

# Arminta Street Elementary School Local Initiative School Plan 2016-2017



## **TABLE OF CONTENTS**

### **I - General Questions**

#### **1. Vision and Mission**

Vision Statement

Mission Statement

#### **2. School Data Profile/Analysis**

What is the current state of our school?

Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment?

#### **3. Family and Community Engagement**

#### **4. School Culture and Climate**

Academic Culture

Professional Culture

#### **5. Design Team Capacity**

### **II - LIS Instructional Program**

#### **Autonomy Model Specific - LIS**

Professional Development

School Schedule and Calendar

Staffing (Mutual Consent)

Rationale for Autonomous Model Chosen

### **III - Implementation**

Detail of Implementation Past, Present, and Future

# **I - General Questions**

## **1. Vision and Mission**

### **Vision Statement**

Arminta’s vision is to promote a dynamic learning community where all stakeholders play an active role in helping students achieve their greatest potential. Our goal is to enhance learning through data analysis, co-teaching, technology integration, projects based learning, Educator Development & Support Frameworks, English Language Development, and the use of Common Core and Next Generation Science Standards to plan effective instruction.

Arminta Street Elementary School stakeholders create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. As part of our school-wide behavior support system, we enforce an anti-bullying policy and the “Be Safe, Be Respectful, and Be Responsible” Program. In addition, teachers implement Second Step Violence Prevention Program in the classroom to provide students with the necessary tools to develop appropriate social interaction. Students are responsible for learning and following all classroom rules. Quarterly Awards Assemblies are held to recognize students’ academic achievement, citizenship, attendance, and positive behavior. All stakeholders hold students and staff accountable for their conduct through the use of “Caught Being Good Eagle Tickets” and “Staff Eagle Awards” followed by a weekly “Eagle Award” raffle.

Arminta Street Elementary School strives to continually build a collaborative and trusting relationship among all stakeholders. Six times a year, administrative team members, teachers, staff, parents, and community members meet at English Learner Advisory Committee, School Site Council, and Coffee with the Principal meetings to discuss pertinent issues. Through the parent center, Arminta continually provides support and resources to families in need. We are committed to maintaining communication with our school community by offering additional trainings for parents, parent-teacher workshops, and literacy & math family events. These collaborations will promote on-going engagement and communication among all stakeholders for continued student academic achievement.

Arminta aims to establish a highly effective learning environment. Our goal is to equip our students with the necessary skills to become higher level critical thinkers and independent problem solvers. Arminta Street Elementary will implement the Common Core State Standards and Educator Development & Support Framework as a driving force to guide effective Arminta Street ES LIS teaching practices that will facilitate student achievement. Teachers will utilize diverse research based strategies and differentiate instruction to meet the needs of various learners including English Learners, GATE Students, Students with Special Needs, and Students with Disabilities. Evidence of student progress will be collected through classroom observations, portfolios, artifacts, teacher created assessments, and district performance measures. On a bi-weekly basis, teachers will meet to discuss and review student data, plan lessons, share best teaching practices, and set grade level goals, in order to continuously monitor progress and improve instruction. All teaching staff will implement classroom based intervention by scheduling Universal Access Time, small group instruction, and pull out intervention such as the Learning Center.

Arminta’s vision is to instill in each student the desire to learn and become socially responsible adults. We are committed to making our students’ college and career ready by providing a risk free and academically rich environment. We value the pursuit of lifelong learning and are dedicated to nurturing high self esteem and respect for others. Our ultimate goal is to empower each student to achieve their greatest potential.

**Mission Statement**

The mission of Arminta Elementary is to ensure every community member has the benefit of a comprehensive, evolving, and challenging educational program that nurtures the twenty-first century learner. Through the collaborative efforts of our professional learning community, we strive to provide equitable access to excellent academics via a blended learning environment, lifelong learner habits and skills instruction through strategic character development.





**2. School Data Profile/Analysis**

**What is the current state of our school?**

Arminta Street Elementary School currently serves 489 Pre-K through 5th grade students, including Special Day Classes. In Kindergarten through 5th grade, the following subgroups constitute the total of our student population: Socially Economically Disadvantaged Students-93.5%, English Learners (ELs)-35%, Reclassified as Fluent English Proficient (RFEP)-12%, Students with Disabilities (SWD)-6%, and Identified Gifted (GATE)-2%.

The following table shows our school-wide California Assessment of Student Performance and Progress (CAASPP) results in **English Language Arts** from 2014-2015

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	91	78	82	N/A	N/A	N/A	N/A	251
Number of Students Tested	89	78	80	N/A	N/A	N/A	N/A	247
Percent of Enrolled Students Tested	97.8 %	100.0 %	97.6 %	N/A	N/A	N/A	N/A	98.4 %
Number of Students With Scores	89	78	80	N/A	N/A	N/A	N/A	247
<b>Mean Scale Score</b>	<b>2370.1</b>	<b>2399.4</b>	<b>2437.8</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
 Standard Exceeded	4 %	4 %	5 %	N/A	N/A	N/A	N/A	4 %
 Standard Met	17 %	13 %	15 %	N/A	N/A	N/A	N/A	15 %
 Standard Nearly Met	31 %	22 %	25 %	N/A	N/A	N/A	N/A	26 %
 Standard Not Met	47 %	62 %	55 %	N/A	N/A	N/A	N/A	54 %

Fluent English Speakers/English Only (EO) CAASPP results in English Language Arts from 2014-2015

