

**2012-
2013**

LOS ANGELES UNIFIED
SCHOOL DISTRICT

LOCAL INITIATIVE SCHOOLS REQUEST FOR PROPOSAL

(FILLABLE TEMPLATE)

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LOCAL INITIATIVE SCHOOL PLAN

A. MISSION STATEMENT

Glassell Park School is a learning center where community members interact to create a learning environment that leads to personal, professional, and academic achievement.

B. VISION STATEMENT (1-2 pages, includes Section A)

The teachers, administrators, students, staff and parents of Glassell Park Elementary believe that ALL students can learn and are dedicated to design and participate in a learning environment that promotes, supports, and maximizes student progress.

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

Glassell Park Elementary School(GPES) is a school with a strong community, caring parents, committed teachers and staff, and energetic students. However, in recent years it has become a program improvement school, currently, year four, and has struggled to regain lost ground. In two years, 2009-2010 and 2010-2011, the API fell a combined 29 points. Last year, GPES recovered 12 of those points. We seek to continue these gains and improve our school by becoming a LIS school and implementing some autonomies in the coming years to address issues that may hinder continued progress. For our initial application we look to adopt four major autonomies: requirement for mutual consent, budget, assessment, and professional development.

In order to gauge how our chosen autonomies will be implemented, we need to first take a step back and look at our school data to see: where our areas of strengths and areas of concerns lie, where we have seen improvement in recent years, look at positive and negative trends, and identify root causes of persistent trends. Once we have identified the underlying causes and trends, we can forge forward with our plan to improve our school.

GPES's strengths stem from its experienced, dedicated, and hard working staff and teachers. Our teaching staff is made up of an above district average percent of NCLB highly qualified teachers, last year at 100%. 91% of our teachers have been at GPES for over three years, most well over three years. They spend countless hours planning lessons for students, assessing their needs, and honing their craft. Many spend time after school tutoring students who need extra help. Along with the teachers, GPES also has teachers out of the classroom that provide Tier 2 &3 support to those students who are not meeting their learning goals and need extra help. They provide professional development for teachers and staff that bring the staff together to analyze data, form goals, and plan action to better our school. Our support staff also helps create an atmosphere and environment at our school that makes our staff, parents, and students feel safe. Each year in our surveys staff, parents, and students say overwhelmingly (over 90%) that they feel welcome and safe at GPES.

Our students also represent a strength of our school. They have excellent attendance. Over the past four years our student attendance has been above the district average. Last year 70% of the students had an attendance rate of at least 96%, 2% higher than the district average. The student body is also well behaved with 0% of the students being suspended in 2012, and over the past four years our suspension rate has been below the district average.

In academics, our strength can be seen in our CST English scores that have steadily increased. In 2005-2006 we stood at 34% proficient and advanced and last year we reached 46%, a growth of 12 percentage points over that time period.

So, if GPES has so many strengths, what is keeping us from achieving our goals? First, let's look at the data and trends observed over the last few years. Going back to 2007-2008, one can see that our students were achieving proficient and advanced levels in mathematics comparable to the district average, both being 57%. In English our students were a respectable 4 percentage points away from the district average. However, looking at the 2012 data, we find ourselves 15 percentage points behind the district average in mathematics and 8 percentage points behind in English. Worse yet, in math, while the district average of proficient and advanced continues to increase 4 percentage points in Math over this period of time, GPES scores have declined 11 percentage points in math. Our English Language Arts scores fare better than in math. However, when looking at 3rd grade data, our scores have remained fairly steady. While the District's average for 3rd grade students has continued to rise almost 10% over the last 4 years, Glassell Park student scores have slightly fluctuated.

While this data may be disheartening, GPES has seen improvements in recent years. Teachers are working diligently to face the challenges of being a program improvement school. We have made a recommitment to Accelerated Reader, have put RTI strategies into place, and have focused on areas of weakness in language arts. This has led to steady gains in our English CST scores. RTI strategies have also led to gains for those students who were identified for extra help.

After analyzing the data and trends, it is important to seek to find the root causes for the concerns we have here at GPES. One possible underlying problem seems evident when looking at the data is that while parents feel welcomed at our school, only slightly more than half feel that they communicate with their children's teachers regarding their academic progress. Another problem is that teacher attendance is slightly below the district's average. This is a recent trend that seems to coincide with lack of progress in the school's API.

