records Skip-lication Math Program	2 nd -3 rd	2 nd - 31% Pro/Adv 3 rd -55% Pro/Adv	Uses songs and melodies to help students memorize multiplication product sets

2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

The culture and climate that is central to turning around our school is aligned with the instructional philosophy above, and must embrace a diverse, cultural, multi-ethnic experience for our students, parents, teachers, staff, and community members. Our vision/instructional philosophy is based on high academic expectations for both teachers and students; collaboration and mutual respect among our stakeholders; providing a safe and nurturing environment; and extensive involvement with our local community. As a school facing the challenges of working with students from economically disadvantaged families, we are committed to becoming a center of culture and education that provides an anchor for the community.

3. How will you engage your school community, faculty, staff, students, and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

In order to facilitate a complete school turnaround, we must begin with the name of the school. It is our goal to involve students, parents, staff, and community members in renaming the school of 153rd. We are on a mission of moving forward, and the name of the school within the community has been stigmatized, so it is our effort to create a new identity. This will be one small step towards changing the school culture/climate.

a.) Given your community context, what needs to be true for your colleagues, students and parents to join you in the transformation of our school?

In order for colleagues, students, and parents to join in the transformation of our school, they need to believe that we want the best for 153rd Street School. They will believe this based on the examples that we set. They will follow our lead, if and only if, we prove ourselves to be committed and dedicated to the success of all stakeholders at 153rd Street School. The creation and implementation of this Public School Choice Plan will solidify our commitment to transforming 153rd Street School.

b.) Given your community context, how are you going to share, communicate and generate interest and excitement about your plan for turning around your school?

To generate interest and excitement within the community, we will continue to search for partnerships to get involved with our school. We will promote through local newspapers the great things and changes that are taking place within our school. We will look to our parents to create a PTA, and we would expect the PTA organization to host community events that would involve our school community and our local community.

D. Implementation

153rd Street Elementary School will take three years to achieve the full scope of the proposal as written. Year 1 of implementation focuses on building collaboration among adults through the refinement of professional learning communities and maintenance of weekly grade level planning time to enable professional learning communities to review data and develop lesson plans (including common assessments that lead to student achievement). Through Instructional Rounds, we will monitor the implementation of our proposed turnaround efforts by setting and meeting annual benchmarks aligned with the Performance Meter. We have set S.M.A.R.T. Goals for Academics, student/staff attendance, and parental involvement.

S.M.A.R.T. Goals-Academics

DIBELS Data Kindergarten and First Grade

The data above reflects the performance of our students in grades K-1 on the DIBELS assessment last year and the SMART goals that have been set for them this year. It is our expectation that all areas of performance in DIBELS will improve by 10%. The most current DIBELS data for the 2012-2013 school year is as follows:

As the data chart reflects, the students in first grade have exceeded the S.M.A.R.T goal that had been set for them by 5%. Kindergarten students almost met their S.M.A.R.T goal, they were short by 3%.

English Language Arts % Proficient/Advanced

DIBELS Data	% of Benchmark Students in Grade K 2011-12	% of Benchmark Students in Grade 1 2011-12	S.M.A.R.T. Goals 2012-2013 % of Benchmark in Grade K	S.M.A.R.T. Goals 2012-2013 % of Benchmark in Grade 1
Beginning of Year	61%	33%	71%	43%
Middle of Year	38%	55%	48%	65%
End of Year	64%	53%	74%	63%

2011-12 Data Grade	LPA 1	LPA 2	LPA 3	2012-13 Goals LPA 1	2012-13 Goals LPA 2	2012-13 Goals LPA 3	Spring CST
2nd	9%	36%	33%	30%	45%	55%	55%
3rd	13%	24%	22%	40%	45%	55%	50%
4th	46%	30%	44%	45%	50%	70%	60%

DIBELS Data		% of Benchmark Students in Grade K 2012-2013		% of Benchmark Students in Grade 1 2012-2013			
Beginning of Year		68%		48%			
5th	5%	21%	20%	20%	40%	55%	50%

Mathematics % Proficient/Advanced

2011-12 Data Grade	Q1	Q2	Q3	2012-13 Goals Q1	2012-13 Goals Q2	2012-13 Goals Q3	Spring CST