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	91	78	82	N/A	N/A	N/A	N/A	251
Number of Students Tested	60	55	66	N/A	N/A	N/A	N/A	181
Percent of Enrolled Students Tested	65.9 %	70.5 %	80.5 %	N/A	N/A	N/A	N/A	72.1 %
Number of Students With Scores	60	55	66	N/A	N/A	N/A	N/A	181
<b>Mean Scale Score</b>	<b>2402.9</b>	<b>2419.0</b>	<b>2454.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	7 %	5 %	6 %	N/A	N/A	N/A	N/A	6 %
Standard Met	25 %	16 %	18 %	N/A	N/A	N/A	N/A	20 %
Standard Nearly Met	42 %	29 %	30 %	N/A	N/A	N/A	N/A	34 %
Standard Not Met	27 %	49 %	45 %	N/A	N/A	N/A	N/A	40 %

**Reclassified Fluent English Speakers (RFEP) CAASPP results in English Language Arts from 2014-2015**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	91	78	82	N/A	N/A	N/A	N/A	251
Number of Students Tested	20	18	34	N/A	N/A	N/A	N/A	72
Percent of Enrolled Students Tested	22.0 %	23.1 %	41.5 %	N/A	N/A	N/A	N/A	28.7 %
Number of Students With Scores	20	18	34	N/A	N/A	N/A	N/A	72
<b>Mean Scale Score</b>	<b>2406.7</b>	<b>2425.0</b>	<b>2470.9</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	5 %	6 %	6 %	N/A	N/A	N/A	N/A	6 %
Standard Met	30 %	6 %	18 %	N/A	N/A	N/A	N/A	18 %
Standard Nearly Met	40 %	39 %	35 %	N/A	N/A	N/A	N/A	38 %
Standard Not Met	25 %	50 %	41 %	N/A	N/A	N/A	N/A	39 %

**English Learner (EL) CAASPP results in English Language Arts from 2014-2015**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	91	78	82	N/A	N/A	N/A	N/A	251
Number of Students Tested	29	23	14	N/A	N/A	N/A	N/A	66
Percent of Enrolled Students Tested	31.9 %	29.5 %	17.1 %	N/A	N/A	N/A	N/A	26.3 %
Number of Students With Scores	29	23	14	N/A	N/A	N/A	N/A	66
<b>Mean Scale Score</b>	<b>2302.3</b>	<b>2352.6</b>	<b>2359.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	0 %	0 %	0 %	N/A	N/A	N/A	N/A	0 %
Standard Met	0 %	4 %	0 %	N/A	N/A	N/A	N/A	2 %
Standard Nearly Met	10 %	4 %	0 %	N/A	N/A	N/A	N/A	6 %
Standard Not Met	90 %	91 %	100 %	N/A	N/A	N/A	N/A	92 %

The following table shows our school-wide California Assessment of Student Performance and Progress (CAASPP) results in **Mathematics** from 2014-2015

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	91	78	82	N/A	N/A	N/A	N/A	251
Number of Students Tested	91	78	82	N/A	N/A	N/A	N/A	251
Percent of Enrolled Students Tested	100.0 %	100.0 %	100.0 %	N/A	N/A	N/A	N/A	100.0 %
Number of Students With Scores	91	78	82	N/A	N/A	N/A	N/A	251
<b>Mean Scale Score</b>	<b>2379.3</b>	<b>2410.2</b>	<b>2426.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	4 %	0 %	1 %	N/A	N/A	N/A	N/A	2 %
Standard Met	21 %	14 %	5 %	N/A	N/A	N/A	N/A	14 %
Standard Nearly Met	33 %	44 %	32 %	N/A	N/A	N/A	N/A	36 %
Standard Not Met	42 %	42 %	62 %	N/A	N/A	N/A	N/A	49 %

\*The following table shows our school-wide results on the California English Language Development Test (CELDT) for 2014-2015

**Number and Percent of Students at Each Overall Performance Level**

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	3 (12.0%)	7 (21.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	10 (8.0%)
Early Advanced	6 (86.0%)	12 (48.0%)	13 (38.0%)	2 (8.0%)	4 (17.0%)	1 (7.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	38 (29.0%)
Intermediate	1 (14.0%)	8 (32.0%)	8 (24.0%)	16 (62.0%)	14 (61.0%)	11 (73.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	58 (45.0%)
Early Intermediate	(0.0%)	1 (4.0%)	2 (6.0%)	3 (12.0%)	1 (4.0%)	1 (7.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (6.0%)
Beginning	(0.0%)	1 (4.0%)	4 (12.0%)	5 (19.0%)	4 (17.0%)	2 (13.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	16 (12.0%)
Number Tested	7 (100.0%)	25 (100.0%)	34 (100.0%)	26 (100.0%)	23 (100.0%)	15 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	130 (100.0%)

**Domain Mean Scale Scores**

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	468.6	450.3	489.3	453.9	474.8	472.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speaking	471.6	483.8	543.5	498.4	550.8	523.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading	408.4	407.1	456.3	437.1	478.7	492.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writing	366.9	401.4	450.3	465.3	468.0	501.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0

\*CELDT data does not include initial scores for incoming Kindergarten students.

As can be gleaned from the data, Arminta Elementary is having marginal success in getting students to acceptable levels of proficiency across curriculums in grades 3-5. Over 50% of students exiting Arminta from 5th grade are scoring in the Standard Not Met range in English Language Arts. For Mathematics, the percentage is lower but still not acceptable. School-wide CELDT results show nearly half of English Learners are in the Intermediate range with 5th Grade Students being at 60%. However, End of Year (EOY) Dynamic Indicators of Basic Early Literacy Skills (Dibels) data from 2014-2015 showed the majority of students scoring in the benchmark range across grade levels, suggesting that students can read but are struggling with comprehension. Past CST, API, AYP, & AMO data is borderline irrelevant at this juncture since most of those students are in middle school now and California State Standards have changed to Common Core Standards. This is the most current data available and serves as our baseline data going into 2016-2017. As a predominantly low income school with a relatively high portion of second language learners, modifications need to be made in the instructional and operational programs. District provided curriculum, training, and funding has been insufficient and does not serve our demographic of students well. That being said, parents and students are satisfied with opportunities for achievement that the school provides as evident by our latest parent and student survey and Safe School Plan results.