However, applying to be a LIS school involves utilizing waivers to improve our school. With that in mind we have identified some major problems and trends that need to be addressed. Most importantly, GPES has had 5 different principals in 6 years. With so much turnover in leadership, it has been difficult for the staff to identify a unifying direction for the past few years. With each new leader, the school's focus is slightly changed and a period of adjustment by both

the staff and the principal is needed to acclimate themselves. GPES has the hope that our current leader has committed to creating a unifying direction and we seek to solidify that direction by becoming a LIS school and using the mutual consent waiver. We also want to ensure that those we hire at our school share our vision.

Professional development is also a waiver for which we are applying and something the school feels is one of the root causes for our lack of progress. While we have used our professional development time to analyze data and identify areas of need, we also need to create a steady vision and direct our professional development to help teachers gain strategies and skills to better serve students. We also seek to create consistent strategies within the school that will be utilized within grade levels and from one grade to the next. It is important that we make sure that all teachers are taught these strategies and are using them in their classrooms. Currently, we have teachers who have had professional development on some strategies but not others, and we have new teachers to the school who are not given professional development on strategies the school wants to use. By addressing professional development needs we can create a more consistent learning environment.

Another issue that may be a root cause for the lack of progress is teachers not consistently teaching at the same grade level. When teachers experience teaching the same standards year after year they are able to revise their teaching strategies to reach more students. While at this time we are not applying for this waiver, we do seek to address this issue with our current single plan for student achievement.

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

The Glassell Park teachers, administrators, parents and community members believe that establishing a Local Initiative School (LIS) at Glassell Park will result in improving school performance and student achievement by utilizing increased autonomy and flexibility. Since October 2013, Glassell Park Elementary members have convened at various staff developments, community and parent meetings. The initial purpose was to meet in order to analyze, discuss, and propose that new measures be put in place to facilitate greater autonomy, student growth, and staff cohesion. It has been mutually agreed upon that establishing a Local Initiative School will help form and shape the collective vision at this school. If the goal is to prepare the students, and as a result, the surrounding community with 21st century skills, then CHANGE must happen. Gaining more ownership will prepare teachers, support staff, administration, parents, and students to hone in on fostering creativity, collaboration, critical thinking, and communication.

One area of great concern is the lack of growth in student achievement as measured by California State Tests. Glassell Park Elementary scored an API of 748 for the 2011-2012 academic year, and is in **year four of Program Improvement**. Of the 561 students, only 46% are meeting California standards in English Language Arts scoring Proficient or Advanced. The 46% of the student population falls short of meeting the LAUSD average of 53% of students who

scored at those levels of mastery in English Language Arts. Similarly, in Mathematics only 46% of the student population is meeting California standards scoring Proficient or Advanced. The LAUSD average for students meeting California standards in Mathematics was 61% of all students. With these staggering data results, it is crucial for the school learning community to reflect on the next steps needed to achieve more comparable results to schools in the nearby vicinity with the same school demographics and challenges. The School Performance Framework Growth (SPF), or the school's ability to improve performance as measured by Academic Growth Over Time (AGT), indicated that Glassell Park Elementary School earned only 1 point out of 6 possible points. This is yet another demonstration of the school's inability to improve performance with the current school plan. With these concerns at the forefront, being a LIS school would serve to open the lines of communication and professional development ideas not only among the professionals at Glassell Park, but also including collegial dialogue with the staff of successful neighboring schools.

Yet another challenge is the high transiency rate of principals at Glassell Park. In the past six years, Glassell Park has had 5 different principals thereby increasing low morale among the staff, students, parents, and community members. Having different principals with varying visions and foci negatively impacts a school because everyone feels lost, confused, and disconnected from the overall school mission. The current principal has committed to continuing at our school for a number of years until the ambiguity is replaced by a connected sense of the school's mission, to serve the overall child. The hope now is that the flexibility offered by LIS will add to the improvement of student achievement and increase Glassell Park's community morale.

With these challenging factors and data in mind, it is imperative that the stakeholders have a unified voice in the following areas: professional development, budget, assessment and requirement for "mutual consent." Staff development will be planned and implemented returning the focus on teaching students integral skills using proven methods and learning structures such as: Kagan, Project-Based Learning and Writing Workshop. The budget will be adjusted to continue training teachers and support staff in incorporating these learning strategies. Part of the budget will also be utilized to purchase professional materials that will support and supplement the new learning. Assessments will be tailored according to the needs of teacher evaluation and students' success. The pacing and timeline for assessments will be scheduled at the discretion of the teachers and support staff in order to lower the affective filter and stress caused by off-kilter timelines.

