

REQUEST FOR PROPOSAL

GENERAL QUESTIONS

1. Vision and Mission:

a. Vision:

Toland Way Elementary is a learning community that acknowledges the strengths and uniqueness of each individual student, while promoting academic and personal excellence. We strive to create a safe, welcoming environment with clear expectations and mutual respect.

b. Mission:

The mission of Toland Way Elementary is to increase student academic and social achievement through the collaborative efforts of the school, family, and community partners. This mission is based on the belief that:

- All children are capable of learning
- Children learn best when they form successful relationships
- Children will demonstrate mutual respect for all people
- Children bring prior knowledge and belief systems to school that support the learning process

Our goal as a school community is to provide access to an appropriate standards-based curriculum in order for every child to have the opportunity to reach his/her full potential. Our mission is such that each child will leave Toland Way with self-confidence, a sense of responsibility, and respect for others. As a school community we will ensure that all classrooms are well equipped to meet the needs of ALL students.

2. School Data Profile/Analysis:

a. What is the current state of your school?

Toland Way Elementary is located in urban Los Angeles. It is nestled within the Eagle Rock and Highland Park area. It services 400 students from Pre-school through Grade 6 on a traditional early start calendar. Shortened days are scheduled during the fall and spring for Student Led Conferences where the students share their academic progress with their parents. Early dismissals on Tuesdays serve for Professional Development. The school's ethnic population includes 76% Latino, 14% Filipino, 4% Asian, 3% White, 2% African American. Of these students, 24% are English Learners, 16% are Reclassified Fluent English Proficient (RFEP), 11% are Initially Fluent English Proficient (IFEP) and 40% are English Only (EO). Approximately 85% of all students receive free/reduced price meals. In terms of teacher authorization, 96% of the teachers are fully credentialed, and 4% are probationary. 96% of the teachers are authorized to teach ELL's holding either a BCLAD or Credential of completion for SB1969.

Over the last three years, our Local Design School Intervention focused on students performing at Basic and Below Basic levels of proficiency. Data analysis supports the finding that participating students increased proficiency in mathematics

Despite these efforts, the school did not meet AYP targets and student marks in grades 2-6 demonstrated little improvement.

- The continued monitoring of student performance using data charts, weekly assessments, and district assessments has led to progress being made in targeted content strands.
- The percentage of students scoring proficient and advanced on the CST has decreased 2.9 percentage points over a five-year period but demonstrated a 3% increase from one year to the next. Teachers agree that the school needs to expand after-school intervention to include any students scoring below proficient and not simply target those students that are in the FBB range.
- MyData content strand reports indicate that students in grades 2-5 need additional instructional support in number sense, data analysis and geometry.

English Learners

- AMAO 1 and 2 were met. AMAO 3 was not. The percentage of students scoring Proficient on the CELDT decreased slightly from 36% to 32%. The percentage of EL students scoring Basic or above on the CST ELA increased from 69% to 70%. The percentage of English Learners receiving a 3 or above in ELA increased from 28% to 34%. The reclassification rate stayed about the same and the number of LTELs went down.
- There has been an overall increase in proficiency levels for English Learners in ELA of 7% in the last five years. Proficiency levels for English Learners in ELA have increased over time due to the following: targeted interventions through the Learning Center; before/after school tutoring; targeted literacy goals through the Accelerated Reading Program and other literacy related events for students and parents; and implementation of Kagan cooperative learning structures.
- Although proficiency levels for English Learners in math are higher than ELA, there has been a 10% decrease in proficiency levels for English Learners in math over the last five years. Factors for this include: greater emphasis placed on ELA interventions, and a new math program being implemented.
- Interventions have been effective in moving students to proficient or advanced due to the following: smaller group size; targeted skills/needs; improved progress monitoring; collaboration between teachers and the RTI team.
- A decrease in the EL population and collaboration between teachers and the EL Coordinator regarding reclassification has resulted in a decrease in Long Term English Learners.

b.)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.