\* The following table shows the latest Parent Quality Survey from the 2013-2014 school year

SURVEY QUESTION	% of parents who responded:						Number of responses	% who Agree or Strongly agree	
	Don't Know	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree		School	LAUSD
	A. This school provides high quality instruction to my child.	3%	1%	3%	10%	52%		32%	316
B. This school meets my child's social needs.	3%	1%	3%	13%	49%	31%	320	81%	84%
C. This school has high expectations for all students.	3%	1%	2%	6%	53%	34%	319	88%	83%
D. At this school, student discipline is fair.	3%	1%	3%	11%	48%	33%	316	81%	78%
E. This school offers extra academic support for students (tutoring, extra classes, etc.).	3%	2%	3%	5%	43%	45%	314	88%	80%
F. This school offers extra activities for students' personal growth (sports, clubs, enrichment classes, etc.).	9%	3%	4%	12%	41%	32%	314	73%	72%
G. My child's background (race, ethnicity, religion, gender, language, economic status) is valued at this school.	8%	2%	1%	13%	46%	30%	314	76%	77%
OVERALL SCHOOL QUALITY	5%	1%	3%	10%	47%	34%	320	81%	80%

\*The following table shows the latest Student Survey from the 2013-2014 school year

SURVEY QUESTION	% of students who responded:					Number of responses	% Agree a little or a lot	
	Disagree a lot	Disagree a little	Neither agree nor disagree	Agree a little	Agree a lot		School	LAUSD
	A. Adults at this school know my name.	3%	9%	5%	44%		38%	237
B. Adults at this school care about me.	2%	7%	10%	17%	64%	234	81%	80%
C. Adults at this school are fair to people of all backgrounds.	3%	3%	13%	18%	63%	230	81%	78%
D. Adults at this school listen to what I have to say.	4%	5%	7%	32%	52%	238	83%	76%
E. I can go to an adult at this school if I need help with schoolwork.	4%	3%	9%	25%	58%	233	84%	79%
F. I can go to an adult at this school if I need help with a personal problem.	4%	3%	9%	24%	59%	232	83%	77%
G. This school makes clear how students are expected to behave.	1%	3%	12%	16%	68%	231	84%	83%
H. I am proud to be a student at this school.	2%	1%	6%	14%	77%	229	91%	86%
I. Overall, I am satisfied with this school.	3%	4%	10%	22%	60%	229	83%	78%
OVERALL SATISFACTION	3%	4%	9%	24%	60%	238	84%	79%

\* Results are the only available data at this time since 2014-2015 survey results have not been published yet.

Our Assessment of Practices data from Arminta's 2015-2016 Safe School Plan shows that the school has systems in place to make parents feel safe and welcome.

	Under Development 0-24%	In Progress 25%-49%	Partially in Place 50%-74%	Fully in Place 75%-100%
Chapter 2: Mandated Reporting/Notification	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>
Chapter 3: Campus Safety, Security, and Cleanliness: Traffic and Pedestrian Safety; and Crime Prevention	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="97%"/>
Chapter 4: Violence Prevention and Intervention	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="98%"/>
Chapter 5a: School Discipline	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>
Chapter 5b: Attendance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>
Chapter 6: Coordinated School Health 6.1 Nutrition Services Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>
6.2 Physical Education Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="97%"/>
6.3 Health Education Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>
6.4 Health Services Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="93%"/>
6.5 Counseling, Psychological, and Social Services Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="93%"/>
6.6 Staff Wellness Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>
6.7 Parent/Community Involvement Component	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100%"/>

According to results from school, student, and parent social wellness surveys, Arminta is satisfying the needs of the community in terms of creating a welcoming and safe environment. However, what the school needs to improve on is getting students to acceptable and measurable achievement levels across academic areas. We truly believe this can be done through innovative practices, planning, and professional development.

**Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment?**

Arminta Street Elementary School and the Los Angeles Unified School District have gone through numerous changes over the past decade. The following identified factors have hindered our school from improving student learning and achievement: lack of academic readiness, ambiguous district interim assessments, decrease in federal and state funding. Furthermore, loss of students due to the opening of a neighboring charter school, loss of staff as a result of erroneous E-Cast projections, and new instructional programs that lack comprehensive trainings such as Treasures English Language Arts (ELA), Treasures English Language Development (ELD), My Math, and Master Plan Program requirements that segregate fluent English speakers from second language learners. As a result, students lack academic readiness and twenty first century skills that will help them succeed in meeting the standards set forth in the Common Core framework. Students exiting fifth grade are missing foundational literacy skills and quality interactions with peers. We are addressing this gap in achievement by targeting our at-risk students through the Student Success Team (SST) and Tier 2 interventions but need more support and innovation in reaching students who are performing below grade level standards.

An additional area of concern is lack of qualitative adult education support for parents. In the 2014-2015 school year our Community Representative had to conduct English as a Second Language (ESL) classes due to a lack of funds from district, state and federal parental involvement programs. Although the school makes every attempt to have academic classes for all parents, resources are scarce and outside agencies can only provide a limited amount of support. In essence, Arminta has another population of students that need a comprehensive curriculum that addresses their needs as learners. Quite often we have parents who are unfamiliar with what students are studying.