Acting with focused determination and urgency, the school community at Glassell Park Elementary is dedicated to addressing the needs of the whole child. These needs will be met by engaging in stimulating student-centered dialogue and action that promotes higher achievement along with staff and community empowerment. As a result, Glassell Park will proudly develop creative, collaborative, communicative, and critical thinkers prepared for the 21st century.

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?

From 2005-2007, Glassell Park Elementary School's CST/AYP scores trended toward improvement each year. Since 2008, our CST/AYP test scores have trended downward. We understand a need to review how and when we are collecting academic data from our students through the periodic assessments provided by the District.

During the 2011-2012 school year:

- 46% of our students scored proficient or advanced in English language arts as well as in math: We experienced a 6% increase in English language arts and a 4% decrease in math scores.
- 26% of our 3rd grade students scored proficient or advanced in English language arts, a drop of 7% from the previous year.

We believe this waiver will empower us to use the current periodic assessments used by the District in more efficient ways as we address the lack of proficiency among our entire student population but especially with our ELD students. We believe our waiver provides a child-centered approach more than the current assessment schedule.

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

The current timeline in which the District expects students to perform at the proficient level on the periodic assessments limits how effectively the classroom teacher can teach the required content and intervene to assist students who are not performing at a proficient level once data has been released/determined. This waiver will allow the school to change the timeline of the assessments in order to both teach the content in depth and receive the data from the

assessment in order to provide adequate time to intervene prior to the next required assessment and especially before the administration of the CST/Common Core Assessment.

2012-2013 Assessment Timeline		Proposed/Tentative 2013-2014 Assessment Timeline with waiver	
6 th Grade ELA	Oct. 1, 2012	School-wide ELA	Sept. 23, 2013
School-wide Math	Oct. 15, 2012	School-wide Math	Oct. 14, 2013
6 th Grade Science	Oct. 15, 2012	4 th /5 th /6 th Science	Nov. 4, 2013
4 th /5 th Grade Science	Oct. 22, 2012	School-wide ELA	Jan. 27, 2014
School-wide ELA	Oct. 29, 2012	School-wide Math	Feb. 17, 2014
6 th Grade ELA	Dec. 3, 2012	4 th /5 th /6 th Science	March 3, 2014
School-wide Math	Jan. 14, 2013	CST**	April 7, 2014**
		4 th Grade Writing	April 21, 2014**
4 th /5 th Grade Science	Jan. 22, 2013	School-wide ELA	May 6, 2014
6 th Grade Science	Feb. 4, 2013	School-wide Math	May 27, 2014
School-wide ELA	Feb. 25, 2013	4th/5th/6th Science	3rd Round Eliminated All science content would be tested before CST during prior 2 science testing windows
4 th Grade Writing	Mar. 5, 2013		
6 th Grade ELA	Mar. 11, 2013	4 th /5 th MAZE	After CST**
4 th /5 th MAZE	April 1, 2013	5 th Grade Math Diagnostic	After CST**
4 th /5 th Grade Science	April 8, 2013	ELD Assessments and portfolios	Begin 3 weeks prior to each progress

			reporting period.
CST	April 10-May 9, 2013		
6 th Grade Science	April 29, 2013		
5 th Grade Math Diagnostic	May 13, 2013		
4 th /5 th ELA	May 20, 2013		
		**Exact date of CST TBD	

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

Students:

The affective filter of all students will decrease due to renewed pacing in teaching and testing of content. Assessments will yield more accurate and valid achievement as students are tested less frequently and given more time to master the required core content.

Staff:

Teachers and support staff will have adequate time to prepare effective interventions for students who do not achieve proficiency on the periodic assessments without the unintended anxiety caused by the current testing timeline and tremendous amount of content that students need to master especially in grades 4-6.

Parents:

Opportunities for parents to participate in specially designed interventions for their children will increase with this waiver: Teachers will be able to adequately reflect on their practice and report to parents as they improve collaborative efforts to improve learning for individual students.

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. The areas of concern were formulated through teacher analysis, principal observation, LIS team analysis, SPSA team analysis, and ELAC parent committee analysis. The key findings are summarized below.

