

**2012-  
2013**

LOS ANGELES UNIFIED  
SCHOOL DISTRICT

# **LOCAL INITIATIVE SCHOOLS REQUEST FOR PROPOSAL**

***135<sup>TH</sup> STREET ELEMENTARY***

Download LIS RFP Template via: <http://pilotschools.lausd.net/>

## LOCAL INITIATIVE SCHOOL PLAN

### A. MISSION STATEMENT

The mission of 135<sup>th</sup> Street School is to provide students with high quality education, skills, and learning opportunities to lead productive, healthy lives through effective teaching, collaboration, a safe school environment, and infusing learning into all areas of our students' lives.

### B. VISION STATEMENT

Our vision is to provide high quality education; teachers will regularly examine student performance, analyze the effectiveness of the assignments and redesign activities in response to the assessment data. Professional Development will be an on-going component of effective teaching practices and include research, conferences, workshops, and classes to acquire information on innovative strategies to improve student mastery of skills. Trainings and courses will be chosen based on the needs of students and include a collaborative method in both planning and development of instruction. Individuals and teams of teachers will examine their own work, collaborate, and share their discoveries with colleagues, and with parents.

Students gain a desire and ability to pursue further knowledge when learning is meaningful to them and is incorporated into multiple realms of their daily lives. Including students' families enhances the effectiveness of education, as the students' education can continue at home. Working with families creates a positive atmosphere in which parents and teachers can work together and education can be valued as a joint goal. Families come from diverse backgrounds and teachers will lead the way to make ensure those involved in a child's life feel welcome and accepted. Schools are communities in which children can develop lasting social skills such as cooperation and treating others with respect, and when these skills are encouraged they can be used in the students' interactions in the community.

Students are influenced and connected with others in their school, home, and surrounding community, and as such, we will work to enhance the family and community. Workshops for parents and caregivers, after school activities, and open house events are among the many opportunities we will use to build good relationships between the school and its surrounding community. In the spirit of reciprocity, just as the community is asked to support the school and students, the school will support the community. Community service events and fundraisers will be also part of school activities. Through community involvement, students learn how to connect to their community and become good citizens.

In order for students to be successful and gain the most from their education, it is imperative for educators to understand who their students are and to recognize each student's individual needs. Teachers are mindful that students learn differently, and adapt their teaching styles to the needs of their students. Every classroom is filled with a diverse group of students with different backgrounds, interests, abilities, and needs. Classrooms will reflect this diversity in their content and instruction, through multicultural education and activities that include and accommodate all students.

We believe authentic teaching goes beyond academic facts and procedures; it builds meaningful insights and creates interest and enjoyment in learning. Students will acquire knowledge and skills to increase confidence in their own abilities. Through the use of best practices, impactful teaching techniques, and proactive strategies to address the needs of all students, we solidify the foundation for students to continue learning, to interact appropriately

with others, to become more independent, and to be successful as they continue in school, as well as in their lives.

### **C. SCHOOL DATA PROFILE/ANALYSIS (2-3 pages)**

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

According to the data in the 2010-2011, our scores in language arts rose 13.3% and our scores in math rose 24.1%. The previous school years showed a cycle of increases and decreases in math. The culmination of that progress resulted in such an increase in scores which gave our school API of 776. As a staff, we are able to plan together on a weekly basis. Our principal provides planning time which allows for grade levels to collaborate and share effective teaching strategies. Teachers also have support with pull-out intervention for math and language arts for students below benchmark. Teacher Assistants are used to provide instructional support. Universal Access time is provided daily for additional support for students with differentiated instruction. During the 2011-2012 school year, our data shows that our scores dropped in language arts by 2.7% and in math 9.2%. There were many factors that contributed to the drop. We began a new reading program, Treasures, which teachers had to learn and implement concurrently. As a result, we did not have full implementation of our intervention program in math and language arts. Furthermore, our math scores fell even further due to a lack of additional assistance outside of the classroom. For the 2012-2013 school year, we are operating on a traditional calendar. For the first time in 15 years, our staff has the same work calendar. We have begun our re-implementation of our intervention services. We are currently planning as a grade level twice a month.

