

Los Angeles Unified School District
Local Options Oversight Committee

REVISED LIS PLAN SUBMISSION TEMPLATE				
Name of School: 42 nd Street Elementary School	Primary Contact Person: Irina Sugar	Phone Number: 323-296-7550	Email Address: Irina.sugar@laus d.net	Date: 3/23/2020
<p><u>Local School Stabilization and Empowerment Initiative</u></p> <p>The PSC Program and the District’s ongoing structural and organizational reform efforts will in all other respects continue, including ongoing discretionary identification of Focus and at-risk Watch schools, [the processing of in-district operation applications], the requirement for rigorous high-quality local school Instructional Plans, discretionary reviews and monitoring by the Superintendent of school performance under such instructional plans, and the continuation of District-determined implementation of school intervention measures pursuant to applicable law and policy including No Child Left Behind Act (NCLB) and its State counterpart, subject to the limitations of Section III-G. (II. Amendments to PSC Program C. Continuing District School Reform Initiatives)</p> <p>The LIS Self-Reflection Rubric has been administered to our school’s stakeholders (teachers, parents, and administrators). The data was analyzed to determine 3 goals that are aligned with our School Plan for Student Achievement.</p>				
GOALS				
<p>1. Professional Development Autonomy.</p> <p>The Instructional Leadership Team, including Grade Level Chairs and School Administration, will design professional development, based on analysis of student achievement data, classroom observations reflections, and stakeholders’ recommendations. The professional development will be focused on 1. Communicating the purpose of the lesson 2. Providing rigorous and differentiated instruction through standard-based activities and assignments, 3. Using effective questioning and discussion techniques to increase student engagement. 4. Using data to group students to promote productive cognitive engagement in the lesson. 5. Improving academic climate and maximizing instructional time in the classrooms. The goals are based on recommendations from the Local School Leadership Council (LSLC), focus groups outcome, and administrative observations.</p>				
<p>2. Student achievement.</p> <p>By June 2021, the percentage of students meeting middle of the year (MOY) benchmark or Above on the DIBELS Assessment will increase by 10% from the current level in grades K-2. In order to improve from high red to low orange on the California Dashboard in 2020-21, students in grades 3rd-5th will increase the average distance from standard on the ELA SBAC by 4 points from -129.1 to -125.1.</p> <p>In order to improve from a low red to mid red on the ELA California Dashboard in 2020-21, the African-American subgroup will increase the average distance from standard on the ELA SBAC by 3 points from -144.4 to -141.4.</p>				

In order to improve from high red to a low orange on the California Dashboard in 2020-21, students in grades 3rd-5th will increase the average distance from standard on the Math SBAC by 3 points from -126 to -123.

3. Attendance

In order to improve from low red to mid red on the Chronic Absenteeism CA Dashboard in 2020-21, the percentage of chronically absent students will decline by 3 percent from 41.5. to 38.5.

Waiver 1 - Re-adoption into the Local Initiative School Program autonomy

42nd Street elementary has been utilizing Local Initiative School (LIS) Program by implementing:

- “mutual consent” autonomy with a clear selection process for hiring certificated employees in line with the school’s mission and vision,
- professional development autonomy, designing local professional development (PD) plans,
- methods to improve pedagogy autonomy, researching and adapting innovative methods to improve pedagogy, and
- local school schedule and strategies autonomy, including flexible schedules and extended number of Professional Development (PD) days, that supports building the capacity to maximize learning to all students and ensure frequent and on-going collaborative planning opportunities for teachers.

42nd St. elementary struggles with retention of certificated and classified staff. Building a consistent and robust faculty team is the priority. The LIS autonomy allows to implement a clear selection process in recruiting and hiring certificated employees. The selection criteria, protocols, and selection processes are in line with the school’s mission and vision.

Today’s education sets high demands on teachers’ professional capacity and skills. Teachers must be willing and able to work effectively in a challenging environment of implementing complex instructional programs, addressing the academic and social-emotional needs of our diverse student population, and being proficient with technology. Professional development (PD) that is collaboratively developed, differentiated, and actionable, is essential for teachers’ professional growth. In return, an effective teacher, equipped with research-based methods to improve pedagogy, is the most important factor in improving students’ academic outcomes and their school connectedness.

Collaborative approach to developing a coherent school-wide implementation of programs, aligned with the school’s mission and vision and the state’s standards, requires the autonomy in methods to improve pedagogy and student achievement.

