

2013-
2014

LOS ANGELES UNIFIED
SCHOOL DISTRICT

HADDON AVENUE ELEMENTARY SCHOOL LOCAL INITIATIVE SCHOOL PROPOSAL

A. Mission Statement

Haddon Avenue Elementary School is a safe and nurturing learning environment in which all stakeholders work collaboratively to create a culture of high expectations and motivate all children to be successful scholars and citizens throughout their academic careers and beyond.

B. Vision Statement

Haddon's vision is to promote a safe, respectful, and responsible learning environment. The aim is to continually build a collaborative and trusting relationship among the school, parents, and students, in which all stakeholders play an active role in helping students achieve their greatest potential. Learning will be enhanced by using common core standards and data analysis to plan effective instruction and intervention. Students will leave Haddon prepared to be scholars throughout middle school, high school, college, and their future careers.

All Haddon stakeholders foster a safe and nurturing learning environment. Through the implementation of a school-wide positive behavior support program, students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior. Students follow the school rules of Be Safe, Be Respectful, and Be Responsible. Students are recognized and rewarded weekly, during school-wide assemblies, as well as in the monthly school newsletter, for demonstrating positive decision making as it relates to the Be Safe, Be Respectful, and Be Responsible matrix in all common areas on campus. A safe environment will be further improved by increasing yard supervision and implementing a strong parent volunteer program to ensure the safety of all students. A committee of stakeholders will continue to observe, research, present, and make recommendations to adopt best classroom management practices, such as *Assertive Discipline* and *Lessons in Character*.

Haddon believes in meaningful collaboration among all stakeholders. On a monthly basis, administrators, teachers, parents, staff, and community members meet at ELAC, School Site Council, and "Coffee with the Principal" meetings to discuss pertinent school issues. In addition, Haddon strives to provide support and resources to families in need. The school intends to continue this trend of communication by offering more classes for parents, Parent-Teacher workshops, Literacy and Math family events, and family-fun nights based on parent survey feedback. These collaborations will provide greater opportunities for parents, teachers, and students to engage in dialogue and achieve continued success.

Haddon strives to establish a strong and effective learning community. The goal is to motivate the students to become higher level critical thinkers and independent problem solvers. Haddon will utilize the LAUSD Teaching and Learning Framework to identify clear expectations for effective teaching and to identify exemplary practices that will enable us to meet the goal and move all students to proficiency. Also, as identified in the Teaching and Learning Framework, teachers will utilize researched based strategies that have been proven to be effective in meeting

the needs of diverse learners including English Learners, Students with Special Needs, and Students with Disabilities. In order to analyze teaching practice, evidence of a teacher's practice will be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies, including classroom observations, professional conversations, and artifacts. On a weekly basis, teachers meet by grade level, with support staff, and are provided with professional development time. Teachers use this time to analyze student data, plan lessons, share best classroom practices, and set grade level goals in order to continually improve student learning through the delivery of instruction and progress monitoring. The school intends to deepen its understanding and knowledge of its teaching practices by strategically scheduling days for teachers to analyze data after district-mandated assessments are administered. Teachers, in and out of the classroom, will implement classroom based or pullout intervention throughout the day using Universal Access Time, small group instruction, or afterschool intervention. During this time, differentiated instruction and intervention will be provided to meet the needs of every student.

Haddon's vision is to cultivate successful scholars and prepare them for the future through the effective use of teaching strategies and the use of modern technology. In order to promote middle school readiness, a partnership with Pacoima Middle School will be established to present students and parents with what is expected to graduate and how they can help their child reclassify. In addition, technology classes will be provided to develop the computer literacy skills needed for student success in the 21st century. Finally, the school will build college awareness by continuing its weekly College Awareness Wednesdays and annual College Day, at which Haddon staff and alumni speak and share their experiences and successes. The school envisions a college-rich environment that will motivate every student to pursue higher level education.

C. School Data Profile/Analysis

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

One of the underlying causes for the decrease in the number of students taking the CST in both English Language Arts and Mathematics is the students transiency rate the school. In 2009-2012, the student transiency rate at Haddon was 17.3% and in 2010-11 10.1%, and in 2011-2012 it was 15.6%. With the rise in housing costs and lack of employment available, families are moving to other areas, such as Lancaster and Palmdale. The underlying causes for the increase in the percentage of students scoring Proficient or Advanced on the CST vary from the nature of the school calendar to the implementation of the district adopted literacy program. During the 2007-2008 school year, Haddon was a Multi-Track school. The school has since become a traditional school, without all the breaks disrupting instruction throughout the year. Also, the school used grade level collaboration to differentiate instruction for targeted groups of students. The school also went from managing two literacy programs to one literacy program during that time. The

increase in the percentage of students scoring Proficient and Advanced on the CST in Mathematics is due to the fact that language is not an issue when solving math problems.