2nd	44%	56%	50%		45%	50%	55%	55%
3rd	32%	41%	31%		40%	45%	55%	50%
4th	37%	26%	24%		45%	50%	55%	50%
5th	10%	17%	17%		20%	40%	55%	50%

Science % Proficient/Advanced

2011-12 Data Grade	Earth	Life	Physical		2012-13 Goals Earth	2012-13 Goals Life	2012-13 Goals Physical	Spring CST
4th	60%	65%	95%		65%	70%	80%	N/A
5th	40%	22%	17%		45%	55%	65%	50%

S.M.A.R.T. Goals-Attendance

We will monitor student and staff attendance monthly. However, our annual goal for student attendance is 68% of our students with 96% or higher attendance. Also, we are working towards 100% of our staff to have 96% or higher attendance.

S.M.A.R.T. Goals-Parental Involvement

Our goal is that we increase parental involvement in the following areas: Back to School Night, Open House, Parent Conference #1 and Parent Conference #2. Our goal is that 75% of our parents attend these events. Administration will keep copies of the sign-in sheets. Also, we want to improve the percentage of Parent School Surveys completed. Our goal is to have 50% of the parent surveys returned. We will advertise and offer incentives for returning the survey.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

The most significant barriers that we foresee is not having 100% support of our plan from all stakeholders. Teachers and staff will be required to make a commitment to the plan. Otherwise, they will have the opportunity to transfer to another location. We are beginning to change the culture of 153rd Street Elementary School where we all believe that all students can learn, and we will employ best practices to our teaching and teach the way students learn. We will weed out the teachers who feel as though they do not like the way our school is headed. Another barrier we see that may hinder the ability for our school to turn around is that we need administration to monitor instruction and provide regular feedback to teachers. The administrator recognizes the value and importance of supervision of instruction, but the enormous demands placed upon administrators make it difficult to spend time required to be in the classrooms. The way that administration will address this challenge is by prioritizing. Administration will have to make a conscious effort to spend at least 50% of the day inside classrooms monitoring instruction and providing feedback.

E. Alternative Governance Models and Autonomies

1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan?

N/A

2. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

1. Mutual consent requirement for employees

- We want every employee who works at 153rd Street Elementary School to want to serve our students and community. As a result, we do not want to take any District-mandated priority placements.

2. Teacher assignments

- We want to align student needs to teacher's strengths. Many times, teachers select classes based on convenience or what is left on the matrix versus student's needs. We would like the opportunity to develop a system where teachers and administration work together to align student needs with teacher's strengths.

F. School Planning Team

1. Who are the members of your planning team?

The School Planning Team consists of the Principal, Title III Coach, Categorical Programs Coordinator, Resource Specialist Teacher, Upper and Primary Teachers, Special Day Teacher, and Parents. The team felt that the Principal should serve as the leader of the planning team. The members of the team volunteered based on the identified needs of the planning team.

2. In what ways did you engage parents in the development of your plan?

We engaged parents throughout this process. Parents learned about the Public School Choice Process through an orientation. However, at Back to School Night, Coffee with the Principal, and newsletters, parents were informed and engaged in the process. Parents attended the PSC trainings and provided feedback for the writing teams. Parents sat on the writing team and collaborated with teachers and staff.

Appendix

Public School Choice 4.0 Waiver/Autonomy Checklist

School Site: 153rd Street Elementary School

Proposed School/Design Team Name: 153rd Street Elementary School

Proposed Governance Model (mark all that apply):

- Traditional Management Pilot Expanded School Based Management
- Local Initiative School Partner Affiliated Charter Technical Assistance
- Limited Network Partner Full Network Partner

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

- Methods of improving pedagogy.** Rationale on page(s): _____
School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).
- Curriculum.** Rationale on page(s): _____
Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).
- Assessments.** Rationale on page(s): _____
Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.
- Scheduling.** Rationale on page(s): _____
Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).
- Internal organization.** Rationale on page(s): _____
School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

- Professional development.** Rationale on page(s): _____
Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.
- Budgeting control.** Rationale on page(s): _____
General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."
- Mutual consent requirement for employees.** Rationale on page(s): 26
A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.
- Teacher assignments.** Rationale on page(s): 26
Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).
- Staff appointments (e.g., department chairs).** Rationale on page(s): _____

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.
- Discipline & codes of conduct.** Rationale on page(s): _____
School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.
- Health and safety.** Rationale on page(s): _____
School's health/safety matters, aligned with District-wide health/safety mandates.

