

Local Initiative Schools
Proposal
Hoover Street
Elementary School

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Relevant Attachments:

Current State of Our School – Attachments # 5 – 6

Documentation of Parent and Community Engagement and Support – Attachment # 7 – 22

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General Questions

1. Vision and Mission

Vision

The door to college opens for ALL students at Hoover.

Mission

The mission of Hoover Street ES is to prepare students with the knowledge and capability to address challenges and obstacles in their path toward their goals. The staff encourages students to strive for excellence in all endeavors and to continue to persevere through adversity.

2. School Data Profile/ Analysis

a. Current State of Our School

Areas of strength and areas of concern

Hoover St. School has almost 90% English Learners and 100% low socioeconomic students. In sum, we have one overlapping school wide subgroup. Ironically, this group is our strength as well as our continuing area of concern. This is our strength in that we have experienced significantly improved student achievement over the past 5 years. Our continuing concern is over ensuring that our English Learners, who comprise almost our entire school, continue to advance at a steep rate both in English Language Development as well as overall academic achievement. Particularly, we are focusing our attention on our English Learners in grades 3-5, at CELDT level 3.

Trends observed over a period of years (positive and negative)

The rationale for this waiver request is that our program has been tested for the past four years and has resulted in impressive gains for all Hoover students, including English Learners who comprise almost our entire student body. The following points provide evidence of the effect of our existing program on the achievement of Hoover students.

English Learners at Hoover St. School have experienced significant increases in academic achievement and English Language Development, most recently earning our school a place as one of the 13 LAUSD schools that posted Far Above Predicted achievement for the past 3 years.

Hoover St. School was also named an Honor Roll School, by the California Business for Educational Excellence for being a High Poverty, High Performing, and Achievement Gap Closing School for 2011, 2012 and 2013.

Data displays in attachment # 5 demonstrate the steep incline in AYP results for both ELA and math for EL students (mirroring school wide gains).

Highlighted data points indicate that EL students at Hoover have surpassed results of EL students at “look alike schools” by about 20 percentage points in both ELA and math (based on linear regression). (See attachment # 6)

b. The Central Needs of Our School

- **Underlying root cause(s) of persistent trends**

Hoover's impressive results are no accident. They are the result of a clearly articulated school plan based on the principles of Response to Intervention for Systems (RTI-S), designed by Dr. Robin Avelar La Salle of PRINCIPAL's Exchange. This state-approved technical support provider adopted Hoover when the current principal was assigned to the school. The RTI-S approach is the conceptual intersection between three research-based initiatives: Data-driven Systems, the Psychology of Turnaround Leadership, and Responsiveness to Intervention.

The innovation extends the Response to Intervention (RTI) model most often associated with individual student interventions to the school unit. Based in the belief that equity is NOT equality, the approach sets up a system where RTI-S is not a prescriptive program, but rather a dynamic process for collecting evidence to monitor performance, to provide feedback, and to adjust the conditions that promote further progress. RTI-S, borrows from RTI the customized approach to intervention that provides a method of tailoring intervention intensity and support strategies to various levels within the system (students, classes, grade-levels, school) though it is applied in a distinctive manner.

The system begins with Curriculum Alignment. Grade-level teams study Common Core Standards and design a calendar of instructional units, with focus standards clusters assigned to each. Common formative assessments, locally developed, are administered after each unit, yielding rich data upon which a grade-level team Data Reflection Session is held using a structured protocol. The data profiles provide teacher teams with clear measures of how well students master focus standards. A variety of re-teaching and extension strategies are discussed and implementation agreements made.

A strong Instructional Framework supports Curriculum Alignment. A grade-level Common Daily Schedules delineate specific timeframes for technical components of the instructional plan for each core subject. Reading/Language Arts includes whole group and small group Target Standards Instruction (TSI) for reading and writing. Math instruction has daily fluency, visualizing, application and reasoning components. ELD aligns directly to the recommendations of the new ELA/ELD state framework, while this year, science appears as a new emphasis this year, to support the Next Generation Science Standards. Each summer, our 95% of our teachers participate in a voluntary Summer Institute to kick off the instructional focus for the year. Instructional coaches and the principal support teachers as they respond to Common Assessment data using specific strategies in each subject area.

- **How the school's actions relate back to the mission and vision of the school**

Our school plan relates directly to our school motto: "The door to college opens at Hoover!" Our instruction is rigorous, expecting students to exceed grade-level expectations. As an example, our kindergarteners master a minimum of 100 sight words, read at a First Grade level, and write a complete paragraph with 3 or more sentences while staying on topic and using mostly standard spelling, punctuation, grammar, and accurate penmanship.