### **3. Family and Community Engagement**

To involve parents, Arminta Street Elementary School has hosted various events and provided opportunities where families and community members have been engaged. Such events and opportunities include Literacy Night, Math Night, Parent-Teacher conferences, workshops, Back to School Night, Open House, Winter and Spring Performances, Fall Festival, Awards Assemblies, School Beautification, Cultural & Social History Exhibits and Activities such as Women's History Month and Black History Month, Volunteer Tea, Book Fairs, Coffee with the Principal, English Language Advisory Committee (ELAC), and School Site Council (SSC) meetings – combined with our Local School Leadership Council (LSLC).

To inspire the love of reading in students, staff has provided literacy events such as Read Across Arminta during the week of Read Across America where students and staff engage in an array of fun filled literacy activities which include mystery guest readers, buddy readers (upper grade students read to primary students), a school-wide reading celebration, and dress-up as your favorite book character day. On Literacy Night parents and students participate in hands-on workshops where they learn

reading and writing skills and strategies, literacy games, and all families in attendance received a free book. We also have a Scholastics Book Fair once a year to promote literacy at home for our families. The school also hosts Math Night once a year. On Math Night teachers present standards based math “make and take” lessons, enabling families to practice math skills at home.

In addition to the above-mentioned activities, we will continue to offer informational meetings and parent workshops. The workshops will increase awareness of strategies to utilize at home. This will be used to augment the students’ learning experiences and help students become critical thinkers and independent problem solvers in preparation for Common Core Standards. Some parent workshop topics will include: Reading Strategies, How to Have a Successful Parent-Teacher Conference, Social Media Safety, Online Resources for Language Arts and Mathematics, ST Math Program, and the School Categorical Budget.

Furthermore, we would like to incorporate the following additional activities: College and Career Day, Family Fun Nights, Spirit Day, Science Night, Community Safety Awareness, and Fundraising at local establishments/restaurants. Family fun nights include events such as Movie Night, Game Night, and Chuck E. Cheese Night. Movie Night will provide a time for the community to come together in a relaxing environment. Spirit Day will give families the chance to show Arminta pride by wearing their new Arminta Spirit Wear. Each grade level will wear their grade-level shirts.

To increase parent participation, the following challenges will be addressed: to provide translation through LAUSD’s Translations Unit for language interpretation, send information in monthly newsletters and telephone messages using Connect Ed. We will have events at different times to allow parents with different work schedules to attend. A parent survey will be sent home to gather their preferred time(s) of events/meetings, activities, and topic suggestions.

#### **4. School Culture and Climate**

##### **Academic Culture**

*“The ideal of a school is not the adaptation of the individual to the existing social environment; it is to develop individuals who are competent to change their environment to greater conformity with moral ideas.” - Felix Adler*

This vision was that of a 19th century philosopher, humanist, and school founder. As true as it was in the late 1800’s, so much more is this vision necessitated in our current culture. We aim to realize that vision through these six core values. The what and why we learn for the Arminta **EAGLES**.

**E - Ethical Learning:** We value cultural diversity and explore the core responsibility of every ethical member of society to honor others regardless of economics, race, or religious beliefs.

**A- Academic Excellence:** Rigorous Reading; Thinking Maps/Path to Proficiency; Notice and Note; Depth, Complexity, Novelty, and Acceleration; Cycles of Argument: these are the venues by which we engage students to join in a community of discourse and intellectual discipline and creativity.

**G- Giftedness:** Every student has a gift! The goal of education at Arminta is to activate, highlight, and incorporate each child's special ability to embellish the greater good of our learning community.

**L-Learning Community:** We offer a challenging program that stimulates all community members to achieve their maximum potential. In-house experts teach and build capacity with one another (both staff and students) to foster a passion for learning and understanding of our diverse and ever-changing world.

**E- Emerging Minds:** We ask and expect students to think critically, creatively, and flexibly across the disciplines. Fashioning 'close' readers, superb questers, and scholars whose claims are strong and evidence-based.

**S- Secure Environment:** We endeavor to maintain a safe, secure, and caring environment. Threading throughout our curriculum is the core value of practicing mutual respect and celebration of individual achievement.

### **Professional Culture**

Our grade-level teams use regular professional development time to analyze state standards, create pacing plans, write common assessments, analyze student results, and design interventions. Additionally, they modify and improve instructional techniques based on common assessment results and peer observations. Teachers share best practices while developing and co-leading our rigorous professional development schedule. Most recent additions to our academic culture include reading comprehension strategies from Notice and Note and Rigorous Reading. Most of our staff continues to attend outside professional development to diversify the types of programs we implement yearly as we learn how to better serve our population.

Of course, there is also a sense of camaraderie throughout as we share meals on and off campus to commemorate the successes we experience throughout the year, celebrate birthdays, and sometimes just need time to wind down as a team.

### **5. Design Team Capacity**

In order to form our design team, we invited all staff members to a meeting after taking a vote as whether or not to go ahead with writing a LIS proposal. We had previously introduced what the LIS autonomy model looked like. Those that were interested were invited to a meeting to discuss the responsibilities and commitments of the design team members. Those that were enthusiastic and committed joined the team.