Additional Waivers: (list waivers requested)

Applicants selecting "Additional Waivers" must provide a rationale for the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.



Positive Records
1412 W. Baker Avenue
Fullerton, CA 92833
(714) 738-3558
www.positiverecords.com

October 30, 2012

Robin L. Willis

Principal

153RD STREET ELEMENTARY SCHOOL
Los Angeles Unified School District
Gardena, California 90247

Dear Principal Willis,

I am pleased to write this letter in support of **153RD STREET ELEMENTARY SCHOOL**. As you know, our firm conducts research to assess the feasibility and effectiveness of music-based academics delivery systems. Accordingly, I am happy to document the upcoming 2013 collaboration with your school on the implementation of the **SKIP-lication** math program.

The SKIP-lication program **uses songs/melodies to help students memorize multiplication product sets by teaching them to count in skip number units**. The program is **targeted toward inner-city second and third grade students** and also older students who are challenged to learn multiplication facts. The **SKIP-lication** math program also includes a teacher overview workshop, assessment instruments, activity sheets, and lesson guides. In addition, each participating student will receive "take-home" music media materials (CD). As discussed, this program is entirely funded by **Positive Records** and there is no cost to your school for this implementation.

I considered it a great opportunity to have worked with you previously, in your position as principal at **Annalee Elementary School** in Carson, California. Annalee Elementary School was one of the schools that participated in the **USDA SBIR** pilot research project "**HIP HOP Food Pyramid**" conducted by **Positive Records**. That program demonstrated the feasibility of music-based nutrition education and I expect that this project could be equally successful in helping students learn multiplication timetable facts in a fun and engaging manner.

I therefore look forward to the opportunity to work with your team on this innovative program.

Sincerely

Steven J. Logwood
President



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310)532-3670 or 1-866-ELCAMINO

October 11, 2012

Mrs. Willis, Principal
153rd Street Elementary School
1605 West 153rd Street
Gardena, CA 90247

Dear Principal Willis, El Camino College's Office of Outreach and School Relations would like to show its strong support for 153rd Street Elementary School.

My office will be more than happy to provide your program, students, and parents with the same services and opportunities we provide all our partner schools. Please understand that 153rd Street Elementary School must request these services and that in this fiscal climate, El Camino College's Office of Outreach and School Relations may not be able to accommodate every request. Below is a list of just some of the outreach services we offer:

- ◆ El Camino College campus tours for up to 250 students at a time
- ◆ Admissions, financial aid, counseling or other general information material
- ◆ Career, educational, and/or motivational speakers to address your students' needs or interests
- ◆ Special program information on our Honors Transfer Program, clubs, athletics teams, scholarships and MESA to name a few
- ◆ Career or technical training and/or speakers
- ◆ Financial Aid workshops

El Camino College and the Office of Outreach and School Relations will do everything it can to help with the continued success of 153rd Street Elementary School.

Sincerely,

A handwritten signature in black ink, appearing to read "Robin Dreizler".

Robin Dreizler
Director, Outreach and School Relations
El Camino College



Gardena Main Banking Center

153rd St Elementary School
1605 W. 153rd St
Gardena, CA 90247

To: Ms. Willis, Principal

Bank of America Gardena Main Banking Center has agreed to enter into a tentative agreement to come out and provide financial literacy services the third Friday of every month for the 2013-2014 school year to the constituents of 153rd St Elementary. Specific services will be determined between banking center associates and Ms. Willis to guarantee that the needs of the stakeholders of 153rd Elementary are properly met.

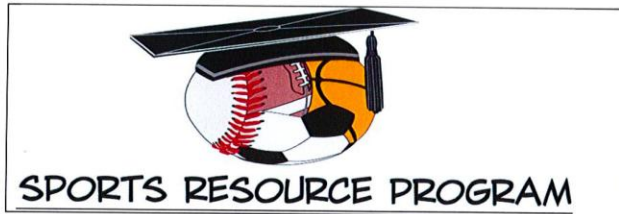
Terry Woo, Banking Center Manager

A handwritten signature in blue ink, appearing to read "Terry Woo", with a large, stylized flourish extending to the right.

