|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **# Suspensions Days** | | | **School Year** | **Totals at Tier 1** | | **2013-2014** | **107** | | **2014-2015** | **304** | | **2015-2016** | **139** | | **2016-2017** | **75** | | **2017-2018** | **78** |   **# Suspensions Days** | |
| **School Year** | **Totals at Tier 1** |
| **2013-2014** | **107** |
| **2014-2015** | **304** |
| **2015-2016** | **139** |
| **2016-2017** | **75** |
| **2017-2018** | **78** |



**2019-2020**

**SCHOOL CALENDARS (K-12)**

The Los Angeles Unified School District (LAUSD) has five instructional calendars r the 2011-2012 school year:

School Improvement Plan Fact Sheet 

**South Columbus Elementary**



*Our mission at SCES is to inspire and equip all students to achieve unlimited potential.*

**SMART Goal #1**

**PBIS/School Climate Goal: SCES fosters an environment where we encourage students to SOAR (be Safe, Organized, Accountable and Respectful).** By May 2020, our Tier II team will develop and train 100% of teachers in grades PK-5 on a written process for Tier II structures and interventions that builds capacity to support all students. 85% of teachers will implement the process with fidelity as measured by the Tier II section of the TFI and/or the Tier 2/Tier 3 Intervention Tracking tool. **(SWP 2,7,9,10)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **16-17** | **17-18** | **18-19** |
| 3rd ELA | 454 | 475 | 472 |
| 4th ELA | 461 | 475 | 492 |
| *5th ELA* | *465* | *476* | 483 |

Action Strategies

* MTSS team will select 2 evidence based interventions to use with students & teachers will be trained on interventions
* The BESS screener will be used as an early identifier for students.
* ODRs and Attendance data will be screened regularly as a way to identify students that may need intervention
* Tier 2 team will meet bi-monthly to examine data and problem solve
* Information will be shared with faculty and staff about how students are responding to interventions

**Overall GMAS ELA Scores**

|  |  |
| --- | --- |
| **PBIS Trends** | |
| **School Year** | **Percentage of Tier 1Students**  **atat Tier 1** |
| **2014-2015** | **86.85%** |
| **2015-2016** | **89.00%** |
| **2016-2017** | **93.00%** |
| **2017-2018** | **95.00%** |
| **2018-2019** | **97.47%** |

**SMART Goal #2**

**SCES strives to create a learning community in which reading, writing, speaking, listening and thinking serve as a foundation for lifelong learning.** By May 2020, 100% of teachers in grades K-5 will receive training on developing Learning Targets that are clearly aligned to the ELAGSE. 85% of teachers will successfully implement those strategies as measured by an increase in student writing performance on pre/post writing prompts. **(SWP 2,7,9,10)**

|  |  |
| --- | --- |
| **# Discipline Referrals** | |
| **School Year** | **Totals**  **atat Tier 1** |
| **2014-2015** | **435** |
| **2015-2016** | **316** |
| **2016-2017** | **227** |
| **2017-2018** | **128** |
| **2018-2019** | **108** |

|  |  |
| --- | --- |
| **# Suspensions Days** | |
| **School Year** | **Totals at Tier 1** |
| **2014-2015** | **304** |
| **2015-2016** | **198** |
| **2016-2017** | **88** |
| **2017-2018** | **118** |
| **2018-2019** | **102** |

Action Strategies

* Teachers will select strategies from the anchor text, ***The Writing Strategies Book*** by Jennifer Serravallo
* Teachers will create learning targets and success criteria for writing
* Onsite contracted PD with RESA for the entire year. RESA will provide classroom observation data and feedback to teachers
* Teachers will review student writing samples weekly to determine areas of strengths and weaknesses