An area of strength that has been observed is in the collaboration between teachers on certain grade levels and occasionally across grade levels. When grade level colleagues participate equally in data analysis discussions, lesson planning, and sharing best practices with each other, instruction and student achievement improves. However, not all grade levels or teachers collaborate effectively. Furthermore, a great area of concern with the teaching staff is the resistance to change. There are many aspects of change that affect a school community; change in data, change in population, change in district or state policy/curriculum, change in staff, change in budget, decrease in district-funded staff, etc. As a result, there is a negative undercurrent that is detrimental to collaboration, innovation, and high expectations for all. With a “forced” change in administration, it is imperative that our new leadership support the teachers in a consistent, firm but fair, and positive manner in which all teachers, students, and parents are held to a higher level of performance that will lead to better teaching, improved parent/teacher interaction, and increased student achievement.

Our areas of concern in student achievement are in the main content areas of English Language Arts and Mathematics as indicated by our CST data trends. As the state and district move towards implementing Common Core Standards, it is a concern that the district will not provide the needed support to fully maximize the potential of our teachers and staff. As a result, it will depend heavily on the instructional leaders at the school site to support teachers to consistently use best practices during this transition. In past years, classroom observations by administration at the school and district level have found the common practice of “whole-group” teaching resulting in passive learning in most grades. Shifting this practice to more interactive,

cooperative model of teaching and learning will help students learn in a more differentiated setting. It will be critical to have teachers work together to plan their instruction in a focused approach that uses data to guide instruction. Using data results in lesson planning on a continual basis will ensure that teachers and grade levels are aware of data trends and can work equally to address the needs of their classroom and grade level.

Our school needs strong leadership that will foster an environment of high expectations, accountability, and continuous improvement while maintaining a positive atmosphere and foster a high professional and interpersonal morale. One of the underlying root causes for our trend of cyclical increases and decreases in student performance is the lack of consistency and specificity in school vision, mission, and instructional focus. The school has addressed different short-term goals year to year, but growth has not been sustainable. In addition, the goals have been too general to result in consistent growth that builds year after year. For example, there is a new “thing” to try every year in hopes of academic growth; new test prep, new supplemental materials, new format for intervention, etc. The main concern should be improving teacher practice through consistent data analysis, progress monitoring, instructional planning, adjusting of instructional delivery/differentiation to students, and equal collaboration on the grade level. This will yield the most effective, efficient, and consistent path to increased student growth for all students. Our new principal needs to be able to support this vision and work well with the staff to achieve these outcomes.

2. *Based on your analysis and current available resources, 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 graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?*

The most urgent issue that our school faces is the upcoming change in administration for the 2013-14 school year. Our current principal is retiring and it is imperative that our new administrator collaborates well with the staff and supports effective professional development and best teaching practices. Coming from a 4-track year round calendar, our school is transitioning to a more collaborative environment that needs a strong, innovative, and supportive administrator that can increase the morale, professionalism, and leadership capacity of all staff. In addition, the new administrator needs to continue to build positive communication systems with parents/community to better support students both during and outside of the instructional day. A principal influences everything in a school; attitude, morale, work ethic, professionalism, expectations, student behavior, improving instruction, interaction with parents, communication between school and home, operations, legal compliance, developing personnel leadership, implementing district policies, budget decisions, and much more. Therefore, it is absolutely essential that the right person that best matches our needs be **chosen** by the stakeholders; not solely by district employees that do not work at the school on a daily basis. We know our staff, our parents, and our students the best. We know what we need for the next 3-5 years to move our school forward.

#### **D. RATIONALE FOR CHOOSING THE LOCAL INITIATIVE SCHOOL MODEL (1-2 pages)**

Our Design Team initially began attending workshops on all 3 models of autonomy. From the beginning, we knew that a Pilot School model would not work for us at this time. Therefore, our two options were Expanded School Based Management Model (ESBMM) and Local Initiative School (LIS). After several workshops, we selected the ESBMM model so that we could have our say in a lot of different areas of need. We met with all stakeholders and conducted needs assessment surveys specifically addressing the areas in the ESBMM proposal. We also had members of the Local Options Oversight Committee (LOOC) visit the school and present to the staff and answer teacher questions about the autonomy models and the implications of each. After numerous discussions of the survey results with teachers at staff/grade level meetings and with parents at advisory meetings, our team found that the feedback indicated we were not ready to address so many areas at once. The ESBMM proposal would have been too overwhelming for the staff to decide and implement. Given our school's history of trying a lot of new things on a frequent basis, we decided that the best fit would be the LIS model so that we can specifically address the most urgent needs first. LIS allows more flexibility in allowing us to choose our two (2) top, most urgent concerns without needing to change other main elements of our school's operations; especially if they are adequate for the time being.