Teacher analysis:

- Share responsibility by grade level
- Specific strategies to use in the classroom
- Intervention training for Universal Access in the classroom
- Differentiation instruction in the classroom
- “Kagan” training (accountable student talk)
- Project Based Learning (PBL) for more in depth study by students
- Writers workshop
- Questioning techniques
- Critical thinking skills for students
- Consistent school-wide goals that are revisited through the year and the following years
- Posted goals in teachers lounge and classrooms

Principal analysis:

- Higher order questioning
- Stating objectives
- Student to student interaction-accountable talk

LIST team analysis:

- Math: 15 percentage points behind district average; Glassell Park ES has declined over several years for a total of 11 percentage points
- Parent involvement: slightly more than half feel like they can talk to the teachers about their child's work
- Teacher attendance: Glassell Park ES is slightly below district's average.

SPSA team analysis:

- 12/17 AYP goals were met
- Met student participation rate
- Met ELA targets under "safe harbor" classification
- 5 year trend shows that there is limited progress
- Math CST scores show that in 2010 49.7% were Proficient and Advanced and in 2011 only 46.2% were Proficient and Advanced showing a -3.5% decline
- 5 year trend for EL's shows that -14.5% decline
- Possible factors are: yearly changes in administration and direction; state and national examination of testing scores; decreased funding \$; lack of cohesive integration of language arts and ELD program at school site; loss of Math Coach & no professional development addressing math for two years

ELAC parent committee analysis:

- Intervention in Language Arts and Math for students is needed
- Differentiation of instruction in the classroom
- Maintain and increase out of classroom personnel to help support students
- Professional development about English Language components

After close examination from teachers and staff, principals from local areas, LIS team, SPSP team, and the ELAC parent committee several trends became evident. Data analysis illustrated that language arts and math were two subject areas that needed attention as well as specific skills within those areas. Our school teams and committees agreed that higher order thinking skills needed to be implemented and focused on such as stating objectives, higher order questioning, and accountable student talk. In order to weave these skills into our school's plan, a professional development plan must be in place.

Our school professional development plan will revolve around five areas. According to data analysis the five areas of focus are: team building for our school staff, stating objectives across the subject areas with a focus in ELD and Math, higher order questioning specifically in ELD and Math, accountable student talk, and parent involvement. Professional development will begin with a lesson design focus, then move to lesson study, and finally end in lesson analysis.

Professional development will move in a cycle building and improving on lessons throughout the school year. There will be a focus for each professional development workshop where the format is agreed upon by staff members and committees. Each professional development workshop will then be measured by pre and post surveys as well as using testing data and classroom observations to drive the professional development workshops in the plan. Assessors for each P.D. will be assigned according to topic area and will be analyzed at different dates throughout the school year. This professional development plan will positively impact our school staff, parents and families, and most importantly our students.

The data shows several trends that illustrate a need in the five focus areas stated in the professional development plan. Incorporating our school staff in team building exercises that strengthen our learning community will help us to improve our collaborative relationships. This will allow us to share and learn what techniques and strategies are working so that they become a part of the school culture. Focusing on parent involvement during professional development is another way we can improve our relationships with parents and families. Focusing on what parents want and need instead of what teachers believe is parent involvement will open the door to better relationships with families. Improving these relationships will strengthen our learning community while also reinforcing what is taught in the classroom. Finally, focusing on student engagement will help our students to not only master necessary 21st century skills but also generalize and apply those skills beyond Glassell Park Elementary School. Equipping our students with the necessary skills will allow them to succeed throughout their educational carrier and be productive citizens.

2013-14 Tentative Professional Development Calendar

Date	Topic	Focus	Format	Evidence	Assessors	Frequency
1	<u>Team Building</u> for teachers/staff	FQ: "Where are we and where do we want to go?" *Building collaborative relationships w/in grade levels & across grade levels	Agreed by: *teachers *staff *P.D. committee *School Leadership team	*Pre & post survey @ different points of year to measure progress of relationship building	*P.D. Committee *School Site Council (SSC)	3 x's/year (beginning of yr, middle of yr. & end of yr.)
2	<u>Stating Objectives</u> in subject areas w/ a focus in: *ELD	<u>Step#1-Lesson Design</u> FQ:"What exactly does stating objectives	Agreed by: *teachers *staff	*Pre & post survey @ different points of year to measure implementation	*Grade levels (monthly) *P.D. committee *School	3 x's/year (quarterly)