Haddon Avenue Elementary School serves 898 students. English Learners (ELs) currently comprise 45% of the total student population. Of the remaining students, 13% are identified as RFEP (Reclassified as Fluent English Proficient), of which the reclassification rate for 2011-2012 was 14.7%. The Students with Disability (SWD) constituted 10% of the total school population, and the lowest percentage of students scoring Proficient or Advanced in English Language Arts (ELA) on the California Standards Test (CST), at 17%. They were followed by English Learners, with 22.8% of students achieving proficiency in English Language Arts. The percentage of students proficient and advanced in the sub-group of Socio-Economic Disadvantaged in the area of English Language Arts is 44.1%. In 2011-2012 the Academic Performance Index (API) growth was 36 points, for a total of 788, according to Annual Measurable Achievement Objective (AMAO) 3, adequate progress for EL subgroup in meeting grade level academic achievement in ELA and mathematics, the EL population did not meet the target for proficiency in ELA.

Haddon can celebrate several areas of success. All the criteria were met for the Academic Performance Index (API). The school grew 6.2 percentage points in Mathematics under the Academic Yearly Progress (AYP) measure. There was a growth of 5% (9.1% to 14.2%) in reclassification rates. AMAO 1, Progressing in English Language Acquisition, and AMAO 2, Exiting or Reaching English Language Proficiency, were both met by students on the CST. There was a growth of 12.4% for SWDs in ELA, 17.0% to 29.4%. There was also growth for SWDs in the area of Math, 44.7% to 52%. Upon reflection, the school found that interventions proved effective in moving students to Proficient and Advanced in all grade levels, except 3rd grade. Teachers also implemented differentiated instruction, Targeted Small Group Instruction, Tier 2 Interventions, TA Push-In, and After School Tutoring.

Another success was the increase in parent participation in the School Experience Survey, from 39.4% to 65.2%. The increase was due in part to the school's efforts to remind and encourage parents to participate. There were reminders to parents during all informational meetings and through phone calls. Parents encouraged other parents to fill out the survey.

Despite the school's successes, there are areas of concern. These concerns are based on the CST results for 2011-2012. Not all of the criteria for the AYP were met. The areas not met were in the following subgroups: School-wide, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners. There was a decrease of 15.2% in 3rd Grade English Language Arts scores, from 40.4% to 25.2%, on the 2011-2012 CST.

Examination of the parent survey results showed that there was a decrease in the percentage of parents who felt they could communicate with teachers about their child's schoolwork, 67.3% to 40.9%. Parents believed there is a language barrier between some parents and some teachers.

Some parents do not speak English and some teachers do not speak Spanish. Another possible factor is parents do not have someone they trust to translate for them when they speak to the teachers. Therefore, some solutions offered are for staff members who can help with translation for parents when parents need to meet with a teacher who does not speak Spanish. It is also very important to make sure parents are made aware of any future surveys, or forms that need to be returned to school, through phone calls, notices, and reminders during meetings at school.

Over a period of five years, from the 2007-2008 school year through the 2011-2012 school year, the number of students taking the CST in English Language Arts has decreased. Overall, 585 students took the CST during the 2007-2008 school year, while 500 students took the CST during the 2011-2012 school year. Evidence of this decrease can be seen in all of the school's major subgroups. The Latino subgroup decreased from 582 to 496. The English Learner subgroup decreased from 275 to 184. The Students with Disabilities subgroup decreased from 52 to 17. The Socioeconomically Disadvantaged subgroup decreased from 578 to 483.

During this same period of time, the percentage of students scoring Proficient or Advanced on the CST in English Language Arts increased from 25.1% in 2007-2008 to 44.8% in 2011-2012. Evidence of this increase can be seen in all of the school's major subgroups as well. The percentage of English Language Learners increased from 7.3% to 22.8%. The percentage of Students with Disabilities increased from 0% to 17.6%. The percentage of Socioeconomically Disadvantaged increased from 24.4% to 44.1%.

The number of students taking the CST in Mathematics also decreased between the 2007-2008 school year and the 2011-2012 school year. Overall, 585 students took the CST during the 2007-2008 school year, while 508 students took the CST during 2011-2012 school year. Evidence of this decrease can be seen in all of the school's major subgroups. The Latino subgroup decreased from 582 to 504. The English Learner subgroup decreased from 275 to 190. The Students with Disabilities subgroup decreased from 52 to 25. The Socioeconomically Disadvantaged subgroup decreased from 578 to 491.