The Design Team used the survey results to determine the greatest concerns: the ability to select staff, specifically the principal, and the method in which professional development of teachers is implemented at our school site. It was a consistent theme with our stakeholders to have a part in the decision-making for hiring the new principal. Also, with the heavy emphasis on student success, teachers wanted more autonomy in deciding the areas they were interested in for professional development. After discussing these elements, the Design Team began to work on draft of our LIS proposal.

After presenting our decision to the staff, it was well received during the petition vote. Teachers felt confident that the LIS model would address their immediate needs in an effective way. Teachers will now have additional methods of conveying concerns and making recommendations for professional development. Teachers are reassured that they are empowered to be advocates and have a voice in the needs of their students rather than district – mandated professional development.

In the future, as we become more effective in implementing our school mission and vision, we will then seek to refine other practices and apply for new waivers; based on current data trends. Our decision-making councils will continue to provide guidance on how to address specific areas of need.

## **E. LOCAL INITIATIVE SCHOOL WAIVER & RATIONALE (1-12pages)**

**Please indicate which waivers you are seeking through your Local Initiative Schools proposal. Build on the priority areas identified above as central to transforming your school. As you are writing this section, please indicate if implementation of the waiver is cost-neutral and if not, identify funding needed for successful implementation.**

**1. *Readoption in the Local Initiative School program of any current special conditions/waivers that are already applicable to the school such as School Based Management (SBM).***

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 2. If you have selected yes, please address the following prompts:***

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

**2. *Methods to improve pedagogy and student achievement***

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 3. If you have selected yes, please address the following prompts:***

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

**3. *Locally determined curriculum, instructional standards, objectives, and special emphasis supplanting District standards (subject to State and District minimum curriculum standards)***

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 4. If you have selected yes, please address the following prompts:***

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

iii. How will it affect students? How will it affect staff? How will it affect parents?

#### 4. *Assessment*

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

*If you have selected no, please proceed to number 5. If you have selected yes, please address the following prompts:*

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

#### 5. *Local Schedule and Strategies*

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

*If you have selected no, please proceed to number 6. If you have selected yes, please address the following prompts:*

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

#### 6. *Internal Organization Plan*

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

*If you have selected no, please proceed to number 7. If you have selected yes, please address the following prompts:*

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

## 7. Professional Development

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

*If you have selected no, please proceed to number 8. If you have selected yes, please address the following prompts:*

*i. What areas of concern identified in Section C do you believe this waiver will help your school impact?*

We believe that there needs to be more differentiated professional development and a more specific grade-level focus for professional development to best develop teacher capacity in increasing student achievement. Our professional development will consist of a routine cycle of data analysis, collaborative planning, and strengthening teacher instructional practices.

**Data Analysis-**

Our data analysis will consist of reviewing state, district, and school-site/grade level determined assessments to monitor student progress. Based on the results of the data, teachers will determine the instructional strategies needed to help students improve weaknesses and maintain high achievement. Teachers will learn how to effectively analyze data for their students and apply it to differentiate instruction to meet their needs.

**Collaborative Planning-**

Collaborative planning will consist of grade level and school-wide discussions of data trends and using results to guide future instruction and progress monitoring. Grade level chairs with the Local School Leadership Council will help determine the format, frequency, and topics of professional development based data and school needs.

**Strengthening Teacher Instructional Practices-**

We will align instruction with district and state standards using a variety of strategies; including modeling peer-to-peer, reflection, implementing new methodology, and continuous collaborative feedback.

*ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.*

**We will be waiving Article IX-B 2.0 h.**

*“One-half of the annual total of banked professional development time shall be dedicated to programs or activities (including teachers working with one another and with site administrators to improve instruction) which are determined at the school site by the Local School Leadership Council pursuant to Article XXVII, Section 2.4. Any such program or activity, including transportation, must be cost neutral to the District. The other half of annual banked professional development time shall be dedicated to programs and/or activities determined by the District, acting through the site administrator, the Local District or the Central office.”*

**ALTERNATIVE LANGUAGE FOR ALL BARGAINING UNITS:**

Our Local School Leadership Council (LSLC) will set the topics for the school-site determined professional development banked time (13 total) which is one half of the annual total (26), per UTLA contract and district policy. The LSLC will review recommendations made from both SSC and GLCs (after collaborating with grade level colleagues) to determine school-site professional development topics. GLCs (or designee) are chosen by peers. The LSLC will maintain full rights on decision-making for professional development (and other matters) as outlined in the current UTLA contract. The SSC will continue to make decisions related to professional development that use categorical funds per district policy, current union contracts, and other compliance mandates. SSC and LSLC meetings fall under the Greene Act in which meetings are open to all stakeholders.

***iii. How will it affect students? How will it affect staff? How will it affect parents?***

Students will benefit from more focused instruction that will help them increase their academic achievement. Staff and parents will benefit from increased opportunities for participation, feedback, and transparency of school decision making. This shared decision-making will help stakeholders have a greater responsibility and accountability for ensuring continuous improvement school-wide.

**8. Budget**

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 9. If you have selected yes, please address the following prompts:***

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contact language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

**9. A Requirement for “mutual consent”**

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 10. If you have selected yes, please address the following prompts:***

- i. ***What areas of concern identified in Section C do you believe this waiver will help your school impact?***

As mentioned in Section C, our school is having a change in administration. Our school’s main priority is to hire the best people for any open positions so that we are successful in working towards our shared vision of improving student achievement. Ensuring that our stakeholders

have decision-making abilities in hiring will help staff grow in their collaborative efforts and improve staff morale for the benefit of the students and school community. Giving the school the autonomy to select personnel that best meets the needs of the school will ensure positive, continued academic growth.

- ii. *Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.*

**We will be waiving AALA IX 1.3 Administrative Assignments and UTLA Article IX-A 2.1, 2.2, 2.3, and 8.0 Assignments. In addition, we will be waiving guidelines listed in the policy “LAUSD Human Resources Division Requirements for School-Based Certificated Management Classes”.**

**AALA IX 1.3 Administrative Assignments:**

*When making administrative assignments, the District shall consider qualified employees in the categories listed below with priority categories a – c considered before categories d – f.*

- a. *Returns from leave;*
- b. *Transfers (District Initiated and Employee Initiated pursuant to Sec 1.7 and 1.8 below);*
- c. *Reassignments (change of position at the site);*
- d. *Eligible list appointments;*
- e. *Limited Action and Special Class appointment;*
- f. *Substitute acting appointments.*

**UTLA Article IX-A 2.1, 2.2, 2.3, and 8.0 Assignments:**

*“2.1 Staffing Procedures After Initial Selection Through The Fifth Week of School or Track: The following procedures apply to staffing decisions which occur after the completion of the initial spring selection process and before norm date or the end of the 5th week of school or track (whichever is sooner):*

- a. *The principal and department or grade level chair working together shall reasonably determine who will fill the opening or vacancy.*
- b. *In doing so, they shall utilize the teacher preference forms or locally determined method for identifying teacher preference and shall take into account seniority and educational program needs.*
- c. *If agreement is not reached or if the parties prefer, the openings and vacancies shall be filled by a new hire, transferee, substitute, or auxiliary assignment.”*

*2.2 Staffing Procedures After Norm Day: If an opening or vacancy occurs in a teaching position, that vacancy shall be filled by a new hire, transferee, substitute, or auxiliary assignments (secondary).*

*2.3 Staffing Procedures For Spring Semester Or Subsequent Tracks In Secondary Schools: Any opening or vacancy shall be filled pursuant to Section 3.2 of this Article.*

*8.0 Filling Vacancies After Norm Day: If a vacancy occurs in a dean or coordinator position after norm day or the end of the fifth week of the semester or track, whichever is sooner, the site administrator shall make an interim appointment to fill the vacancy until the end of the semester*

*or track. Prior to the next semester or track, the procedures in Section 6.0 (coordinators) and 7.0 (deans) above shall be utilized to fill the position for the next semester or track. If the vacancy is filled by an interim appointment from the current staff, the interim appointee's former position shall be filled by a substitute or employee on temporary assignment."*

***“LAUSD Human Resources Division Requirements for School-Based Certificated Management Classes”:***

**General Qualification Policies:**

- Candidates must be on the appropriate LAUSD eligible list for the position or currently serving in the class.
- If fewer than five applicants from the eligible list apply for the position, other qualified applicants from within or out LAUSD may be considered.