	*Math.	look like?" *Model, practice, and take back to the classroom.	*P.D. committee *School Leadership team	& progress of stating objectives. *teacher wk samples posted in classroom *Reflected in student test scores?	Leadership Team (monthly)	
3	<u>Higher Order Questioning</u> in subject areas w/a focus in: *ELD *Math	<u>Step#1-Lesson Design</u> FQ: "How can we incorporate this into daily/weekly lessons?"	Agreed by: *teachers *staff *P.D. committee *School Leadership Team	*Pre & post survey @ different points of year to measure implementation & progress of higher order questioning *Reflected in student test scores?	*Grade levels (monthly) *P.D. committee *School Leadership Team (monthly)	3 x's/year (quarterly)
4	<u>Parent Involvement</u> Setting up community events for the year (calendar) & point people for specific events	FQ: "Who, how, & when are we going to implement events?" 1.Evening event 2.Saturday event 3.Special event (non-academic)	Agreed by: *teachers *staff *P.D. committee *School Leadership team *PTA *ELAC	*Pre & Post survey @ beginning of yr & end of year *Pre & post after each event *Annual school survey (LAUSD)	*P.D. committee *School Leadership Team *PTA *ELAC	*Beginning & end of yr *Before & after each of 3 events
5	<u>Accountable Student Talk</u>	<u>Step#1-Lesson Design</u> FQ: "How can we incorporate this into daily/weekly lessons?"	Agreed by: *teachers *staff *P.D. committee	*Pre & post survey @ different points of year to measure implementation & progress of accountable	*Grade levels (monthly) *P.D. committee *School Leadership Team (monthly)	3 x's/year (quarterly)

			*School Leadership Team	student talk *Reflected in student test scores?		
6	<u>Team Building</u>	FQ: "What is and isn't working?" *Strengthening collaborative relationships w/in grade levels & across grade levels	Agreed by: *teachers *staff *P.D. committee *School Leadership team	*Pre & post survey @ different points of year to measure progress of relationship building	*P.D. Committee *School Site Council (SSC)	3 x's/year (beginning of yr, middle of yr. & end of yr.)
7	<u>Stating Objectives</u>	<u>Step#2-Lesson Study</u>	Agreed by: *teachers *staff *P.D. committee *School Leadership Team	*Pre & post survey @ different points of year to measure implementation & progress of stating objectives *Reflected in student test scores?	*Grade levels (monthly) *P.D. committee *School Leadership Team (monthly)	3 x's/year (quarterly)
8	<u>Higher Order Thinking</u>	<u>Step#2-Lesson Study</u>	Agreed by: *teachers *staff *P.D. committee *School Leadership Team	*Pre & post survey @ different points of year to measure implementation & progress of higher order questioning *Reflected in student test scores?	*Grade levels (monthly) *P.D. committee *School Leadership Team (monthly)	3 x's/year (quarterly)
9	<u>Accountable Student Talk</u>	<u>Step#2-Lesson Study</u>	Agreed by: *teachers *staff	*Pre & post survey @ different points of year to measure	*Grade levels (monthly) *P.D. committee	3 x's/year (quarterly)

			*P.D. committee *School Leadership Team	implementation & progress of accountable student talk *Reflected in student test scores?	*School Leadership Team (monthly)	
10	<u>Parent Involvement</u>	FQ: "How can we strengthen our events?" 1.Evening event 2.Saturday event 3.Special event (non-academic)	Agreed by: *teachers *staff *P.D. committee *School Leadership team *PTA *ELAC	*Pre & Post survey @ beginning of yr & end of year *Pre & post after each event *Annual school survey (LAUSD)	*P.D. committee *School Leadership Team *PTA *ELAC	*Beginning & end of yr *Before & after each of 3 events
11	<u>Stating Objectives, Higher Order Thinking, Accountable Student Talk</u>	<u>Step#3-End of Year Lesson Analysis</u>	Agreed by: *teachers *staff *P.D. committee *School Leadership team *PTA *ELAC	*Pre & post survey @ different points of year to measure implementation & progress of stating objectives, higher order questioning, & accountable student talk *Reflected in student test scores?	*Grade levels (monthly) *P.D. committee *School Leadership Team (monthly)	3 x's/year (quarterly)

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?

This waiver will positively impact our English Language Learner population who have historically had little to no growth in the content areas. Funds will be directed towards resources that will help our ELL population improve academic achievement. Professional development is also an area of concern we believe this waiver will impact positively. While we have used our professional development time to analyze data and identify areas of need, we also need to create a steady vision and direct our professional development to help teachers gain strategies and skills to better serve students. Staff development will be planned and implemented returning the focus on teaching students integral skills using proven methods and learning structures such as: Kagan, Project-Based Learning and Writing Workshop. The budget will be adjusted to continue training teachers and support staff in incorporating these learning strategies. Part of the budget will also be utilized to purchase professional materials that will support and supplement the new learning. By addressing professional development needs we can create a more consistent learning environment.