- **How the results of this analysis ties into the school's implementation plan**

Hoover's Action Plan is revised each year, according to the RTI-S model. Data are disaggregated and analyzed in order to align resources and attention to specific goals.

a. 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.

Building on the analysis above, this section should identify 3 to 5 issues that must be addressed for the school’s efforts to be successful, including instructional as well as behavioral and operational needs. The issues identified should be key to helping the school achieve its vision of the successful future graduate and the overall vision of the school. It is also important to provide a sound rationale, supported by evidence that leads you to identify these as the school’s highest priorities to address.

The primary issues needing specific attention include:

Priorities Areas	Focus	Rationale
Instructional	ELD and academic achievement for EL’s at CELDT level 3.	The evidence for this comes from the data analysis presented in the previous question. While EL’s at Hoover are far exceeding expectations, students at the Intermediate level are not improving at the same rate as others. This is the primary focus of our current Action Plan.
Behavioral	Be Respectful Be Responsible Be Safe	Hoover Street wants to promote a sense of pride and community for its students. Students, parents, teachers, and staff must work together to create and maintain a respectful, responsible and safe environment. This will then promote exemplary teaching and learning because they have established a school climate that promotes positive behaviors among all stakeholders.
Operational	Safe, clean campus	A safe, clean campus helps students feel comfortable and better able to focus on their work. This helps to eliminate added stress. A safe and clean environment additionally promotes principles that the students can practice at school, in their homes and throughout their lives.

3. Family and Community Engagement

Hoover Street ES offers parents a variety of ways in which to engage in learning opportunities and support services that would benefit their child. At this time Hoover offers the following programs from the school site: Mind Institute in the home (Jiji Math), Accelerated Reader Parent website and daily notification of student progress, monthly professional development that centers on encouraging parent involvement (see attachment # 7 - 22), and monthly reading logs as requested by the School Site Council in 2012. In conjunction with our 18 community partners Hoover street offers services including medical, dental, vision, counseling for students and their families, and other topics that have previously concerned our parents (see attachment # 23 for community partners).

While all of these services have been both beneficial and valuable to our students and their families, it has come to many of our staff that more could be done to additionally encourage and engage our students’ families. In the coming year we would like to institute a monthly morning meeting. Each month on a given day, classrooms would be open for parents to come into the rooms and informally meet with teachers, Appointments would not be necessary and the meetings would be centered on the activities/ target standards occurring at that time in the room. This “Open Door” activity would give parents an opportunity to see their child in the classroom environment and to also give teachers a time to interact with parents in a more relaxed and inviting manner. The usual meetings between parents and staff can be

stressful for both parties because they normally center on parent conferences or behavior issues. This “Open Door” activity would center on the class as a whole and not on only one student.

In addition to the “Open Door” activity, during the monthly professional development for parents’, teachers, from each grade level would be released from their class to attend and answer parent concerns about particular academic issues and/ or topics. Instructional coaches would cover the classroom teachers so that parents could interact with many of the staff, instead of only the out of classroom personnel. In this way we hope to “demystify” the teacher and encourage our parents to have more frequent interactions with the teaching staff. We also know that this would then inspire parents to ask more questions and allow parents to take a more active role in their child’s education.

4. School Culture and Climate

In order to fully identify the areas where Hoover Street ES can successfully create a welcoming and inventive educational community, as well as the growth areas where specific improvements can be addressed we will include a yearly survey of all stakeholders. Through the use of the *Alliance for the Study of School Climate* identify the areas of specific concern. The plan is to engage the cooperative support of teachers, staff, students and the community so that through their participation we can reveal an accurate data-driven narrative of the site. (Attachment # 24)

The areas where the school climate survey will focus are:

- Physical Appearance
- Faculty Relations
- Student Interactions
- Leadership/Decisions
- Discipline Environment
- Learning/Assessment
- Attitude and Culture
- Community Relations

The data collected from Hoover Street ES will allow our team to examine each of the eight sub-sections that generates the school’s climate. Each group of participants that complete the *Alliance for the Study of School Climate Survey* will generate a score and then be compared against each of the other groups in order to identify both strengths and areas of growth.

a. Academic Culture

Hoover Street School has recognized the students who have achieved Advanced and Proficient levels on the California Standardized Test in past years. Without these customary recognition ceremonies, we will replace those recognition assemblies with twice yearly assemblies, after parent conferences, which recognize students who achieve “Benchmark” and “Challenge” levels on our Target Standard Assessments. We will include recognition of those students who have moved one or more levels during a grading period. Teachers will also have the option of performing the recognition ceremony in the classroom for the third grade period of the year. In this way student motivation can be sustained throughout the year and encourage continuous and consistent improvement.