The percentage of students scoring proficient or advanced on the CST in Mathematics increased from 37.1% to 62.4% during this same period time. Evidence of this increase can also be seen in all of the school's major subgroups. The percentage of Latinos increased from 36.8% to 62.5%. The percentage of English Language Learners increased from 22.2% to 38.4%. The percentage of Students with Disabilities increased from 7.7% to 32.0%. The percentage of Socioeconomically Disadvantaged increased from 36.5% to 61.9%.

2. Based on your analysis and current available resources, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful graduate and the school articulated above? What is the supporting evidence that leads to identify the items listed above as high priorities?

Based on the analysis and current available resources, three central and urgent issues have been identified that are hindering the school from improving student learning and achieving the vision of the successful graduate and the school. First, in the area of English Language Arts, there is a deficiency of academic language and school readiness. Upon initial assessment of the Pre-Language Assessment System (Pre-LAS) and the Pre-K/K screening, results indicate students are missing the basic skills of literacy at the pre-Kindergarten or Kindergarten level. The foundational skills include recognition of letters, numbers, colors, shapes, and knowledge of academic vocabulary. This deficiency of academic language and school readiness is attributed to the lack of school readiness preparedness. Another factor is student attendance, low attendance impacts student learning and progress.

Another challenge Haddon faces is a lack of positive parental involvement. A small percentage of parents participate in the Parent Center, school events, and parent meetings. Low parent participation has hindered communication as well as the promotion of a positive school culture between the school and parents. The following are current strategies utilized to promote parental involvement: Parent and Teacher conferences twice a school year, monthly English Language Advisory Committee, monthly School Site Council, monthly Coffee with the Principal, weekly parent workshops based on parent survey results, teacher and parent workshops, weekly Connect Ed calls, monthly parent newsletter, parents are invited to attend student recognition and award assemblies both monthly and quarterly. The parent officers of the English Language Advisory Committee meet prior to the monthly meeting to set the agenda and prepare for the meeting with the Principal and Coordinator. The parent members of the School Site Council also meet with the Principal and the Chairperson along with other members prior to the meeting to discuss the upcoming agenda and to prepare for the meeting.

The final challenge that Haddon faces is a lack of early identification of students with special needs. Prior to early identification, teachers and parents are in need of professional development in response to intervention and differentiated instruction to meet the needs of not only students with special needs, but also students who are performing below benchmark. Teachers need to be trained in the referral process and the appropriate timelines for identification, so that students are referred in an appropriate and timely manner. Currently, Haddon offers five different types of early intervention/school readiness programs for pre-school age students. The programs include School Readiness Language Development Program, California State Pre-School, Special Education Pre-School Mix for three year old students, Special Education Pre-School Mix for four year old students and a partnership with Los Angeles Educational Partnership which provides a play group experience for three and four year old children with parent support group meetings .

Rationale for Choosing the Local Initiative School Model

According to the needs and challenges identified in Section C, the establishment of the Local Initiative School Model will help Haddon improve school performance and student achievement. Through the implementation of the flexibilities and autonomies (as shown in the LIS Request for Proposal), Haddon will be able to take ownership of site based decision making in areas of scheduling, professional development, and mutual consent for hiring school personnel in order to implement the vision and objectives of the school.

Upon analyzing all current data and the current state of Haddon, school stakeholders recognized that the school has made significant progress in the areas of math, English Language Arts, and Special Education. However, data also demonstrates a deficit in the area of English Language Arts, specifically within the two subgroups of English Language Learners and Students with Disabilities. The Local Initiative School plan will allow Haddon to increase the number of Banked Time Tuesdays and schedule additional professional development opportunities. During the additional scheduled professional development sessions, the teachers will be trained in the District Initiatives: Common Core Standards, Master Plan and the Teaching and Learning Framework. Teachers will also be able to deepen their understanding and knowledge of effective teaching practices by strategically planning lessons, observing best teaching practices, implementing lesson study, sharing best classroom practices, and setting grade level goals in order to continually implement effective standards based instruction and progress monitoring to meet the needs of every student in the area of English Language Arts.