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

This waiver will be implemented by allowing for flexibility in the budget accounts. The goal is to have funds in various budget accounts be utilized for other purposes, as deemed appropriate. When funds have been depleted from one account they may be transferred into another.

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

The implementation of this waiver will benefit students by allowing for flexibility and availability of funds for other purposes, rather than the purposes solely intended at the preparation of the budget. Money will be able to be moved to best benefit student needs, rather than being forfeited, as has happened in the past. This waiver will have a positive effect on the staff by allowing them to make budgetary decisions that will benefit the students, and ultimately the parents, by granting greater purchasing flexibility. This flexibility will also allow the staff to seek out professional development opportunities to enhance student achievement (SIOP, Kagan and ELD), with a focus on ELL growth. It will also affect the staff by allocating funds that may be used to purchase an ELD intervention specialist/coach position or provide training for paraprofessional specialization.

These budget priority areas are necessary for our school to achieve its mission by allowing the school to offer after-school intervention; allowing the teachers to seek out professional development opportunities; and, allowing them to purchase alternative resources to

supplement and/or enhance the existing curriculum, such as, core literature or ELD supplemental programs focusing on Listening and Speaking.

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

We will avoid the fiasco that has occurred in the past eight years. Glassell Park Elementary has been the recipient of several must-place teachers by the District. These teachers have had no knowledge of the school culture, and refused to follow district- mandated programs. Staff morale has been severely affected with the addition of these must-place teachers. The school has struggled to achieve the API/AMAO goals and is now in PI4 status.

LAUSD and UTLA have negotiated a Memorandum of Understanding ("MOU") regarding specific provisions in the Local Initiative Schools petitions that include, but is not limited to, personnel policies. As a Local Initiative School of the Los Angeles Unified School District, Glassell Park Elementary will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

Glassell Park will follow all District personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff, including the coordinator, the special education teachers, and the resource teacher.

Glassell Park will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent for administrative candidates and the Local District Superintendent will make the final decision. All administrative positions at Glassell Park shall be filled in accordance to District and Personnel Commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Glassell Park recommends

employees through an interview process and in accordance to District and Personnel Commission policies, the District is the employer and all candidates must be processed through the District. As a Local Initiative School, Glassell Park will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units in LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force and layoffs.

We will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and OCR guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal shall evaluate the faculty consistent with District policy.

Glassell Park will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and will staff programs, which will attract and serve English Learner students.

A. Staff Selection Process

Glassell Park Elementary will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendation to the Local District Superintendent who will make the final decision.

Staff is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District personnel decisions regarding salaries, classifications and assignments. Glassell Park staff shall consist of persons who are committed to the school's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, and support personnel) will be conducted as follows:

1. The selection process will be facilitated by a Personnel Team designated to participate in the selection of full-time certificated staff for the school. The team shall consist of:

- a) Four teachers (two elected for that purpose, plus the Chapter Chair and the appropriate department of grade level chair for the opening being filled);
- b) The Principal or designated administrator;
- c) A classified employee selected by the school's classified staff;
- d) Two parents selected by the parents on the School Site Council

Decisions of the Personnel Team, to become final, are subject to the independent concurrence/consent of the Principal. The Personnel Team (but with administration represented

by an administrator other than the Principal) shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the Superintendent or designee. Principal removals or reassignments remain within the authority of the Superintendent and District.

B. Selection of Teacher(s)

Teaching staff members shall be selected as follows:

With regard to selection, Glassell Park will adhere to all court mandates and state and federal laws including the Rodriquez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references. The Personnel Team will interview an applicant, who is being considered for selection. Members of this Personnel Team will prepare questions specifically directed to the applicant's understanding of the practices indicated in the teacher criteria (see "Selection of Certificated and Classified Personnel" above). Final candidates will be asked to present a demonstration lesson at a particular grade level while being observed by members of the Personnel Team.

C. Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by Personnel Team, and will be recommended for approval based upon a two-thirds majority vote. The District board and the designated representatives of the Glassell Park Elementary staff will select the administrator(s) from the list of candidates recommended by the Personnel Team.