b. Professional Culture

At this time the faculty of Hoover Street ES convenes weekly within grade level meetings. These meetings focus mainly on planning and implementation of the common core standards through the preplanned Target Standards Matrix designed with the consensus of the grade level during the Hoover Summer Institute. The weekly meetings allow the staff to collaborate on the use of grade level strategies, generate question stems for classroom discussions, prepare

Enhanced ELD lessons to correspond with the RLA theme/focus, and to ensure that each classroom is incorporating the agreed upon practices each week. This collaboration has led to a high level of respect and confidence among grade level teams. With the use of the above-mentioned survey, Hoover Street ES can take further strides to provide the best learning environment possible for their students.

5. Design Team Capacity

The staff and parents were invited to participate voluntarily. The following staff and parents are the members of the design team:

Martha Avelar – Principal

Martha Avelar has been the principal of Hoover Street ES for the past 5 years. Prior to being at Hoover, she was an administrator within the district.

Claudia Orochena - Response to Intervention Teacher, Parent

Claudia Orochena is a 16-year veteran at Hoover Street Elementary. She began her career at Hoover ES as a paraprofessional. She was a classroom teacher for 11 years. Ms. Orochena has been the Response to Intervention teacher for the past 5 years. She has both a Masters Degree in Counseling and a Masters degree in Education with an Administrative Credential. Ms. Orochena is also a parent of Hoover Street ES. She has a daughter in the First grade and a son in the Fourth grade.

Lee Arsenian – Targeted Student Population Coordinator

Lee Arsenian is a 27-year veteran of LAUSD. She has been a teacher, mentor, master teacher and professional development leader/facilitator on-site and in the district. She is a twice-certificated National Board Certified teacher and has a Masters degree in Administration. Miss Arsenian is now the Targeted Student Population Coordinator for Hoover Street ES.

Marina Salas – Classroom Teacher 2nd Grade

Marina Salas has been a classroom teacher for 28 years. She has taught grades 1st through 5th in both bilingual and English Immersion settings. She has been a facilitator for two key parent education courses at Hoover ES: the Healthy Start Program and the Bilingual Cadre, which conducted monthly parent meetings. Ms. Salas has been a District Instructor for the Pre- Intern Program and the Master Plan Teacher Training Program for CLAD/BCLAD preparation classes. She is a member and intermittent chairperson of the UTLA Bilingual Education Committee and participated in the revision of both the 1996 and 2011 Master Plan program.

Marisé Samitier - Classroom Teacher Pre-Kindergarten

Marisé Samitier has been a classroom teacher for LAUSD for 24 years. She's taught PK through 5th grade in both Bilingual and English immersion classrooms. She has extensive experience in Early Childhood Education. Her professional experience includes 2 years as Assistant Professor in the Spanish Department at the University of California Los Angeles teaching Spanish and Literature to undergraduate students. Currently, Ms. Samitier is finishing a Master of Arts in Education as well as the Administrative Credential Program at Cal State Los Angeles. Her goal is to pursue a position as Assistant Principal Elementary Instructional Specialist (APEIS).

Alfonso Aguilar – Classroom Teacher 1st Grade, UTLA Chapter Chair

Alfonso Aguilar has been a classroom teacher in LAUSD for the past 28 years. During those years he has taught Kindergarten through second grade. He was also a Bilingual Coordinator for two years. He has served as a master teacher for UCLA. Mr. Aguilar is the UTLA Chapter Chair for Hoover Street ES.

LIS Instructional Plan

LIS Waiver #4 - Assessment

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., Gifted and Talented Education (GATE), algebra placement) and complying with any State and Federal requirement.

Yes, we are selecting this waiver

No, we are not selecting this waiver

How will the school use assessment autonomy? Your response should:

- Describe the school-wide assessment plan that will be used to monitor progress toward the identified instructional goals and to make instructional decisions.
- If you are planning to develop your own assessment, describe the process of development and explain what type of assessments you will use (formative and/or summative). Include a timeline that outlines your plans to develop assessments for the school in the implementation plan.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the school's assessment plan.