In addition to increasing student performance and achievement, the Local Initiative School model will allow us to hire staff which fully embraces the vision and objectives outlined in the Local Initiative School plan. All stakeholders, including staff, parents, and community members, will be expected to contribute as partners in expanding the learning opportunities and support services available for students. To begin this path of implementation, all stakeholders have participated in numerous informational and collaborative reform meetings. In September 2012, the principal, Mrs. Mendoza, and the UTLA representative, Olimpio Ramos, signed the intent to apply to become a Local Initiative School, with the approval of the staff. In December 2012, 38 out of 44 UTLA represented certificated staff signed the Local Initiative School petition. Together with parents, staff, the Design Team, and the community, the school has established this Local Initiative School proposal.

The Design Team, upon evaluation of the needs of Haddon, decided that Local Initiative School model would be the best fit for the school culture. The teachers at Haddon are always looking for ways to improve student achievement based on what is going to be in their best interest. The Local Initiative School model provides us with autonomies and flexibilities. The autonomies of scheduling, professional development, and mutual consent will provide Haddon with the flexibility to accomplish the mission and establish the vision for a school culture of high

expectations that motivates all children to be successful scholars and leaders throughout their academic careers and beyond.

D. Local Initiative School Waiver & Rationale

5. Local Scheduling

Modifications in the local scheduling will address several of the concerns identified in Section C. These modifications will allow the teachers and staff to continue to work on improving the school, continue the upward momentum, and meet the vision. All changes will adhere to all mandated state and federal guidelines.

The change in the local schedule will allow us to have more Early Release Tuesdays. During the additional Tuesday Banked Time/Professional Development time, teachers and staff will continue to gather and attend to improving all students English language proficiency. It will allow us to reach the school's goals for improving the English language learners' proficiency on the California Standards Test, as stated in the Single School Plan for Student Achievement. It will also allow teachers to gain strategies to succeed with students with disabilities and advance their progress. The changes will permit teachers to better prepare an academic curriculum to advance students towards becoming college bound and career ready. It will facilitate staff and teachers in enhancing collaboration for managing the curriculum to meet economically disadvantaged students' academic needs.

The current scheduling of inconsistent Early Release Tuesdays has caused confusion for parents. Therefore, modifying the school schedule to have a more regular calendar of Early Release Tuesdays will lead to more certainty and better communication with parents.

The specific changes to the bell schedule will include adding 5 minutes at the end of every day to adhere to state and federal mandate minutes. Teachers will adhere to the district mandated annual number of school days and minimum annual instructional minutes; therefore no alternative language will replace contract language. Mutual consent parameters will allow us to choose new staff that share in the vision.

7. Professional Development

Modifications in professional development will address several of the concerns identified in Section C. It will allow the teachers and staff to continue to work on improving students learning, maintaining the upward momentum, and meeting the vision. All changes will adhere to all mandated district, state and federal guidelines.

Professional Development will be aligned to the District initiatives in the areas of the Common Core Standards, Master Plan and the Teaching and Learning Framework with an focus on differentiated instruction as well as differentiated professional development based on the need of students. Professional development time will be utilized, additional time gained from the other local initiative school autonomy (Scheduling) to reach specific, measurable, attainable, and realistic time bound goals set by the school stakeholders. Guided by district periodic assessments, teacher created assessments and other indicators, goals will be arranged for specific students, grade levels, and the school as a whole. During professional development, teachers and staff will continue to gather and attend to the improvement of all students' English language proficiency. The school will work collaboratively to reach its goals as stated in the Single Plan for Student Achievement. In addition, it will allow teachers to gain strategies to progress and succeed with students with disabilities. The changes will permit the teachers to better prepare an academic curriculum to advance all the students towards becoming college bound and career ready. It will assist staff and teachers in enhancing collaboration for managing the curriculum to meet economically disadvantaged students' academic needs.

To attain these goals, professional development will take several forms. It will be differentiated to target specific goals. Utilizing benchmark assessments, such as district periodic assessments and teacher created assessments, to monitor student progress, grade levels will meet and create explicit plans to incorporate strategies to shore up deficit areas and advance sections of strengths. To better accomplish this, the professional development will be tailored to assist in ensuring that the tactics can commence at a more strategic time, i.e., soon after chosen assessments are administrated and graded sooner, rather than later. Another strategy will be to include cross grade level articulation to allow more opportunities for grade levels to comprehend the commonality of common core standards and better prepare students for the following level. At times, the professional development may include preparing presentations for parents that will give them tools to utilize at home to augment the students' learning experiences and help students become critical thinkers and independent problem solvers. Professional development will also be provided for all stakeholder on the positive behavior support programs, such as *Lessons in Character*. Throughout the year, stakeholders will guide the planning, implementation, content and evaluation of the professional development focusing on their specified goals. A flexible professional development committee will spearhead the differentiation and roll out of the programs.