Local schedule and strategies autonomy gives the authority to set school schedule for the benefit of both, students and staff. Flexibility of schedule allows to implement intervention and enrichment programs daily and throughout a year. Extending the early dismissal times through entire school year on Tuesday is strongly supported by parents and community

because it provides consistency for families. Majority of students reside in households with limited income, with a single parent or in foster care. Many parents and caregivers depend on afterschool care and need consistency with their weekly schedule throughout the year. Teachers are in favor of this schedule because the time allocated for Banked Tuesdays is used to improve quality of instruction through teacher trainings. Many current faculty members are new teachers who need consistent support in their professional growth. Implementing additional PD days provides more opportunities for teachers to continue improving their pedagogical skills.

How does your school plan to continue to use the **Re-adoption into the Local Initiative School Program** autonomy for continuous school improvement?

In order for students to demonstrate sustainability and growth of their academic skills and social-emotional well-being, students need to be supported by a broad range of services. 42nd St ES needs to continue to improve how we provide these services. The goals of our School Plan for Student Achievement (SPSA) are addressed by high quality of academic instruction, consistency of routines and activities, and social-emotional support to students, families, and staff.

It is important to understand the value of strategies and programs that provide social-emotional learning and support, in addition to the engaging and efficient instructional delivery. Both factors are required to create and maintain a school environment conducive to learning at 42nd St. Elementary.

Instructional Leadership Team (ILT), including Grade Level Leads and school administration, collaboratively research and monitor the implementation of research-based instructional programs and pedagogical strategies. Weekly grade level meetings and professional development opportunities will continue to be offered to all certificated staff. Collaborative planning and research time will be embedded into weekly routines to allow for teachers' collaboration, peer classroom observation, and mentorship.

In addition to instructional workshops and training for teachers, the school will deliberately focus on research-based programs that support mindfulness, self-regulation, and social-emotional learning for students. Examples might include programs like the Second Step, Restorative Justice, Sanford Harmony, Mindfulness games, etc.

Waiver 2 - Methods to improve pedagogy and student achievement autonomy

42nd Street elementary effectively utilized ESBMM autonomy to improve pedagogy and student achievement. Our collaborative professional planning and scheduling includes structures for consistent teacher collaboration during grade level meetings, lesson planning, data analysis, faculty meetings, peer classroom observations, and differentiated professional development sessions and workshops. The Local School Leadership Council (LSLC), the Instructional Leadership Team (ILT), and various committees strategically plan and guide the implementation of various intervention strategies and programs that support student achievement. For example, during our weekly grade level meetings, teachers conduct peer classroom observations, analyze data, organize long-term planning, and work collaboratively

on building their professional capacity. Teachers are encouraged to take advantage in collaborative lesson planning sessions on a weekly basis. Teachers are encouraged to provide the after-school tutoring and conduct student clubs to engage them in extra-curricular activities (e.g. robotics, cheer-leading, science, etc.) Supplemental funding is secured in the SPSA to support teachers' efforts.

How does your school plan to continue to use the **Methods to improve pedagogy and student achievement** autonomy for continuous school improvement?

The school will continue using existing structures to improve pedagogy and student achievement through strategic planning, professional development, and intervention programs.

In addition, more efforts will be put in place to address the student agency factor and the overall school connectedness for both, students and staff. The construct of *connectedness* has gained acceptance in the literature as a significant factor that influences students' academic achievement, motivation and resilience. Therefore, a measure of connectedness could be used to indicate the effectiveness of school reform policies designed to build supportive and nurturing learning environments. As an ESBMM school, 42nd St. Elementary will strive to create a highly interactive and engaging learning environment, through effective use of technology and innovative pedagogical solutions. To support these needs, the school will be seeking participation in research opportunities and sponsorship to bring resources to students, teachers, and families.

Today's educational process calls for flexibility and innovation in choices of instructional settings and delivery of instruction. As it is envisioned in the Common Core State Standards, the continuity of the educational process from Kindergarten through high school and college is essential. 42nd St elementary will be working on building a robust, rigorous, and differentiated academic curriculum that has a capacity to be implemented in flexible settings that might include blended learning, linked learning (apprenticeship), and independent study options. This approach will introduce our students to a variety of educational setting that contemporary educational system has to offer.

Additional support will include engaging outside vendors and service providers such as UCLA tutors, OASIS tutors, counselors, music, dance, visual arts, and drama teachers, instructors for robotic, science, edible garden, and other enrichment activities and programs.