Tel: 424.233.3150 • Fax: 424.233.3166

Bank of America, CAS-164-01-01
1450 Redondo Beach Blvd, Gardena, CA, 900247

♻️ Recycled Paper



October 1, 2012

Robin L. Willis
1605 153rd St.
Gardena, CA 90247

To Whom It May Concern:

Sports Resource Program (SRP), a non-profit organization (tax ID# 75-2989195), is currently partnering with 153rd St. Elementary School by providing school supplies, physical education materials, motivational speakers and field trip opportunities. This is our first year working with 153rd St. We have targeted the 4th and 5th grade students and teachers.

SRP feels that this partnership with 153rd St. is important. Many times students who are in low-income neighborhoods, get overlooked and are under appreciated. Our partnership gives these students and teachers recognition for the hard work they have done and encourages them to continue.

SRP expects to work with 153rd St. during the 2012 – 2013 school year and beyond. We support Ms. Willis and 153rd St. efforts to retain 153rd St. under the Public School Choice process. We feel that 153rd St. has made academic progress under Ms. Willis' leadership and we expect that they will continue with this progress.

If we can be of further assistance, please contact us via Ron Jackson, at 310-869-0661 or srpdirector@srp4kids.org.

Sincerely,



Ron Jackson
President
Sports Resource Program

P.O. Box 6921 • San Pedro, CA 90734 • Phone: 310-869-0661
Email: srpdirector@srp4kids.org



**California State University
Dominguez Hills**

Mathematics & Science Teacher Initiatives

TTT | UTR | MTF | NSP | MSTI

School of Education

Division of Teacher Education

Phone (310) 243.2668 ♦ Fax (310) 516.4280

Mrs. Willis, Principal
153rd Street Elementary School
1605 West 153rd Street
Gardena, CA 90247

Dear Principal Willis,

I am pleased to write this letter in support of the proposal submitted by 153rd Street Elementary School. Through our Master Teacher Fellows Program (MTF) at California State University Dominguez Hills, we will provide the following services to participating teachers from 153rd School Elementary:

- Professional Development to enhance the teachers' science content knowledge
- Professional Development to enhance the teachers' science pedagogical knowledge
- Professional Development to enhance the teachers' leadership skills

As the director of the Master Teacher Fellows Program at California State University Dominguez Hills, I strongly support the school's proposal and believe that our partnership through the MTF Program will provide participating teachers quality experiences in the area of science education. In turn, participating teachers will utilize the acquired knowledge to provide their colleagues at the school with similar experiences to improve science education.

Best regards,

Dr. Kamal Hamdan
Director and Principal Investigator
Mathematics & Science Teacher Initiatives
California State University Dominguez Hills

California State University Dominguez Hills
Master Teacher Fellows Program



TEACHERS!!

Become LEADERS

Become INNOVATORS

Become MASTER SCIENCE FELLOWS!

Master Teacher Fellows are:

- Instructional **leaders** in their school and community
- **Support providers** to new science teachers in their schools & districts
- **Experts** who share their knowledge with peers
- Able to earn a Master's in Biology (optional)
- Able to earn a Master Teacher Certificate
- **Learners and explorers** of cutting edge science
- Recipients of **\$50,000** over 5 years

Program Starts
Spring 2012!
Call us:
310.243.2407



The Master Teacher Fellows Program at California State University Dominguez Hills is currently recruiting teachers with a strong science background for Spring 2012.

Requirements to Qualify:

1. Currently teaching at a participating LAUSD school
2. Minimum 5 years teaching experience (preferably at a high need school)
3. Hold a valid CA teaching credential
4. Have a Master's Degree
5. Evidence of success in proving student achievement as measured by the CST or AP Test
6. Must pass the single subject CSET (or complete the SMPP waiver)
7. Good oral, written, and communication skills
8. Recommendations from 2 administrators (One must be the Principal)

If you meet the above requirements, please contact us (310.243.2407) as soon as possible to attend one of our information sessions! We look forward to working with you!