In addition to teacher led professional development, the support staff and administrative team will observe teachers and debrief them on their instructional techniques. Additionally, support staff can suggest strategies to help meet mutually determined goals for specific teachers, grade levels, or the whole school. Funding for the outside resources will already be included in the budget and no other cost will be associated with the local scheduling change; therefore the local schedule waiver is cost neutral.

9. Mutual Consent

Haddon Avenue Elementary is requesting the “mutual consent” waiver as one of the LIS reform model autonomies. As a Program Improvement Year 5 Plus school Haddon Avenue Elementary currently does not have the autonomy to create a staff selection committee for the purpose of hiring teachers or administrative personnel. As the school wishes to maintain Haddon’s safe and nurturing learning environment, where all stakeholders work collaboratively for student success, new members to this learning community are expected to share Haddon’s vision, resulting in continued academic accomplishments. Haddon will not to accept District mandated priority placements.

Haddon has dedicated itself to begin operating within the LIS reform model to further its path of student success. In requesting the scheduling and professional development waivers, all stakeholders will be asked to continue working collaboratively in data analysis, engaging in staff development activities to develop strong instruction, and increasing after school interactions with parents and community members. These activities are recognized as demanding, yet necessary to ensure Haddon’s continued success in educating young scholars. Therefore, any new employee joining Haddon must be an asset to this learning community, rather than an isolationist or one unwilling to devote the necessary effort to meet student needs in a collaborative environment.

The proposed composition of the Personnel Team would include members of the various stakeholders groups: administrator, certificated staff, classified staff, and parents or community members. The proposed Personnel Team for teacher, out of classroom certificated staff, or classified staff selection would be composed of the administrator, the UTLA or classified union representative (as is necessary for the open staff position), a classroom teacher, one out of classroom certificated staff member, a classified staff member, such as the school administrative assistant (SAA), and a parent. Of the six Personnel Team members, several may be fluid members. The classroom teacher may conceivably belong to the same grade level that is seeking a new member. The parent may also have children in the grade level that requires a teacher. Per the UTLA contract, the out of classroom certificated staff selection does not end with the interview by the Personnel Team; the selected candidate would be presented to certificated members for a confirmation vote. The proposed Personnel Team for principal would include the UTLA representative, two classroom teachers, one out of classroom certificated staff member, one classified staff member, and two parents.

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 devising and utilizing the Personnel Team for staff selection, the Haddon community ensures that the vision, which guides the school’s work, will continue to benefit Haddon’s students.

Because the Personnel Team will include members who represent the diverse stakeholders present at Haddon, the impact felt at the school will be one of a shared sense of inclusion and collaboration.

G. Family and Community Engagement

To involve parents, Haddon has previously hosted various events and opportunities where families and community members are engaged. Such events and opportunities include Literacy Night, Math Night, Parent-Teacher workshops, family-fun nights, Coffee with the Principal, ELAC, and SSC.

At Literacy Nights, teachers encouraged reading was by setting up booths where students could come listen to a story read aloud. Books were given away to promote reading at home. Authors were invited, giving students the opportunity to meet authors and get their books autographed. The school has also hosted Math Night. Each teacher presented a standards based math lesson accompanied with a game to take home that would enable families to practice math skills at home.

Teachers presented different types of parent workshops. Homework workshops are designed to provide strategies for parents to help students with their homework, as well as talk about homework expectations. Fluency workshops are designed to show parents how to prepare for the fluency tests. Math Problem-Solving workshops teach parents how to interpret the word problem and find the clue words that will allow the child to solve the problem. Algebra workshops pre-teach the order of operations (P.E.M.D.A.S.) so that parents could help their children at home. During the second community forum, the school hosted workshops in college readiness, safety, and the budget, topics which were all chosen by the parents during the first community forum.

Family fun nights included events such as Movie Night, Spirit Night, Talent Show, Ritchie Valens Celebration, and caroling. Movie Night provided a time for the community to come together in a relaxing environment. Spirit Night gave families the chance show Haddon pride by decorating t-shirts in a creative way. The Talent Show set the stage for students to demonstrate their talents, while parents assisted with the preparations backstage. The Ritchie Valens Celebration allowed Haddon to showcase its rock superstar student, Ritchie Valens. Caroling allowed teachers and staff members to visit the homes of various students and spread holiday cheer.