D. Selection of Paraprofessionals

Paraprofessionals will be required to pass a basic skills/competency test. The teacher of the class that has the opening and the administrator will do interview and selection. Paraprofessionals hired after January 8, 2002, who work in a program supported with funds under NCLBA, will meet the following qualifications:

1. Will have completed at least two years of study at an institution of higher education;
2. Will have obtained an associate's (or higher) degree; or
3. Will meet a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist in instructing, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

E. Description of Duties

Teachers

- Provide a quality, enriched, and integrated curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of student
- Provide an effective room environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Actively strive for continuous and open communication with parents
- Regular, punctual attendance

Administrator(s):

- Ensure effective collaboration with the Glassell Park Elementary stakeholders
- Oversee the business practices of the school
- Oversee the instructional program
- Provide opportunities for professional growth
- Facilitate communication among staff, parents and community
- Assist with student discipline
- Regular, punctual attendance

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?

- 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?

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

In Local Initiative Schools, families and community organizations are expected to participate as partners in expanding learning opportunities and support services for students. Describe what family and community engagement will look like at your school. Explain how families will be meaningfully involved in their child's education.

Glassell Park Elementary School recognizes that a critical part of effective schooling is parent involvement. Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and social development. Glassell Park Elementary has encouraged parental involvement in PTA, ELAC (English Learner Advisory Committee), SSC (school site council), and Student-led Parent Teacher Conferences. In addition, our school has meaningfully involved our parents in other school events. We have invited parents to

Books and Breakfast so they may observe students participating in learning activities that can then be implemented at home. At Family Math Night, students and their families are welcome to enjoy learning games that reinforce math skills and concepts. Our Enrich LA Community Garden and the Community Clean Up event impact the neighborhood at large as these are geared to improve community pride and a sense of belonging.

Barriers that hamper parent participation have been encountered. Lack of time, a need for deeper understanding of the cultural diversity in our neighborhood, socioeconomic factors, lack of awareness of types of volunteer work available, lack of timely communication between school and home, language barriers, and lack of awareness of the benefits of parental involvement have hindered meaningful engagement between parents and community. We strongly feel that family and community engagement is a fundamental factor of student success.

Creating and having personal connections with our parents will help to overcome lack of parent participation. Several new outreach opportunities during evenings, weekends, and instructional days will be available where parents, staff, and students will have the chance to connect and get to know each other. Another way we will overcome these barriers at our school will be by establishing clear communication with parents via a monthly calendar. This calendar will contain listings of activities and volunteer opportunities available to parents. The school can also keep parents informed through student-created invitations to school/classroom events (especially for those that can utilize parent involvement). Holding parent-staff meetings whenever necessary and informing families through robocall in their language will keep the lines of communication open and will also give parents the opportunity to be kept informed about school events. Parent volunteer opportunities will be varied to accommodate abilities, skills, and interests as well as schedules. For instance, there will be opportunities for parental involvement before, during, and/or after school. In an effort to overcome language barriers, our school will improve recruitment, training, and language assistance that will in turn help maximize parental involvement. Furthermore, our staff will have professional development to help promote sensitivity and awareness of the socioeconomic issues and cultural diversity represented in the community where we serve.

Each year parents shall be invited to attend a number of regularly scheduled meetings planned at times convenient for their participation. This will keep parents informed in regards to the progress of students in the core academic program. In addition, parents will receive specific information about Title I program participants and program implementation. Through these meetings parents will be involved on an ongoing basis in the planning, review and improvement of programs, including our school parental involvement policy and school plan. These meetings will provide suggestions for, and provide information and training on family and education related topics to assist parents with their children's behavioral, academic, and/or social needs.

Our school is a vital part of the Glassell Park community. Neighborhood Council and city officials can perhaps help our school coordinate and organize community events. Connections and partnerships will be made with local organizations so that they will be incorporated into our school culture. Inviting community organizations to school events such as Harmony Project concerts and math and science fairs will be a way to begin building relationships. Glassell Park Elementary will coordinate with businesses and agencies to provide resources and services for families, students, and the community at large. Our student body can reach out to our local businesses through letters and neighborhood walking visits. A great benefit for our students will

be mentoring opportunities and resources made available to them as a result of the involvement of neighborhood businesses. Organizations who partner with our school will receive positive recognition from parents who live within the community. Parent and community involvement exhibits respect for families, the entire neighborhood, and our school community.

One of our main school goals is to increase parent and community involvement as partners in education. Surveys and questionnaires will be utilized to better understand how we can be of service to each other as well as to measure progress towards increased involvement. For instance, the surveys may contain questions regarding types of involvement preferences as well as questions regarding ways in which we can make it easier for parents to be able to volunteer. Open lines of communications will be the foundation for these partnerships. Our school will keep clear documentation of parent and community involvement. These records will be officially logged and reviewed throughout the year. Glassell Park Elementary will cultivate and nurture meaningful relationships with families, local organizations, city officials, businesses, and neighbors to build a community that we can all be proud to be a part of.