Document is found at this link:

[http://www.teachinla.com/admin\\_vacancies/documents/GeneralInfo\\_003.pdf](http://www.teachinla.com/admin_vacancies/documents/GeneralInfo_003.pdf)

**ALTERNATIVE LANGUAGE FOR ALL BARGAINING UNITS:**

Instead of using the staff selection procedures outlined in bargaining unit contracts, we will use our staff selection committee to announce, interview, and select all potential candidates for positions. The staff selection committee may determine additional eligibility requirements for a position based on the immediate needs of the school.

**Staff Selection Committee Composition for Interviews:**

For the purposes of continuity, our Design Team will serve as the existing (core) staff selection committee until the 2014-15 school year. For the 2015-16 school year, staff will self-nominate and elect a Staff Selection Committee that will serve for a 2 year period. If any committee member is unable to fulfill the duties of the committee, that vacancy will be filled by peer elected representatives with a majority vote in a balloted election within 2 weeks.

Each member of the committee will have equal vote in final decision. Candidate selection and interviews will be scheduled at a day/time that is convenient for the majority of the individuals involved.

Administrator Positions: Core committee **and** minimum of (1) each:

- LAUSD Director/Administrator (whenever possible)
- Parent (Active member of LSLC, ELAC, or SSC)
- Classified employee

Coordinator Positions: Core committee **and** minimum of (1) each:

- Direct administrator
- Parent (Active member of LSLC, ELAC, or SSC)
- Classified employee

Teacher Positions: Core committee **and** minimum of (1) each:

- Grade level chair or designee

- Direct administrator

All other vacancies: \_\_\_\_\_ Core committee **and** minimum of (1) each:

- Peer/ similar class code representative
- Direct administrator

**Procedures for Filling Vacant Positions:**

As positions become available, the committee will collect résumés of qualified candidates and select individuals to interview. This process will be repeated until the committee has chosen a candidate and that candidate has filled the position. If the candidate cannot fill the position for any reason, the committee will select a new candidate.

iii. How will it affect students? How will it affect staff? How will it affect parents? Students will benefit from the opportunity of having top-quality teachers, administrators, and staff to support their academic growth. Staff will benefit from having an increasingly collaborative and cohesive school environment in which they will work together toward the mission and vision of the school. Staff will cooperate to increase student achievement in effective and innovative ways. Parents will have opportunities to select staff and will benefit from partnering with collaborative school personnel.

***10. Process for determining teacher assignments***

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 11. If you have selected yes, please address the following prompts:***

- What areas of concern identified in Section C do you believe this waiver will help your school impact?
- Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- How will it affect students? How will it affect staff? How will it affect parents?

***11. Process for assigning teachers to grade levels, subjects, classes, etc.***

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 12. If you have selected yes, please address the following prompts:***

- What areas of concern identified in Section C do you believe this waiver will help your school impact?
- Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- How will it affect students? How will it affect staff? How will it affect parents?

**12. School student discipline guidelines and code of conduct**

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 13. If you have selected yes, please address the following prompts:***

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

**13. School health and safety matters**

- Yes, we are selecting this waiver*  
 *No, we are not selecting this waiver*

***If you have selected no, please proceed to number 14. If you have selected yes, please address the following prompts:***