To increase parent participation, the following challenges will be addressed. Provide translation through LAUSD's Translations Unit for language interpretation. Send information in monthly newsletters and telephone messages using Connect Ed will keep parents up to date. Also, having events at different times will allow for parents with different work schedules to attend. A parent survey will be sent home to ask parents what times are best for the meeting and events and what topics they would like addressed.

Parents will be provided many opportunities to be involved in their children's educational lives. The school begins the year with Back to School Night, when teachers inform parents of expectations, grade level standards, the curriculum, classroom rules, and the homework policy. Parent-Teacher conferences, held twice a year, allow for discussion of academic progress, behavior, and CST scores. Open House invites parents to their children's classes as well as other grade levels in order to observe future grade level classrooms and meet with teachers. Parent Education classes in the Parent Center bring in specialists to present parents with tools to use at home and provide them with resources and ESL classes.

Opportunities for the parents to gain a better understanding of the school's instructional program will be provided during English Learner Advisory Committee and School Site Council meetings. Other occasions to observe curriculum will include classroom observations and visitation of other schools.

Forming partnerships with outside resources helps the school and families. Businesses in the local community, such as Costco, El Superior, Target, and Starbucks, have donated various items, including backpacks, food, shoes, and water. The relationship with Sierra Canyon Middle School has provided students and families with educational activities, in addition to gifts, sports equipment, and other supplies. The school also teaches what it means to give back when donating to the community through MEND or different organizations through the Consolidated Charitable Campaign.

To ensure parent participation at school, various measures shall be set in place. In addition to the use of sign-ins to track participation rates, gathering feedback from the parents will become a common practice. After every Coffee with the Principal and parent workshop, parents are asked to complete an evaluation. This provides the parents additional opportunities to provide input. The School Experience Survey will also paint a picture of how teachers, parents, and students feel every year. In addition to the LAUSD annual School Experience Survey, parents are encouraged to complete the Haddon Parent Survey during the first month of school. The results of the survey drive the topics for parent workshops and participation.

H. School Planning Team

Haddon Avenue Elementary has been steadily improving, as evidenced by the continual increase of the school's API, currently at 788. In an effort to maintain this upward trajectory of success, Haddon has looked at several reform models designed to strengthen the good work the school has done thus far and create a framework in which to collaborate and create an even more effective learning environment for the children.

On September 14, 2012, Haddon submitted a Letter of Interest Form for the design of a reform model. Haddon held an informational meeting on September 25, 2012 for staff and parents where three LAUSD approved reform models were presented: ESBMM, LIS, and Pilot. Led by personnel from the Local Option Oversight Committee (LOOC), Haddon stakeholders, including

the principal, certificated staff members, parents, and community members, had the opportunity to attend the presentation and ask for clarifications regarding the requirements and specifications for each model. Interest in the reform models prompted a visit by several stakeholders to the Woodland Hills Learning Academy on October 11, 2012 to see the ESBMM reform model in practice. The visitation team included members of the School Site Council (parents and community members) and ELAC, principal leader, principal, teachers, from each grade level, and out of classroom staff. On November 26, 2012 ELAC and SSC parent members were invited by the Haddon Principal to visit classrooms at Haddon. The purpose of the visit was to observe best teaching practices. As a result, additional parent visits to Haddon classrooms will occur. This team was also given the opportunity to visit Strathern Elementary School, on December 5th and Vena Avenue Elementary, on December 6th, to see best learning practices in action. At each school site, Haddon stakeholders were able to meet with the administrators of Vena and Strathern Elementary School for further clarification about the learning practices observed. To increase parent and community knowledge about the visitations, parent presentations, by a parent member of the visitation team, were provided at two different venues: ELAC on December 7, 2012 and “Coffee with the Principal” on December 14th.

Teacher members of the visitation team presented to their grade levels at grade level collaboration meetings and at faculty meetings. Upon further deliberation among the certificated staff, the LIS model was chosen. It was deemed the most conducive to collaborative work among all stakeholders to ensure student success. During several planning meetings, the LIS team members studied the ten autonomies available in the LIS model. Haddon chose to begin utilizing three of the ten autonomies available in the LIS reform model: Local Scheduling, Professional Development, and Mutual Consent.

In choosing the three autonomies, Haddon stakeholders also took into account the advantages each waiver would provide. For the Haddon version of the LIS model, reflection upon the school’s current success, and inclusion of observed best practices, will be aided by the Professional Development autonomy. The LIS model allows for yearly reflection of best practices, based on measurable data analysis of student progress, via the various District and classroom assessments and CST results. The model also provides parameters to modify the school plan as goals are met or need to be re-worked to ensure positive outcomes for continued student achievement. To allow for the increase in meaningful and collaborative Professional Development, the Local Scheduling autonomy will provide the time needed for collaborative work. Finally, the Mutual Consent autonomy ensures that should there be a vacancy at Haddon, potential hires can come before a Personnel Team dedicated to bringing on dynamic individuals willing to work in a demanding, collaborative learning environment.