264 S. La Cienega Blvd., #1429
Beverly Hills, CA 90211
Phone/Fax: (323) 446-4323
www.spiritslanding.com

... Where our daughters grow wings and soar

153rd Elementary School
Attention: Robin L. Willis
1605 W. 153rd Street
Gardena, CA 90247
310.323.1029

Dear Ms. Willis:

Thank you so much for the opportunity to introduce Spirits Landing, and for your kind consideration in working with our organization for the 2013-2014 school year. Spirits Landing would be honored to offer our one-of-a-kind Self esteem/character building services for young girls as an after school program at 153rd Elementary. Our programs are customizable to fit whatever your needs are. We look forward to creating infinite possibility!

We invite you to join us on a journey of self-discovery and self-mastery, where girls transform into women who know how to dream, plan, pursue, persist, and WIN, when it comes to creating and shaping their individual destinies.

At Spirits Landing, we believe that every girl is brimming with potential and excellence – that every young woman could become an extraordinary leader and a world changer. Our mission is to provide the tools needed for girls to discover their greatness, transcend obstacles, and become well-rounded leaders and ladies who contribute exceptionally to the world's social, economic, and spiritual realities. Spirits Landing provides the highest quality curriculum of leadership skills, life skills, exposure opportunities, and human growth and development tools available in order to achieve this mission. Our programs incorporate business basics, self-mastery, communication skills, etiquette, physical fitness, womanhood, organic interests and learning how to make a difference by giving back. We believe that by thinking globally and acting locally, we have the opportunity to leave a lasting impact on young women from communities all over Los Angeles, and all over the world.

Thank you and all the best,

Tabbatha Mays
Founder/Executive Director
tabbatha@spiritslanding.com
Office: 323.446.4323 ext. 1

Dear Principal Robin Willis,

My name is Steven Sanchez, CEO and Founder of the West Coast Sports and Fitness Center. We have more than 100 years of experience in age appropriate athletic training and youth sports. Our mission is to eliminate childhood obesity and diabetes in public schools throughout the state of California. We believe this can be accomplished through age appropriate physical education programs.

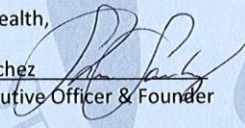
As you know the state of California requires 200 minutes of P.E. per 10 class days (100 minutes per week, or two 50-minute class periods), but due to extreme federal and state budget cuts there are many school districts without staff to teach any physical education at all (much less 2 hours a week). Unfortunately, the percentage of children aged 6–11 years in the United States who were obese increased from 7% in 1980 to nearly 28% in 2010. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5% to 18% over the same period.

As a youth, I know firsthand the psychological and physical anguish of being overweight. No youth should ever be subjected to the emotional trauma I experienced. I believe in the empowerment of youth to have healthy minds, bodies and lifestyles that prevent chronic diseases and reverse the trend toward sedentary living. Therefore, my goal in writing you today is to partner with your school in creating a national model of wellness and age appropriate physical education program to eliminate childhood obesity and diabetes.

The foundation looks forward to creating a comprehensive, age appropriate P.E. Program for the 2013 / 2014 school year at **153rd Street Elementary School** located at 1605 W. 153rd St. Gardena, CA 90248

For further information, please call or email at me at (310) 327-1325 or sanchezcm@gmail.com

In Good Health,


Steve Sanchez
Chief Executive Officer & Founder

All of our training programs for youth offer individualized health assessments with a licensed sports psychologist, chiropractor and acupuncturist.





The Mike Curb Free Enterprise Center for JA Finance Park
The Lod Cook Center for Junior Achievement

October 29, 2012

Dear Ms. Robin Willis,

Junior Achievement is excited to build a partnership with your school. As our annual school strategy is determined during the summer prior to each academic year, we are unable to guarantee that we will be able to work with your school at this moment. However, we are excited to tentatively work in conjunction with 153 Street Elementary to provide financial literacy in the area of mathematics to students in grades K-5. Junior Achievement will explore options to provide the following services to 153 Street Elementary for the 2013-14 academic school year utilizing the following programs:

- JA Ourselves
- JA Our Families
- JA Our Community
- JA Our Region
- JA Our Nation

We hope to implement JA curriculum to assist 153 Street Elementary in achieving their goals.

Sincerely,



Chanté Griffin
Director of Education

6250 Forest Lawn Drive Los Angeles, CA 90068
p. 323.957.1818 f. 323.957.0585 www.jasocal.org