1. Increase the percentage of students scoring Proficient on the CELDT.
2. Expand after-school intervention and in school intervention to include any students scoring below proficient and not simply target those students that are in the FBB range.
3. In order to support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for our English Learners, socioeconomically disadvantaged students and other students who are below grade level. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for implementation of discussion techniques, questioning, and 21st Century Skills.
4. Increase attendance rates of all students especially those with chronic attendance problems.

Applicants can review the data sheet (<http://schoolinfosheet.lausd.net/budgetreports/schperfreports.jsp>) and the report card (<http://getreportcard.lausd.net/reportcards/reports.jsp>) for their current school but should not confine themselves to these resources alone.

3. Family and Community Engagement

At Toland Way Elementary, we believe that parent involvement is an integral part of improving our student's academic achievement. Parents and community members have the opportunity to work together in a mutually, supportive and respectful partnership with our school. The Parent Center has resources for parents and is used for SSC, CEAC, ELAC and School Leadership Council meetings and parent trainings. In addition, the school activities that we have held and will continue to hold, play a significant role in the development of the parent/school/community partnership.

Communication with parents regarding school activities, information about standards based instruction, resources, standardized testing, homework policies and discipline are made during Back to School Night, Parent Conferences, regular school wide meetings, telephone messages to families on a weekly basis and written notices in English and Spanish. Translation is available as needed.

Communicate effectively with parents about their child's academic progress.

Communicate with parents through a variety of means about school programs.

Provide opportunities for parents to participate in classroom and school activities.

Parent Engagement

- Staff will collaborate and strategize on best practices for working with parents and for maintaining a welcoming classroom and school environment.
- A Parent Center will be maintained by a bilingual community representative to provide information and resources for parents.
- Parents will have the opportunity to be involved in school leadership through ELAC, SSC, School Leadership and PTA.
- Staff and parents will work together through PTA to support academic achievement, and school activities and events.
- Incentives will be given to students to encourage parent participation and the return of the School Experience Survey.
- Parents are offered workshops on parenting and managing stress.

Parent Communication

- School communications will be sent in English and Spanish and other languages as needed.
- Translation will be provided for conferences, meetings and workshops as needed.
- Information about school programs will be distributed through a variety of means including: the school website, connect-Ed, meetings, workshops, letters, flyers, posters and the parent information board.
- Coffee with the Principal will be held on a monthly basis.
- Student led conferences will be held twice a year.
- Teachers are supported to communicate effectively with parents about their child's academic progress by facilitating translation, school-wide communication

and grade level meeting time to plan for School Wide Parent events (such as Back to School Night) and parent conferences

Parent Training

- Trainings and workshops will be held on a variety of topics during the school day, in the evening or on a Saturday to build parent capacity to support their child's academic success.
- Provide opportunities for parents to participate in classroom and school activities

4. School Culture and Climate

- a. Academic Culture:** Describe the academic culture that must be in place at your school, including how teachers and students will build strong relationships together and work/learn in a safe environment. Describe what academic achievement, student motivation to succeed, personalization, and safety would look like. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the collaborative culture and climate envisioned, and how they will be introduced to teachers, students, and parents.

Toland Way has fully committed to implementing behavioral plan. Holly Proebedias from the District Office of Integration comes to the school annually to provide professional development on bullying, cyber-bullying, cyber safety and other training on professional responsibilities for student safety. The Behavioral Plan for the school day is extended into the afterschool program, including the behavioral reward system. This has resulted in more consistent behavior during

Toland Way has monthly Coordination of Services Team (COST) in order to analyze the learning, behavioral, and social emotional needs of the school as a whole. This allows the principal, coordinator, Resource Teacher, nurse and other relevant staff to identify trends and identify appropriate academic and social emotional interventions to meet those needs. The PSA provides home visits and family counseling for students having attendance issues. The PSA has also brought resources and assistance for students who are chronically absent. Students who are identified as needing clothing and shoes are provided needed items by Operation School Bell.