On December 4th, teachers agreed to submit a letter of intent to design the school’s LIS reform model. UTLA president, Warren Fletcher, and Bruce Newborn, from the Office of Intensive Support and Intervention, came to Haddon on December 6, 2012, for a voluntary teacher meeting to further explore the reform model implications and specifications. On December 13th and 14th,

the majority of teachers, 38 of 44, signed the Local Initiative School Waiver Petition to begin the reform model design.

On January 8, 2013, teachers met to contribute their ideas for the mission and vision for Haddon. In addition, obstacles to student achievement and strategies for success were identified. The LIS model and chosen autonomies were presented for parents and community members at two meetings on January 10, 2013. One meeting was in the morning at 8:00am and the other was held in the evening at 5:30pm. During the meetings, these stakeholders engaged in developing the reform model proposal. Parents and community members worked collaboratively on the following: stating Haddon's mission, developing its vision, identifying obstacles to student achievement, and brainstorming strategies and best practices. A meeting held on January 11, 2013 provided an opportunity for certificated staff and parent and community members to work collaboratively on synthesizing the work done by both groups at their respective LIS reform model planning meetings.

The LIS reform model proposal design team is composed of several school site stakeholders: in and out of classroom certificated staff, principal, and parents. The former group joined the design team on a volunteer basis. Fortunately, this group represents a cross section of the school's grade levels. These members have voluntarily attended the LIS reform planning meeting, parent and community member presentations, and actual reform design meetings.

Elizabeth Thomen is the Intervention Coordinator at Haddon and has emerged as a co-leader of the proposal design team. She arrived at Haddon in 2011 after 13 years of experience as a classroom teacher in grades kindergarten through four. Her primary responsibility in the previous school year and the current one is the Intervention/Reading Lab; in that role, she has worked to develop the curriculum and scheduling for all Intervention programs at Haddon. She also works with the parents and community members in her position as the SSC president.

Jason Valdemar is the co-leader of the proposal design team. He is currently a fourth grade teacher, in his first year at Haddon, with a total of 17 years of teaching experience in fourth through sixth grades. He has previous experience writing a plan for School Based Management at Sheridan Elementary. He has served as an Arts Prototype chairperson, science lead teacher, Gifted coordinator, and chorus director.

Juan Carlos Rodriguez is the Categorical Programs Advisor. He has worked at Haddon since January 2012. Before coming to Haddon, he was a teacher for 8 years. He has taught first through fifth grade. He has served as a Science Lead teacher and grade level chairperson for fourth and fifth grade. He is instrumental in analyzing the data for the proposal. He also works with English Learner students and their families.

Diana Alfaro-Vasquez is the current fourth grade level chairperson and has been teaching at Haddon since 1999, having worked with students from first to fourth grade. She is a National Board Certified educator and college committee member. She is also a Haddon parent. Her two

daughters, one in third and one in fifth grade, attend the school and have scored Advanced in both Language Arts and Math.

Ann Marie Au teaches fifth grade and has taught for 17 years, with experiences in first through fifth grade, ten of which have been at Haddon. At her previous school site, she participated in writing the School Based Management plan for Sheridan Elementary. She has been an Arts Prototype chairperson.

Soraya Ehteshami is a National Board Certified educator with 13 years teaching experience at Haddon. She has served as a grade level chairperson and has educated children in kindergarten through fourth grade.

Stella Hernandez has been at Haddon all 17 years of her teaching career, with experience teaching grades first and third. She is a member of the School Site Council and the grade level chairperson. She is an active member of the community.

Kathleen Ige has been teaching for 14 years, all at Haddon. She has worked with students from grades first and second. She has taught intervention, been a grade level chairperson, member of the Emergency Committee, and library committee member.

Teresa Luna, is a parent here at Haddon Avenue. She has four children who have attended the school. She has lived in the community for the past 16 years. Her oldest child is 22 and her youngest is 5 years old. She has a 4th grade daughter who is also attending the school. She is currently serving as the Secretary for the English Learner Advisory Committee. She has been an active participant in the school since 2001. She has also volunteered for many of the school's activities and is a registered volunteer with LAUSD. She believes in a great education for all children and in working alongside the teachers and staff.