### **Rene Ramirez**

Principal Rene Ramirez has a Masters Degree in Educational Administration with an emphasis on Educational Leadership. He has taught for over a decade and was a Categorical Program Advisor for four years at Sixth Avenue Elementary where he guided the school through a Federal Program Monitoring audit in 2012-2013. The school's federal and state programs were found not only to be fully compliant but successful in raising the bar for student achievement. As a result, the LAUSD school board recognized 6th Avenue and Mr. Ramirez in March of that same year for making consistent progress during FPM. During his tenure as teacher, he chaired the School Site Council for three years and was grade level chair

for seven years. As an administrator, he has written grants for parent center resources, school technology programs, and for learning gardens which are currently in the implementation phase at 6th Avenue Elementary and the development stage at Arminta. In addition, he has won two Video in The Classroom Awards through PBS affiliate KLCS highlighting positive and progressive changes happening in public education.

### **Morris McCormick**

For the past four years Mr. McCormick has been teaching the Multi-Grade Science and Technology class at Arminta. He received his teaching credential from California State University Northridge in June 2005. Since which time he has gone on to attain a Masters Degree in Education, Google Educator Certification, a one-year fellowship in Italy, as well as National Board Certification. He is also a published author of mathematical theory.

His previous education includes a Bachelor's Degree in Film & Video Production from New York's Picker Institute of Film. He is also the recipient of the New York State Regents Award, and served as the first Student Ambassador to the University of Nigeria Nnsuka.

Prior to entering the field of education Mr. McCormick appeared in numerous theatrical productions including the Off-Broadway sensation '*Stomp*' to an award-winning cast of '*Porgy and Bess*' at the Theatre des Westens, Berlin. He is also known for his work with various pop musical artist in the United States during the 1980's and 1990's. Mr. McCormick relocated from New York City to the Los Angeles area to continue his post-baccalaureate studies following the September 11 attacks.

### **Deborah Diamond**

Mrs. Diamond has a BA in Liberal Studies with an emphasis in Elementary Education from CSUN. She has been teaching for 25 years grades 1st-5th, seventeen of those here at Arminta Elementary. She has served on the School Site Council, Leadership Committee, is and has been Grade Level Chair, and has been a Master Teacher for students at CSUN. She has lead workshops for Math and Literacy Nights, and has taught Afterschool Intervention for at-risk kids. She has lead and participated in professional development for the staff.

### **Deborah Schneider**

Mrs. Schneider has a BA in Child and Adolescent Development with a minor in psychology from CSUN and a Masters in Education . She has been teaching for 10 years and is dual credentialed with both a Multiple Subject and Education Specialist credential. She is currently teaching the Primary Special Education class at Arminta Elementary School. Mrs. Schneider has been the UTLA Chair for the past 4 years. She has served on School Site Council, Leadership Committee, and several other committees.

### **Brenda De Loera-Correa**

Mrs. De Loera-Correa has worked in the district for over 15 years. During this time she has taught grades K-5 for nine years, worked as instructional coach for two years, English Learner/Title I Coordinator for two years, and Targeted Student Population Advisor for two years. Mrs. De Loera-Correa has a Masters Degree in School Psychology and in Educational Administration.

Mrs. De Loera-Correa is currently Arminta's Targeted Student Population Advisor. She works closely with parents and community members to enhance parent involvement and engagement by supporting the school's PTA, English Learner Advisory Committee, and School Site Council. She provides instructional support for teachers regarding effective strategies for English Learners, foster youth, and low-income

students. She also facilitates grade-level team meetings to analyze assessment data, review student work, discuss best practices, identifies student needs, and plans collaboratively with teachers to differentiate instruction for targeted student populations.

**Norma Gonzales**

Mrs. Gonzales has been a member of the Arminta community since 2005. She has successfully supported four sons through their elementary years here, and is currently serving as Arminta's PTA President. Her PTA involvement began in the role as Secretary in the 2014-2015 school year.

She is currently employed by LAUSD and continues to work on our campus as a supervision aide. However, her involvement with parents and community here in Sun Valley-North Hollywood area goes far beyond the walls of our school.

# **II - LIS Instructional Program**



**Autonomy Model Specific - LIS**

LIS Waiver #	Description	Selection Status	
1	Re-adoption in the Local Initiative School program of any current special conditions and/or waivers already applicable to the school such as School Based Management (SBM).	We are selecting this waiver:	
		Yes	No
			X
2	<p><b>Methods to improve pedagogy and student achievement</b>                      Local initiative Schools have the flexibility to choose and/or develop methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs.</p>	We are selecting this waiver:	
		Yes	No
			X
3	<p><b>Locally determined curriculum</b> (aligned to Common Core State Standards and District minimum curriculum standards)                      Local initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</p>	We are selecting this waiver:	
		Yes	No
			X
4	<p><b>Assessment</b>                      Local Initiative Schools have the flexibility to choose and/or develop local interim benchmark assessments, tests, and pacing plans, aligned with and equivalent to District requirements (e.g.,</p>	We are selecting this waiver:	
		Yes	No

	Gifted and Talented Education (GATE), algebra placement) and complying with any State and Federal requirement.		X
5	<p><b>Local Schedule and Strategies</b>                      Local Initiative Schools have 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.</p>	We are selecting this waiver:	
		Yes	No
		X	
	Modifications in scheduling have allowed the teachers and staff to continue working on improving the school, continue the upward momentum, and meet our vision. The local schedule will allow us to continue to have weekly Early Release Tuesdays. During the Tuesday Bank Time/Professional Development Time, teachers will meet to discuss and review student data, plan lessons, share best teaching practices and set grade level goals in order to continuously monitor progress and improve instruction. It will also facilitate staff and teachers in enhancing collaboration for managing the curriculum to meet all academic accountability and academic rigor. The bell schedule will continue to include the adding of 4 minutes at the beginning of every day to adhere to state and federal mandate minutes.		
6	<p><b>School Internal Organization Plan</b>                      Local Initiative Schools have the freedom to organize their school's internal organizational plan, such as division into academies, small learning communities, houses, etc., within the assigned population according to the needs of the students and faculty of the school. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</p>	We are selecting this waiver:	
		Yes	No
			X