Hoover Elementary has implemented locally developed interim assessments for the past 4 years. Part of our comprehensive "Curriculum Alignment" process, our interim assessment system comprises the following:

- 5 assessments per year for ELA
- 5 assessments per year for Math

The assessments follow a Common Core Standards Matrix for each subject and grade. All students including all Students with Disabilities, who do not have a severe cognitive deficit, participate in these interim assessments. The year is divided into 5 teaching periods (about 30 teaching days apart), each emphasizing a Common Core Standards Cluster of 4 focus standards. (Note: Previously, each unit contained 5 target standards, but our new Common Core-aligned versions emphasize depth of knowledge and integration and overlap of standards by assessing a cluster of only primary 4 standards, and supporting them with other related standards through instructional unit planning.)

(See Attachments # 25-36)

The design of each assessment is as follows:

- 4 primary standards per assessment
- 5 items per standard
- 1 constructed response writing item

The assessments are developed by grade-level teacher during week-long summer institutes, and followed up during scheduled PD and staff meeting times throughout the school year. Hoover Interim Assessments are "of the teachers, by the teachers, and for the teachers," as we like to say. As such, teachers have a great deal of buy-in to the design, which explains the 100% implementation, and the impressive academic gains students have made over the past 4 years.

Items testing grades (grades 3-5, and 2nd grade in preparation) include SBAC-like task models.

A comprehensive study of the Common Core Standards and the SBAC technical specifications inform the teachers as they identify, modify or create assessment items. Care is taken to ensure that each assessment

represents as many ways as possible to measure a standard, and that each assessment includes items that span the range in DOK difficulty levels.

Interim assessments drive the instructional program at Hoover. After each assessment round, teacher teams engage in a structured Data Reflection Session, facilitated by a coach or grade-level lead teacher. The protocol involves using assessment data to “tell the story” of achievement for the grade, each class, and each significant subgroup (EL, Special Education, and now Foster students to align with LCAP priorities). This transparent and public process includes displaying assessment results on a large poster, with student names placed on quadrants based on performance on the assessment. The data story includes analysis of assessment data holistically, by quadrant, as well as disaggregated analysis by subgroup and by standard.

The second portion of the Data Reflection Session is devoted to collaborative instructional planning, for groups or individual students, based on the data story. Hoover teachers select their responsive/intervention strategies from the shared pool of strategies they have developed together during annual professional development sessions.

The final segment of the Data Reflection Session involves teachers making agreements as to what actions/interventions/responses they will implement between the current and the next unit assessment, crafted to affect a particular change in achievement for the entire grade and classes, as well as for individual students or particular groups. Between assessments, teachers meet collaboratively to refine their practice by sharing lessons learned in real time, as they implement their agreements. With 4 years of experience, the Hoover staff has honed its data-analysis and reflection skills such that our Interim Assessment process results in immediate instructional responses at least 5 times per year, and student achievement gains are maximized.
(See Attachments # 37-41)

LIS Waiver #7 - Professional Development

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. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

Yes, we are selecting this waiver

No, we are not selecting this waiver

How will the school use professional development autonomy? Your response should:

- Describe the school's plan to provide high-quality professional development and support/resources to its administrators, teachers, and staff to assist in the implementation of the proposed plan. You can include a PD calendar that outlines the overall structure of PD at your school.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the professional development plan.

Our adopted Technical Support Provider, PRINCIPAL's Exchange, guides our professional development. Each year, our teachers and administrators volunteer to attend a week-long summer institute to kick off the training topic for the year. The following outlines our PD focus areas for the past 5 years:

- 2010: Curriculum Alignment
 - Matrix of Target Standards Clusters
 - Common Assessments
 - Data Reflection Process
- 2011: Common Core Reading/Language Arts
 - Word Study
 - Whole Group Direct Instruction Standard Lesson
 - Small Group Leveled Guided Reading and Centers
- 2012: English Language Development
 - ELD Leveling and Teaming Structure
 - ELD Strategies for Lower and Upper Levels
- 2013: Common Core Writing
 - Constructed Response
 - Common Core Morphed Writing Process
 - Revising and Editing
- 2014: Common Core Math
 - Fluency
 - Visualizing
 - Application
 - Reasoning

After kicking off the year with a Summer Institute, teachers spend most Tuesday PDs doing collaborative unit planning. With the school year mostly planned, Professional Development during the year consists of supporting unit-end Data Reflection Sessions, collaborative team planning, PD sessions on topics identified by teachers that related to the yearly focus, and job-embedded coaching conducted by our team of 5 teacher experts.

Accountability measures and metrics that will be used to evaluate the effectiveness of the professional development plan. (Attachment # 42)

LIS Waiver #9 - A Requirement for “mutual consent”

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)

Yes, we are selecting this waiver

No, we are not selecting this waiver

How will the school use staffing autonomy? Your response should:

Discuss the academic and non-academic staffing necessary to achieve the vision and mission. Describe how the proposed staffing plan will ensure adequate instruction and services to all students. Explain how the proposed staffing structure is necessary for the school to achieve its mission. Describe the criteria and process for principal and teacher selection. Explain how the criterion provided aligns with your school’s vision and mission.