Janet Moscoso-Ogier has been teaching for 35 years, 33 of which have been at Haddon Avenue. Her experience spans working with second through sixth graders. She is currently teaching the gifted cluster in third grade. She has been both a mentor teacher in the BTSA program and master teacher, serving as a mentor to teachers at Haddon. She has served as grade level chairperson.

Lourdes Prado is the SRLDP teacher with 33 years of teaching experience. She is a current member of the School Site Council. She has taught several different grades. She has been a grade level chairperson. She implements a yearly gift-exchange program with students from Alemany High School. Has lead a variety of cultural community events at the school. She is also an active member of the community.

Wasylyna Rebenczuk is currently a fourth grade teacher and the science lead teacher. She has 18 years of teaching experience in grades 2 to 5 and in the Resource Program. She has been a

coordinator for Consistency Management and Cooperative Discipline (CMCD), Student Success Team (SST) coordinator, college committee member, and grade level chairperson.

Carolyn Salegio is the third grade level chairperson with 16 years of teaching experience in second through third grades. She has been a UTLA co-chair and steering committee member, college committee member and past SSC member. She helped with the writing of the Arts Prototype grant.

Jennifer Valdemar is currently a fifth grade teacher with 14 years teaching experience at Haddon Avenue in second through fifth grade levels. She currently serves as a member of the SSC and has previously served as the GATE coordinator, Nutrition Advisory Committee council advisor, SST coordinator, and CMCD coordinator.

Haddon’s principal, Sophia Mendoza, is supporting the design of the reform model. She began her teaching career at Haddon Avenue and has returned after acquiring several valuable experiences as an APEIS, assistant principal and principal at various school sites. She returned to Haddon in 2011 and in her first year as the principal of Haddon Avenue Elementary School, she has provided the means for collaborative work among teachers and a campaign to involve parents in their child’s education. The result was an impressive 36-point gain in the API results. She has dedicated herself to recognizing the best practices at Haddon and providing for growth among teachers to maintain Haddon’s trajectory of success. She has assembled a supportive group of out of classroom staff and has provided several opportunities for grade level representatives, parents, and community members to visit other school sites and collaborate on the LIS reform model design.

I. Implementation Timeline for Major Activities Prior to Opening of School (contingent upon funding)

Date/Timeline	Activity
February-July 2013	Participate in Implementation Workshops with LOOC
January –May 2013	Teacher Professional Development: Strategic Schooling
January-May 2013	Parents Visit Haddon Classrooms for Best Practices
January-May 2013	Parent Workshops based on Haddon Parent Survey
March 2013	Articulation & Visit to Pacoima Middle School
March –August 2013	Conduct Interviews for Staff Vacancies
April 2013	Meet with After school Playground Coordinator for 2013 Summer Enrollment & 2013-14 Enrollment Dates
April 2013	Meet with MNO to create Summer Cleaning Schedule
April 2013	New Student Visit to Haddon (EEC and Pre-School Visit to Kindergarten) Kindergarten Transition
April –August 2013	New Student Enrollment Begins (Pre-Kindergarten & Kindergarten Students)
April 2013	Grade Level Articulation for 2013-14 School Year
April – May 2013	Matrix and Reorganization
April –August 2013	Operational Meetings to Assess Operational Needs

May 2013	Elect ELAC/SSC Members for 2013-14 Elect Grade Level Chairperson for 2013-14 Select Teacher Adjunct Duties for 2013-14
May 2013	Professional Development Design Team Meet to Plan Timeline for 2013-14 Teacher Professional Development (3 meetings)
May 2013	Parent Workshop Design Team Meet to Plan Timeline for 2013-2014 Parent Workshops (3 meetings)
May 2013	Calendar all school events
June 2013	Principal Professional Development
July 2013	<ul style="list-style-type: none"> • Meet with Leadership Team & Grade Level Chairs to Plan 1-3-Day Professional Development Institute for Teachers • Meet with Grade Level Chairs to Plan Parent & Student Orientation • Meet with COST to plan student support • Meet with Community Representatives, SSC and ELAC Parents to plan family and community engagement • Meet with MNO to plan facilities plan of action.
July 2013	Parent & Student Orientation for the 2013-14 School Year
July - August 2013	Kindergarten Parent Orientation for the 2013-14 School Year
August 2013	Professional Development 1-3-Day Institute for Teachers (Prior to School Opening)
August 2013	Haddon School Beautification (Prior to Opening of School)
August 2013	Haddon Family Day (Prior to the Opening of School to Meet New Teacher)
August 2013	Haddon Parent Survey (First Week of School)
August 2013	School Uniform Sale