Toland Way believes that educating the whole child through a balanced curriculum that includes the arts, physical education and a focus on health nutrition and responding to students' interests motivates all children to come to school and fully engage in school activities. This can be especially true for students who may be struggling in academic areas and may have family issues that have impacted their school attendance. Offering students a variety of ways to learn through a variety of modalities can allow them to excel, gaining confidence, motivating good school attendance and giving students additional ways to access academic content. Toland Way offers the following programs:

CTG- Physical Education

Physical Education Teacher Program

Ready Set Gold (Fitness)

Reading Is Fundamental (RIF)

Project HOPE- (Helping Other People Everyday)

Drama, Dance provided by LAUSD

Toland Way Drama Club

Visual Arts by Center Arts Eagle Rock

Drama provided by Occidental College

GATE outings, enrichment, lunch club

Media Lab, Student Council

Academic & Athletic events in LASBEST and Youth Services

Parent Workshops- (Academic and Health)

LA'S BEST/ Theodore Payne Garden Project

Early Childhood Education Professional Learning Community (ECEPLC)

Harmony Orchestra Project

Toland Way is focusing on empowering students to be responsible for their learning through classroom activities and routines that lead to Student Led Conferences. This has proven to be very successful. Students learn how to verbalize what they are learning and also to evaluate and explain their own learning progress. This also motivates students because they are learning to see their ability to improve their ability to learn by utilizing new strategies and moderating their own behavior and habits. Continuing Professional development on differentiation will be expanded to personalization with practical strategies to make a classroom student-centered to increase student engagement and learning. We are also promoting a culture of college access for all of our students through referring to our college banners in the auditorium, encouraging TA's to share their current college experience and goals and other school and classroom activities.

Students who are having difficulty in meeting grade level standards are provided with differentiated instruction. We will implement the teaching and learning cycle to promote a culture of learning by providing time for teachers, paraprofessionals, and other faculty to meet by grade/levels/ in order to do the following:

- Data analysis of student work
- Plan differentiated lessons to incorporate the instructional strategies learned during the various professional development opportunities
- Reflect and evaluate lessons and refine actions to determine student needs

Intervention Programs will target students both inside and outside of the CORE classes to increase percentage of students scoring proficiency in ELA.

- Students will have access to Coach and CPA for pull out programs or in-class instructional intervention.

- At-risk students will receive intensive instruction with locally designed intervention on Saturdays and after school. These students will be grouped by content strand, needs and/or at-risk indicators.
- The Renaissance Learning Program will be used to serve the needs of students identified as being in need of supplemental assistance in basic literacy and to further support the differentiating instruction with the use of technology.
- Auxiliary, Intervention classes will be offered during the school day for students who are at-risk of not meeting standards and needing further remediation in ELA skills.
- Locally designed intervention materials will be generated for intervention beyond the school day and for in-class supplemental instruction for supporting CCSS.
- Toland Way has Center for Arts Eagle Rock
- PE TIP Grant for two years provides a
- Toland Way provides a Media Lab staffed by a 4-hour paraprofessional and a Learning Center staffed by 2 paraprofessionals overseen by the Resource and Intervention Teacher.

Toland Way did not meet the attendance targets. In order to support increased attendance we have we have budgeted for

- COST, Conferences, referrals to outside counseling and district resources, parent workshops on healthy eating and information from school nurse.
- PSA service 1 day/week for 13 – 14 and also 14-15
- Hold informational meetings for parents about Attendance Law Requirements and the impact of attendance on student achievement.
- Abolish Chronic Truancy Program to address needs of students with chronic attendance problems.
- Hold SST meetings for students with attendance issues that are impacting their academic progress, who often are also struggling with behavior in class or outside in yard.
- Will provide monthly and semester recognition assemblies and certificates to those students meeting district goal.
- Nurse to provide information and workshops for students and families on healthy habits and nutrition. (2days each week)
- Psychologist (2 days a week) for assessment and also counseling.
- Parents are offered workshops on the importance of good nutrition and its impact on the wellbeing of all members of the family.

b. Professional Culture:

We will implement the teaching and learning cycle to promote a culture of learning by providing time for teachers, paraprofessionals, and other faculty to meet by grade/levels/ in order to do the following:

- Data analysis of student work
- Plan differentiated lessons to incorporate the instructional strategies learned during the various professional development opportunities
- Reflect and evaluate lessons and refine actions to determine student needs.