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

**14. Additional waivers****G. FAMILY AND COMMUNITY ENGAGEMENT**

Our school has previously held a variety of events to involve parents; including an on-site Parent Center, providing parent workshops, ESL classes, Math/Literacy/Science Nights, parent conferences, parent advisory and informational meetings, and a school website featuring a parent calendar. Also, we have support staff including a Wellness Facilitator, School Psychologist, and Attendance Counselor that provides resources on community programs to our parents. Our barriers that hinder participation and meaningful engagement from parents and the community are inconsistent parent attendance and lack of interest. To address these concerns, the school will collaborate with teachers and parent advisory members on new ways of bringing in parents to events. Providing opportunities for students to create and participate in events (such as an art gallery, science fair, theatrical performances) that showcase their talents will help increase parent attendance. Also, trying new methods of reaching parents, including email and newsletters, may help improve communication between school and home. Continuing advisory/leadership council meetings with parents and surrounding community and completing needs assessment surveys

will provide parents the opportunity to provide recommendations on instructional programs and school operations throughout the year. Ensuring that the school organizes family-friendly activities that are interactive will help create a more inviting school environment. Having these kinds of activities will give parents the knowledge needed and an important role in their child's education. Our progress will be measured by parent participation on the LAUSD School Experience Survey as well as school-created surveys. Also, an increase in the number of parents attending school-related events will reflect our success in this area.

## H. SCHOOL PLANNING TEAM (2-3 pages)

### 1. Who are the members of your planning team?

- **How the Design Team came together**

*The Design Team was formed from the original Staff Selection committee. Additional members volunteered to join the team in the exploration of the different autonomy options; creating a “core” committee.*

- **Who is the leader of the Design Team**

*The leader of the Design Team is Anna Aguilera, the Categorical Programs Advisor at 135<sup>th</sup> Street Elementary School.*

- **Who are the members**

<b>Amanda Crane</b>	<i>PSI teacher</i>
<b>Anna Aguilera</b>	<i>Categorical Programs Advisor</i>
<b>Dr. La Kecia Smith</b>	<i>RSP teacher</i>
<b>Flor Jimenez</b>	<i>Kindergarten teacher</i>
<b>Kathleen Asanuma</b>	<i>1<sup>st</sup> grade teacher</i>
<b>Lori Smith</b>	<i>2<sup>nd</sup> grade teacher</i>
<b>Valgene Pavageau</b>	<i>SRLDP teacher</i>

**Amanda Crane** has 12 years experience working with children of all ages and their families. She has been working in schools and with children identified as at-risk or with special needs for the past ten years. She has worked as a childcare provider, foster care provider, educational assistant, consultant, behavior interventionist, and teacher. She is a first year LAUSD teacher, however she been working on-site at 135<sup>th</sup> Street Elementary School since 2010, starting as a Behavior Interventionist through an outside agency. The following school year, she returned to 135<sup>th</sup> Street Elementary to complete student teaching in grades 1, 3, and 5, and this year she began teaching the Preschool Intensive Program. She has both a Multiple Subject credential and a Special Education Mild/Moderate credential. She has an Associate of Applied Science in Community Service (now called the Family and Human Services Program), a Bachelor of Arts in Special Education, and is currently enrolled in the Early Childhood Special Education Masters Program at California State University Dominguez Hills.

**Anna Aguilera** has worked for LAUSD for 13 years and serves as the Categorical Programs Advisor (coordinator). She has been the coordinator at 135<sup>th</sup> since May 2008. She coordinates Title I and English Learner budgets, handles compliance mandates and implementation, serves on the administrative/instructional team, and works with parents, teachers, and students. She has been a coordinator for 7 years, almost 5 years at 135<sup>th</sup> and 2.5 years at John Mack Elementary in Los Angeles. Prior to her coordinator and teacher experience at Mack Elementary, she worked as a teacher for 4 years at Vermont Avenue Elementary. She has taught 1st, 2nd, and 5th grades; including an intervention/retention class for 2nd grade students. She facilitates professional development, parent advisory meetings (ELAC and SSC), and other staff/committee meetings; including Social, Interview, and Grant committees. Recently, Mrs. Aguilera applied for and was awarded a grant for \$92,500 from the Lowe’s Charitable and Educational Foundation for a brand-new computer lab for student and parent use. She documents the progress of the computer

lab project, Nutrition Network projects, and other school news on the school's website: [www.tinyurl.com/135school](http://www.tinyurl.com/135school).