<p>7</p>	<p><b>Professional Development</b>                  Local Initiative Schools have the authority and option to design local professional development plans aligned with the school’s Instructional Plan/Single 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. <i>(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</i></p>	<p>We are selecting this waiver:</p>	
		<p>Yes</p>	<p>No</p>
		<p>X</p>	
<p>The staff at Arminta Street Elementary School will achieve their goal of increasing student academic achievement by being active participants in these various professional developments. To attain these goals, professional development will take several forms. Soon after selected assessments are administered, scored, and analyzed, professional development will provide strategies that address the school wide focus. Professional development will be the tool for teachers to implement these strategies in their classrooms. Another approach will be to include cross grade level articulation to allow more opportunities for grade levels to comprehend the similarities and differences in the Common Core State Standards and better train students for the future. Through the use of technology programs i.e. ST Math, Treasures/MyMath Connect ED, and teachers will prepare students to be college and career ready. Teachers with specific expertise in a variety of academic areas will provide professional development for the staff in the subject areas of ELD, Language Arts, Math, Social Studies, and Science. Master Plan Program mandates all English Learners (ELs) will have a separate ELD block of time. ELs with Overall CELDT scores 1-3 receive ELD for 60 minutes and 45 minutes for Overall CELDT scores 4 and 5.</p> <p>All grade levels will coordinate ELD block in order to provide differentiated instruction. Students will be grouped by language classification to maximize their language proficiency. Students will receive language appropriate instruction to ensure that students reclassify in a timely manner to avoid becoming Long Term English Learners (LTELs). Professional development will also be provided for all stakeholders on positive behavior support such as . Throughout the year, stakeholders will guide the planning, implementation, content, and evaluation of the professional development focusing on their specified goals. The leadership committee will oversee the implementation of the various professional development offered throughout the year. During all PD’s there will be a parking lot where participants can ask questions and write comments. Administrators, coordinators, and teachers will lead a variety of professional development. Arminta will utilize the Single Plan for Student Achievement (SPSA) to ensure data and funds are used to meet the needs of the students.</p>			

<p>8</p>	<p><b>Budget</b> Local Initiative Schools have general fund budget control pursuant to the District’s evolving site-based budgeting which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries and subject to other applicable related District requirements such as those governing “guided purchases”. <i>(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</i></p>	<p>We are selecting this waiver:</p>	
		<p>Yes</p>	<p>No</p>
			<p>X</p>
<p>9</p>	<p><b>A Requirement for “mutual consent”</b> Local Initiative Schools 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)</p>	<p>We are selecting this waiver:</p>	
		<p>Yes</p>	<p>No</p>
		<p>X</p>	
<p>Arminta Street Elementary is requesting the “mutual consent” waiver as one of the LIS reform model autonomies. Arminta Street Elementary presently does have the autonomy to create a staff selection committee for selecting teachers or administrative personnel. This selection process does allow stakeholders to a fair representation. The staffing committee works collaboratively to select a candidate who is committed to actively participate in the vision/mission of the school to ensure that all students are college and/or career ready. Arminta Street Elementary has selected the LIS reform model to provide student academic success. Through the scheduling and professional development waivers, all stakeholders will be asked to actively engage in a mutual agreement to work collaboratively. As a staff, our goal is to increase student performance, participate in committees, perform other adjunct duties to increase interactions with parents, and community members. These activities are recognized as demanding, yet necessary to ensure Arminta’s continued success in educating young scholars. Therefore, any new employee joining Arminta must be an asset to this learning community and willing to work in a collaborative environment. The mutual consent perimeters will allow us to select new staff members that shares in our vision. Arminta Street Elementary_LIS The</p>			

	<p>proposed composition of the Personnel Team would include members of the various stakeholders groups: administrator, certificated staff, classified staff, and parents.</p> <p>SELECTION OF A TEACHER:</p> <p>1 UTLA Representative          1 Administrator (Principal/Asst. Principal)          2 Certificated Teacher Staff –Out of classroom teacher and grade level teacher for the unfilled position.          1 Classified Staff (Office Personnel)          3 Parents (One from each category - PTA /ELAC/SSC)</p> <p>SELECTION OF AN ADMINISTRATOR:</p> <p>1 UTLA Representative          1 Certificated Classroom Teacher          1 Certificated Teacher - Out of Classroom          1 Classified Staff (Office Personnel)          3 Parents (One from each category - PTA/ELAC/SSC)</p> <p>The UTLA-LAUSD contract will not be altered, no alternative language is necessary to substitute for contract language or policy. Staff selection will respect contract guidelines beyond the request to waive District mandated priority placements. In creating and utilizing the Personnel Team for staff selection, the Arminta Elementary School community ensures that the vision, which guides the school’s work, will continue to benefit our students. The impact felt at the school will be one of a shared sense of inclusion and collaboration because the Personnel Team will include members who represent the diverse stakeholders.</p>		
<p>10</p>	<p><b>Process for determining teacher assignments</b>          Local Initiative Schools may adopt local processes/methods for determining teacher assignments to grade levels, departments, subjects and classes, (looping, team-teaching, ungraded instruction, multi-age classrooms, etc.). All State and Federal mandates remain applicable, as well as court orders and consent decrees.</p>	<p>We are selecting this waiver:</p>	
		<p>Yes</p>	<p>No</p>
			<p>X</p>
<p>11</p>	<p><b>Process for determining Appointed Positions</b>          Local Initiative Schools may adopt local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.</p>	<p>We are selecting this waiver:</p>	
		<p>Yes</p>	<p>No</p>