Very specific and intensive teacher training has taken place over the last 5 years. It is imperative that any new teachers hired go through a school site committee process which includes a debrief on the Principals Exchange strategic plan and what our expectations are as well as a model lessons which includes a targeted standard focus.

The Personnel Team will oversee faculty openings. The Team will consist of available members of the leadership team including grade level chairs and parents, as well as the UTLA representative. The Personnel Team will also interview the principal and all other administrators. Their top 3 nominations will be submitted to the East Superintendent for final approval.

Rational For the Autonomous Model Chosen

Assessments:

For the past 5 years, Hoover St. School has implemented a locally developed formative assessment plan. Our grade-level teacher teams have studied the standards, and determined which Common Core standards clusters are best taught as a cohesive unit. A calendar of 5 units per year provide the design for common formative assessments that culminate each unit and provide data for Data Reflection Sessions, aimed at creating instructional action plans and interventions for students. We have been administering our own assessments that absolutely drive instruction, as well as district assessments. These assessments are highly valued by staff as they are “of the teachers, by the teachers and for the teachers!” Autonomy on assessments would enable the Hoover staff to spend the maximum amount of time on instruction by eliminating the requirement to administer duplicate systems of assessments.

Staffing:

Research on school turnaround is compelling on the point that staffing is the most important factor in the success. The disposition of a staff is critical to the ability of a school to transform itself from underperforming to “high flying.” After 5 years on the transformational path, our staff is a cohesive team focused on creating a college-going culture and honing our instructional and leadership skills aimed at that goal. Autonomy in staffing decisions, both certificated and classified, is critical to continuing the aggressive rate of our school improvement trajectory. While we have experienced great academic gains, we still have a long way to go before every student is proficient, and strategic staffing decisions are absolutely necessary to the future success of our students.

Professional Development:

We are in Year 5 of a long-term professional development plan, directed by PRINCIPAL’s Exchange, our California State Approved, Technical Support Provider. We have systematically received training and coaching that has prepared us to fully implement a Common Core standards-based program in Language Arts, ELD and math. Our upcoming foci will be Writing and Research Project-based Instruction that includes Next Generation Science. Student Achievement results and classroom observations validate the effectiveness of our PD direction. Autonomy to be allowed to continue our strategic direction, without layering other PD agendas, will facilitate the degree of focus that will be even more necessary as we move toward the next phase of our Common Core implementation.

IMPLEMENTATION TEMPLATE

YEAR ONE TIMELINE:				
	PROPOSAL ELEMENT: Waiver #4 Assessment	PROPOSAL ELEMENT: Waiver # 7 Professional Development	PROPOSAL ELEMENT: Waiver # 9 Mutual Consent	PROPOSAL ELEMENT: N/A
RESPONSIBILITY Who will lead the implementation of this element?	Principal Instructional Team Grade-Level Facilitators		N/A	
RESOURCES What resources are needed for successful implementation?	State and District Websites RLA. Math Common-Core Framework		N/A	
EVIDENCE OF SUCCESS How will you know you are making progress post implementation?	Metacognition Data Reflection Data Attachments #29 - 33		Classroom Observations	
EVALUATION PROCESS What mechanisms will you use to measure progress?	Metacognition Data Reflection Data Attachments #29 - 33		N/A	

- **Include as many columns/pages as necessary to address the various elements of the proposal.**

YEAR TWO AND THREE TIMELINE:				
	PROPOSAL ELEMENT: Waiver #4 Assessment	PROPOSAL ELEMENT: Waiver # 7 Professional Development	PROPOSAL ELEMENT: Waiver # 9 Mutual Consent	PROPOSAL ELEMENT: N/A
RESPONSIBILITY Who will lead the implementation of this element?	Principal Instructional Team Grade-Level Facilitators		N/A	
RESOURCES What resources are needed for successful implementation?	State and District Websites RLA. Math Common-Core Framework		N/A	
EVIDENCE OF SUCCESS How will you know you are making progress post implementation?	Increased Scores in: Metacognition Data Reflection Data Attachments #29 - 33		Classroom Observations	
EVALUATION PROCESS What mechanisms will you use to measure progress?	Metacognition Data Reflection Data Attachments #29 - 33		N/A	

*** Include as many columns/pages as necessary to address the various elements of the proposal.**