**Dr. La Kecia Smith** has been a part of the Los Angeles Unified School District for over 40 years. She is proud to say that she is a product of the system and is committed to ensuring that students continue to have opportunities for success. She has served as an Assistant Principal, Elementary Instructional Specialist, teacher (general and special education), district intern advisor, school support specialist for high schools in Local District I and Professional Development School (PDS) liaison with Cal State Dominguez Hills. She has the distinct honor of providing service to students from Pre K-Adults. In years past, she worked diligently with teacher preparation programs with the California Commission on Teacher Credentialing. Dr. Smith is currently a member of Kappa Delta Pi International Honor Society in Education, Associate Administrators of Los Angeles, Council of Black Administrators, Board of Institutional Reviewers, United Teachers of Los Angeles and Delta Sigma Theta Sorority, Incorporated. La Kecia Smith received her B.A. in Child Development from San Jose State University, her M.A. in Special Education from Loyola Marymount and her Ed.D. in K-12 Educational Leadership from Azusa Pacific University. She is currently serving as a Resource Specialist Teacher at 135th Street ES in Los Angeles Unified School District, where she is responsible for assessing, supervising, managing, facilitating, developing and the implementation of effective Individual Education Programs (IEP) for nearly 40 students with diverse needs.

**Flor Jimenez** has been an LAUSD educator for thirteen years with a BCLAD certificate in Spanish. She began her teaching career at Vermont Avenue Elementary School where she taught third grade, first grade, and kindergarten. Flor then transferred to Mack Elementary School where she taught kindergarten for four years. While at Mack Elementary School, Flor was the kindergarten grade level chair and worked with administration to ensure continued student academic growth. She also was an ELD practicum teacher who demonstrated English language development lessons to teachers at various school sites. In 2010, Flor received her GATE certification. After working at Mack Elementary School, she worked at Washington Primary Center where she cooperated in writing and was awarded, along with three other teachers, the UCLA TIIP grant, a teacher initiated inquiry project for professional development. She was recognized as Teacher of the Year in 2010. She has applied for and received Target grants that have been awarded to her classroom for field trips. She is currently in her second year of teaching kindergarten at 135th Street Elementary School.

**Kathleen Asanuma** has been an LAUSD teacher for 28 years. She taught first, second, and third grade at Marvin Avenue Elementary School for 12 years. During her tenure at Marvin Avenue, she served as grade level chair, UTLA co-chapter chair, and was a member of the School Safety and Library Committees. She participated in the Jet Propulsion Laboratory's Comfortable Approach to Teaching Science (CATS) in 1987. She was also a member of Marvin Avenue's first Local School Leadership Council. She has taught first grade for the past 16 years at 135th Street Elementary School. She has been on the School Safety, Discipline and Social Committees. She has been a master teacher for student teachers from California State Universities Long Beach and Dominguez Hills. She has been an active member on the Staff Selection Committee for the past 12 years, and is a current member on the Local School Leadership Council.

**Lori Smith** is a dynamic, resourceful teaching professional with a genuine interest in the students' academic and social growth. Lori is considered a highly qualified teacher, having received her California Clear Multiple Subjects Teaching Credential June 1, 2005, and is certified to teach English as a Second Language. Lori has been with LAUSD since August 2002, and is in her 11th year of teaching at 135th Street School. Lori has taught a variety of grades, including 1st, 4th, and 2nd grade, which she has taught for the past 4 years. During her tenure at 135th Street School, Lori has taken leadership roles. She is currently the UTLA co-chairperson, serving as the UTLA representative on the Local School Leadership Council. Lori has been a member of the Interview Selection Committee for the past 2 years and has been lead grade-level teacher for the English Language Development program.

**Valgene Pavageau** has taught at this location for the past 27 years. While she has been at 135th Street School, she has performed many duties and has been involved with many other activities throughout the District. Among these, she has been a mentor teacher serving District Interns, was an active member on School Based Management, leadership committees, and other school based committees. She has taught and was an advisor with Special Education in the Afterschool Early Education Program and worked as a part of the team in the Pre-school Collaborative Class. Currently, Valgene teaches in the School Readiness Language Development Program and serves as an active member on the School Site Council. She is also an AEMP facilitator, lead teacher for the Network for a Healthy California-LAUSD, and is a presenter for the Association of Mexican American Educators. She has always been an advocate for the parents in our school community by leading workshops and hopes to continue to empower them through education.

- Planning Process utilized to develop the proposal and how the school was engaged

To begin the planning process, team members attended Autonomy Workshops 101 and 102 to gather information about the different autonomy models. The information from these workshops was disseminated to the certificated staff. Presenters were invited to our school to give additional information about specific autonomy models. Staff held a straw vote and agreed to explore autonomy options.