			X
12	<p><b>School Discipline Guidelines</b>  School’s student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.</p>	We are selecting this waiver:	
		Yes	No
			X
13	<p><b>Health and Safety Matters</b>  Local Initiative Schools have the freedom to create alternate approaches to school health and safety matters.</p>	We are selecting this waiver:	
		Yes	No
			X
14	<p><b>Separate Waiver Plans</b>  Local Initiative School’s adoption of separate waiver plans such as Pilot program (but subject to that program’s RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program’s requirements)—in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes.</p>	We are selecting this waiver:	
		Yes	No
			X
15	<p><b>Additional Waivers</b>  Local Initiative Schools may request local authority waivers in addition to those described above. Such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective. Identify the</p>	We are selecting this waiver:	
		Yes	No

	additional waivers necessary to support and ensure the successful implementation of the school plan. Please contact LOOC at 213 241-8700 if selecting additional waivers.		X

**Rationale for Autonomous Model Chosen**

Arminta students are magnet-bound! 95% of all Arminta students will continue on to their newly-reorganized Sun Valley Magnet. Sun Valley has chosen to offer three department options within the engineering domain. Our goal is to provide our students the education they need to be successful in the engineering magnet environment.

For the past two years we have been strengthening our involvement and articulation with the middle school staff, and look forward to serving as a true feeder school in the years to come. Our bell schedule allows us to engage more with the magnet staff at their location. Staffing autonomy provides us with the means to develop a staff with the same vision and determination to see our students succeed in a demanding environment. Professional development autonomy frees us up to begin the transformation of our traditional academic structure to a full STEAM program.

As a staff we realize the importance of shifting our focus to the NGSS (and soon to come NCSS). The experience of past graduates entering middle school prompted us to do more than we have in the past to serve the needs of our students. Currently, the need in our community is to provide quality science, engineering, and technology education, and our staff has embraced the vision of regrouping, retraining, and stepping beyond the expectations of mandates.

While we foresee the addition of additional waivers in the years to follow; we also realize our limitations and choose to start small and develop excellence, rather than mediocrity in our new vision. The coming year will be one of teacher education, as we pilot, review, and revise lessons, projects, and build community partnerships.

# **III - Implementation**



<b>YEAR ONE TIMELINE: 2016-2017</b>			
	<b>PROPOSAL ELEMENT: Waiver #5 Local Schedule and Strategies</b>	<b>PROPOSAL ELEMENT: Waiver #7 Professional Development</b>	<b>PROPOSAL ELEMENT: Waiver #9 Mutual Consent</b>
<b>RESPONSIBILITY</b> Who will lead the implementation of this element?	UTLA Chapter Chair, UTLA Chapter Members, English Language Advisory Council, School Site Council, Principal	Leadership Team and UTLA Chapter Members.	Personnel Selection Team and Principal or designee
<b>RESOURCES</b> What resources are needed for successful implementation?	Time for research, dialogue, and discussion regarding bell schedule options to fulfill state required instructional minutes and UTLA contractual teacher obligations, and reduce class size	Additional time and monies to facilitate collaboration and common planning. Funding for additional Common Core, NGSS, and ELD Professional Development	Ongoing professional development for new hires. In-house lead teaching staff for core curriculums.
<b>EVIDENCE OF SUCCESS</b> How will you know you are making progress post implementation?	Adoption of a bell schedule which fulfills state required instructional minutes and UTLA contractual teacher obligations.	School Professional Development plan, agendas and related documentation	Retention of staff committed to developing an organic curriculum and culture that best meets the needs of Arminta ES students, parents, and community.
<b>EVALUATION PROCESS</b> What mechanisms will you use to measure progress?	Analysis of student and Master Schedules	Evaluative data will be monitored on an on-going basis by the UTLA Chapter Members, Leadership Team, and Principal.	Biannual Self-Evaluation Survey of all staff.

<b>YEAR TWO AND THREE TIMELINE: 2017-2019</b>			
	<b>PROPOSAL ELEMENT: Waiver #5 Local Schedule and Strategies</b>	<b>PROPOSAL ELEMENT: Waiver #7 Professional Development</b>	<b>PROPOSAL ELEMENT: Waiver #9 Mutual Consent</b>
<b>RESPONSIBILITY</b> Who will lead the implementation of this element?	UTLA Chapter Chair, UTLA Chapter Members, English Language Advisory Council, School Site Council, Principal	Leadership Team and UTLA Chapter Members, Departmentalized Core Curriculum Lead Teachers	Personnel Selection Team and Principal or designee
<b>RESOURCES</b> What resources are needed for successful implementation?	Time for research, dialogue, and discussion regarding bell schedule options to fulfill state required instructional minutes and UTLA contractual teacher obligations, and reduce class size	Additional time and monies to facilitate collaboration and common planning. Funding for additional Common Core, NGSS, and ELD Professional Development. On-site trainers to lead and model concepts, strategies, and tools.	Ongoing professional development for new hires from our departmentalized professional development teams.
<b>EVIDENCE OF SUCCESS</b> How will you know you are making progress post implementation?	Adoption of a bell schedule which fulfills state required instructional minutes and UTLA contractual teacher obligations.	School Professional Development plan, agendas and related documentation. Implementation and transfer of key concepts from PD into classroom practice.	Retention and growth in staff committed to developing an organic curriculum and culture that best meets the needs of Arminta ES students, parents, and community.
<b>EVALUATION PROCESS</b> What mechanisms will you use to measure progress?	On-going analysis of student and Master Schedules	Evaluative data will be monitored on an on-going basis by the UTLA Chapter Members, Leadership Team, and Principal.	Biannual Self-Evaluation Survey of all staff.