H. SCHOOL PLANNING TEAM (2-3 pages)

The Glassell Park staff has met several times since the beginning of the 2012/13 academic year to discuss the option of becoming a Local Initiative School. A unanimous vote among staff members led us to begin learning more about the LIS model. During Professional Development time on Tuesdays staff members were able to ask questions, offer suggestions, and work collaboratively in order to analyze the needs of our students, staff and community. Later, smaller, voluntary follow-up meetings were held to narrow our focus and begin drafting the proposal. The work gathered during these smaller sessions was then shared with the whole staff. Following the whole staff's vote to accept the LIS waiver, teachers were given the opportunity to voluntarily sign up to be part of the School Planning Team. Approximately 11 people, including teachers, support staff, and the Principal signed up to be part of this team. Subsequent to signing up, the team met to review LIS proposal requirements, brainstorm ideas, gather information, and begin drafting the proposal.

School Planning Team Members

Martha Franco – 3rd Grade Teacher
Meliza Mayo – 2nd Grade Teacher
Olivia Martinez – Intervention Coordinator
Jonathan Schooler – 5th Grade Teacher
Jose Salazar – Title 1 Coordinator
Inga Eguizarian – Instructional Coach
Becky Fierro – 6th Grade Teacher
Maria Shepherd – 6th Grade Teacher
Jumie Sugahara – Principal
Stephanie Whitney – 5th Grade Teacher
Yolanda Serrato – 1st Grade Teacher

Ava Polanco – SDC Teacher/UTLA Representative
Michelle Villa – 2nd Grade Teacher
Lorena Alonso – 3rd Teacher

Step 1 – Whole staff PD

- Discuss components of LIS Proposal
- Review requested Waivers
- Small group brainstorming on each section of LIS Proposal
- Design Team sign-up

Step 2 – School Planning Team Meeting #1

- Make timeline to complete proposal
- Set next meeting date

Step 3 - School Planning Team Meeting #2

- Review whole staff brainstorming notes
- Divide Proposal sections between members.
- Discuss expectation to have draft ready by next meeting

Step 4 - School Planning Team Meetings #3,4,5

- Review drafts
- Revise drafts
- Develop Vision & Mission statements
- Finalize drafts

During this process, parents and community members were engaged in the development of this plan as much as possible. Representatives from the School Planning Team attended both ELAC and SSC meetings to update parents and community members about our plan to become a Local Initiative School. Proposed waivers were discussed and parent concerns and questions were addressed. The PTA president was also consulted with and asked to share this information with other PTA members. Upon acceptance from the LOOC, she will also be asked to share the final proposal in order to get parent feedback and support. Several teachers on our staff live in the Glassell Park neighborhood and are also members of the GP Neighborhood Council. They have offered to share our LIS proposal at their next council meeting so that the general community is aware of the steps our school is taking to improve student achievement.

I. IMPLEMENTATION (2-3 pages)

It is important that Design Teams have a thorough plan for the implementation of the Local Initiative School. Design Teams should provide a proposed implementation timetable that includes a timeline of major activities to be conducted over the period of time prior to the school's opening that will ensure a successful launch of the school. The timeline should address such aspects as staff selection (principal and teachers), student recruitment and enrollment, curriculum, assessment, student support, family and community engagement, facility, operations, ensuring that essential elements are in place by the time the school opens and a plan is in place to develop the other prioritized elements in the plan.

Also, keep in mind that your budget may not cover the implementation of your entire plan during the first year. Lay out a realistic implementation plan, based on funding possible donated

resources and possible grant funding as well as assessing the time and capacity of the school staff.

Month	Action	Staff members responsible for action
February	Finalize and submit LIS Proposal	School Planning Team
March	Data Analysis	All Staff Members, Grade Level Teams
April	Budget	All Staff Members, SSC, ELAC
May	Professional Development	All Staff Members, Professional Development Committee
June	Assessment	All Staff Members
July	Summer Institutes/Workshops	All Staff Members
August	Review Data and revisit Proposal & School Focus	All Staff Members, Grade Level Teams

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)
- Support of Petition (signatures of UTLA-represented certificated staff and documentation of parent and community engagement)
- Written consent of Principal