A School-wide Stakeholder survey was created and sent out to all stakeholders (in English and Spanish); including parents and parent community representatives. The survey asked stakeholders about their opinions and recommendations on the school's vision, mission, instructional program, professional development, school culture, parent/community participation, accountability measures, and school governance. The Design Team collected the completed surveys and compiled the data. The data showed that the LIS model would be the best fit for our needs. The data was presented to the staff for the petition vote. Staff approved to prepare a proposal for LIS.

The Design Team has collaborated with Stakeholders through weekly and monthly meetings to create the proposal.

## ***2. How were parents and the community engaged in the development of the plan?***

In November 2012, our school sent out a School-wide Stakeholder Survey for all stakeholders (in English and Spanish); including parents and parent community representatives. The survey asked stakeholders about their opinions and recommendations on the school's vision, mission, instructional program, professional development, school culture, parent/community participation,

accountability measures, and school governance. Each parent had the opportunity to either submit a response in writing or attend a parent advisory meeting to convey their comments. Parents and advisory committee members were invited to participate on the plan writing team as well. Furthermore, documentation of the school's progress was posted on school website to keep stakeholders informed. The survey responses were then reviewed and analyzed in terms of school priorities. Results from these surveys helped guide the direction of the proposal.

## **I. IMPLEMENTATION**

Staff review of LIS proposal (January 22 and 29, 2013)

School Site Council review of LIS proposal (January 23, 2013)

Staff feedback allowed for revisions, if applicable (January 22-February 4, 2013)

UTLA member vote to approve LIS final proposal (February 5, 2013)

Ballot results and final LIS proposal submitted to Local Options Oversight Committee –(LOOC) by February 8, 2013.

Pending a 60% majority UTLA approval: LOOC to support implementation of LIS proposal at 135<sup>th</sup> Street Elementary School (February 2013-ongoing).

### **Begin Process of Principal Selection (February 2013)**

- Core Staff Selection Committee will determine Staff Selection committee composition for the selection of the new principal for the 2013/2014 school year.
- Core Staff Selection Committee will determine eligibility requirements for prospective principal.
- Committee will prepare and post the principal vacancy (March 2013).
- Committee will collect and review resumes (March 2013) and select possible candidates
- Schedule interviews (April/May 2013)

### **Principal selection (May 2013)**

### **Professional Development planning (May 2013-ongoing)**

- After the current principal finalizes the 2013-14 matrix, per UTLA contract, the newly formed grade-levels will collaborate to prioritize specific professional development needs (including topics, format, and presenter) and give their recommendations to their newly chosen Grade Level Chairs. School data from the School Experience Survey, student test results on CST and other district assessments, categorical budget needs assessment surveys, grade level/teacher-created assessments, and other relevant data findings must guide the professional development needs and priorities.

- Our Local School Leadership Council (LSLC) will set the topics for the school-site determined professional development banked time (13 total) which is one half of the annual total (26), per UTLA contract and district policy. The LSLC will review recommendations made from both SSC and newly chosen GLCs (after collaborating with new grade level colleagues) to determine school-site professional development topics. The current principal will facilitate a meeting with the representatives from each group at a mutually convenient time to agree on dates, topics, format, and presenters for upcoming professional development activities.
- Grade-levels will use progress monitoring frequently to make instructional decisions.

#### **PD implementation (May 2013-ongoing)-**

- Discuss possibility of summer professional development.
- Summer workshops/institutes as budget allows.

#### **Hiring of other staff (as needed)**

- Core Staff Selection Committee will determine Staff Selection committee composition for the selection of any new openings.
- Committee will prepare and post the vacancy.
- Committee will collect and review resumes and select possible candidates.
- Schedule interviews (as needed).

#### **J. REQUIRED ATTACHMENTS**

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit. These attachments should be part of the entire proposal package that will be voted on by the staff.

- Attachment A1-2 (Letter of Interest/List of Waivers)
- LIS Petition Protocols
- Support of Petition (signatures of UTLA-represented certificated staff)
- Documentation of Parent and Community Engagement
- Written Consent of Principal
- Documentation of Voting Results