<b>Detail of Implementation Past, Present, and Future</b>	
July 2011	K-3 - Rotating in Humanities, Science, and Physical Education
July 2012	Pilot Year 1 - Multi-grade Science and Technology Class (MSAT)
July 2013	MSAT Year 2 - Class to loop 4th grade students (with parent consent) into MSAT 5th grade  Grades 3-5 - Implement "Notice & Note" using Core Literature bought with Common Core Funds
July 2014	Implemented Waiver #5 (Schedules & Strategies)
June 13, 2015	UTLA Chapter Chair & GATE Coordinator to LOOC Workshops
July 2015	Implemented Waiver #9 (Mutual Consent)
July 2015 - June 2016	Weekly Instructional Support Team Meetings
August 17, 2015	Kinder Orientation/Grade Level Vision for 2015-2016/Opening Bulletin
August 17, 2015	LOOC Workshop Attendees + Principal Meeting to Discuss Options
August 18, 2015	Grade Level Planning/Unpacking the Standards
August 21, 2015	Staff vote to pursue L.I.S. proposal/Grade Level Planning
August 21, 2015	PTA Meeting <i>(monthly from here on)</i>
August 25, 2015	Classroom Environment

August 25, 2015	Parent Orientation (ELAC/SSC/PTA)/Back to School Night
August 27, 2015	L.I.S. Design Team Organized
August 31, 2015	PTA Meeting #1
September 1, 2015	New ELD Standards and Lesson Planning Implications -Grade Level Planning
September 2, 2015	L.I.S. Design Team Meeting - Proposal Delegations
September 2, 2015	ELAC & SSC Elections
September 9, 2015	Literacy Night
September 15, 2015	ST Math/Data Analysis-Leadership
September 16, 2015	Volunteer Meeting in the Parent Center
September 17, 2015	ELAC Meeting
September 17, 2015	L.I.S. Design Team Meeting - Vision & Mission
September 17, 2015	SSC Meeting
September 18, 2015	Annual Title I Meeting
September 21, 2015	L.I.S. Design Team Meeting - Prepare Staff Survey
September 22, 2015	Grade Level Planning/L.I.S. Waiver Survey/CCSS Alignment in Math
September 24, 2015	Volunteer Meeting in Parent Center
September 25, 2015	L.I.S. Design Team Meeting - Rationale for Waivers/School Culture & Climate
September 28, 2015	L.I.S. Design Team Meeting - Finalize Proposal
September 28, 2015	Fall Festival Volunteer Meeting PTA Meeting - Discuss L.I.S. Proposal

September 29, 2015	Fall Festival Volunteer Meeting My Math/Technology Capabilities-Grade Level Planning
October 5, 2015	L.I.S. Design Team Meeting - Staff Feedback & Formatting
October 6, 2015	Discussion Techniques/Engagement & Academic Language
October 7, 2015	Language Appraisal Team Meeting ( <i>monthly from here on</i> )
October 8, 2015	Emotional Intelligence Workshop
October 13, 2015	Grade Level Articulation
October 14, 2015	L.I.S. Design Team - Finalize L.I.S. Proposal & Submit
October 15, 2015	Submit L.I.S. Proposal
October 15, 2015	SSC Meeting
October 15, 2015	ELAC Meeting
October 16, 2015	Cup of Coffee with the Principal
October 20, 2015	Grade Level Planning/CCSS Alignment in ELA
October 22, 2015	Library Resources Workshop
October 27, 2015	Math Data Analysis-Leadership
November 3, 2015	CCSS Expository Writing/Backwards Planning/ Non-Negotiables Part I
November 10, 2015	Grade Level Planning-ELA Data Analysis
December 1, 2015	Re-visit Notice & Note/Rigorous Reading key strategies
December 8, 2015	Common Core Standards in Diverse Classrooms
December 15, 2015	Grade Level Planning

January 12, 2015	Grade Level Meeting
January 19, 2015	Writing Part II Non-Negotiables/Grade level Meeting
January 26, 2016	Notice and Note Non-Fiction
February 2, 2016	Depth of Knowledge/Grade Level
February 9, 2016	Next Generation Science Standards Overview
February 12, 2016	Analyze Language Arts Interim Assessments/Grade Level
February 23, 2016	Analyze Math Interim Assessments
March 2016	Anticipating L.I.S. Approval
March-May 2015	Professional Development (tbd - based on L.I.S. Approval)  Staff and Parent Talent Surveys  Research alternative curriculum models and supplements. Stakeholders vote on curriculum direction and professional development and training needed by all involved.
March 2016/April 2016	Brochure Design for Arminta Re-Vision
April 2016	Mass Mailing for Recruitment of Students
May 2016	Query staff and community for grant writing team.
July 2016/June 2017	Staff Development based on curriculum model chosen.  (tbd) Informational Parent Workshops/Meetings with a L.I.S. Design Team Representative.  Regular articulations between L.I.S. Design Team, Leadership, PTA, and Sun Valley Magnet Coordinator to determine next steps.  (tbd) Apply for waivers 2,3, and 4 if all stakeholders are prepared to advance to the next phase.

	Begin development of local assessments based on curriculum model decided upon by all stakeholders.
July 2017/June 2018	Pilot local curriculum model and begin the development of local assessments