Waiver 5 - Local Schedule and Strategies autonomy

The authority and option to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers. All of the above are subject to District-mandated annual number of school days and minimum annual instructional minutes, calendar requirements, and

contractual pay in the case of additional required hours of regular daily instruction. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

The LAUSD currently implements 26 PD days during school year. Extending the early dismissal times through entire school year has been utilized at 42nd St elementary through a waiver. This autonomy consistently receives strong support from both, faculty and community. To guide, measure and monitor our progress, additional PD days have been funded by grants and other resources to support teachers in data analysis, planning, and collaborative instruction design. Flexible daily and weekly schedule, implemented during school year, allows to implement intervention and enrichment programs, and to enhance differentiation of instruction.

How does your school plan to continue to use the **Local Schedule and Strategies** autonomy for continuous school improvement?

42nd St ES will continue to use the Local Schedule and Strategies autonomy to build staff and leadership capacity to collaboratively create class and school-wide schedules that meet core instruction and support interventions. The schedules will ensure consistent and on-going collaborative opportunities for teachers, including peer observations, collaborative planning, and professional development. Schedules will be designed with the purpose of maximizing learning of nearly every student.

School schedules are systematically aligned with and/or may surpass District requirements and fully comply with State and federal law. Number of PD will be up to the maximum number of Tuesdays in the academic school year.

Waiver 7 - Professional Development autonomy

Local Initiative Schools have the authority and option to design local professional development plans aligned with the school's Instructional Plan/School Plan for Student Achievement to meet the needs of the students and faculty of the school, except as to training related to legal/compliance mandates. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

LSLC and ILT at 42nd St ES collaboratively design professional development aligned with the SPSA to meet the needs of the students and faculty of the school. Instructional Leadership Team (ILT) meets bi-weekly to review data, monitor implementation of instructional programs, and plan. The leadership structure at the school also includes School-Wide Positive Behavior Implementation System (SWPBIS) committee, Safety Committee, and ad hoc committees formed in response to the ongoing needs of the school. The ILT and LSLC lead the process of supporting teachers in their professional growth and ensure consistent implementation of culturally relevant practices and curricular content to effectively teach and assess all students. The professional development process is driven by consistent data analysis that includes formative and summative assessment results, classroom observations (peer and

administrative), attendance data, and surveys designed to measure stakeholders' engagement and school connectedness, like the School Experience Survey.

How does your school plan to continue to use the **Professional Development** autonomy for continuous school improvement?

The school will continue to use the PD autonomy to collaboratively and systematically seek out and analyze classroom-level and school-wide qualitative and quantitative data to monitor effectiveness of teaching methods and strategies. Instructional leadership structures will continue to articulate, model and facilitate research-based instructional practices and provide opportunities for teachers to share and model effective instructional practices for their colleagues.

Based on our school's performance data, and taking in consideration the new challenge of providing rigorous and differentiated instruction to all students via remote learning as well as in blended and traditional learning environments, the professional development will be expanded to address the existing and new emerging needs of students and families. Our existing leadership structures (LSLC, ITL, ad hoc committees, etc.) demonstrate the capacity to adapt to new demands in providing support to teachers in their instructional delivery needs.

Waiver 9 - Requirement for "mutual consent" autonomy

May have a requirement for "mutual consent" by school and applying employees with respect to filling of UTLA-represented and AALA-represented site-based openings at the school. This means no District-mandated priority placements but the 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. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. All State and Federal mandates remain applicable, as well as court orders and consent decrees. (Review Section I-G in the LSSEI agreement which gives detail regarding the local selection process)

42nd St ES utilizes the waiver for "mutual consent" autonomy by following clear and transparent selection, criteria, protocols and selection processed to fill teaching and administrative positions at the school site. The selection process may include response to a scenario, teaching a demo lesson, and other forms of identifying applicant's skills relevant to the requirements of the vacant position.

How does your school plan to continue to use the **Requirement for "mutual consent"** autonomy for continuous school improvement?

The selection process will continue to be collaborative and involve mutual consent among the participants of the selection process. For teachers' interviews, the Selection Committee will include the principal, selected teachers (preferably of the same grade level or qualification,

e.g. special education or dual language), and a parent. For principal selection, the Selection Committee will include the Local District Director instead of the current principal. School administration will collaborate with staff and community to strategically utilize and leverage existing resources. School administration, in collaboration with the selection committee, will proactively access additional human and fiscal resources that align with the school's mission/vision, strategic priorities, student data and staff capacity. By utilizing "mutual consent" waiver, the stakeholders will pursue multiple strategies to recruit high-quality personnel to fill vacancies. The recruitment strategies may include seeking support (grants, sponsorship, fundraising) in establishing incentives for teacher/administrator retention at the school site.