Using the cycle of inquiry model, implement intervention programs and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.

- Staff will receive professional development on strategies and best practices for implementing the Master Plan for English Learners and the CCSS for English Learners.
- Teachers will use SDAIE, Kagan cooperative learning structures and other strategies to differentiate instruction based on students needs.

In order to support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for our socially economically disadvantaged, English Learners (ELs), and students with disabilities (SWD). To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of standard-based projects, activities and assignments, and discussion techniques. The professional development will be held during the school day or beyond the regular basis for grade levels. Professional Development focus will be on:

- Math Practices and String Mini-Lessons
- Number sense, data analysis, and probability
- Cognitively guided instruction
- Cooperative learning (Think/Pair/Share)
- Differentiating instruction for at-risk students designed for common core
- Standard-Based Student Projects
- Ongoing professional development for strategies and best practices for EL instruction, including consistent ELD instruction, and effective scaffolding, differentiation and SDAIE strategies.

Staff members will also attend conference and training opportunities in order to gather strategies and innovations in ELA and Mathematics for differentiating instruction to target at-risk learners. Attendees will then present these strategies to others within their grade levels, and/or school-wide.

In order to ensure the most effective instructional environment and instructional interventions

- Teachers will incorporate the strategies learned from professional development opportunities
- Instructional Materials such as manipulatives, visuals and supplementary workbooks to support discussion techniques, student engagement and differentiated instruction.

5. **Design Team Capacity:** *Describe the process used to select the Design Team members. List the members and their current position. Describe each member's experience and qualifications. Explain the role of the different stakeholder groups including parents and community members in the development of the proposal.*

Toland Way has been considering adopting the LIS model for a few years. The entire staff received a presentation from one of the Local Options Oversight Committee (LOOC) members. Principal Nery X. Paiz, and Title 1 Coordinator Debbie Wagner bring their experience overseeing the current educational program and Single Plan for Student Achievement at Toland Way. They consult and receive input from parents who participate in parent committees, the School Site Council (SSC) and the Local School Leadership Council. The UTLA Chapter Chair Susan Wright also participates in local governance councils and regularly consults and gets feedback from teachers and other staff. Saul Ramirez and Carol Lum represented the staff at required LOOC workshops. Saul Ramirez and Carol Lum are former Toland Way Chapter Chairs and have participated in school governance councils. The teachers have been teaching at the school for many years and have strong connections with the parents and community. *Community Member Janet Davis assisted with gathering relevant data and aligning our LIS proposal with our existing School Plans, she lives in the school community, was a former Toland Way teacher and was the UTLA LOOC before retiring from LAUSD in September 2015.* Angelica Ixtlahuac was a parent at Toland Way, a campus aide, Community Representative and the PTA treasurer.

LOCAL INITIATIVE SCHOOL INSTRUCTIONAL PROGRAM

The Plan should clearly outline the school’s educational philosophy and reflect the School Plan’s mission and vision throughout this section. For each waiver include a brief statement as to how the waiver is aligned to and will advance the school plan. Mark the specific waivers requested. If you do not request a waiver you do not need to respond to the prompt.

Applicants interested in the Local Initiative School model should review the LAUSD-UTLA Local School Stabilization and Empowerment Initiative as part of their preparation in writing their plan. Additional resources are also available at <http://achieve.lausd.net/Page/2578>.

LIS Waiver #	Description	Selection Status	
1	Re-adoption in the Local Initiative School program of any current special conditions and/or waivers already applicable to the school such as School Based Management (SBM).	We are selecting this waiver:	
		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If you have selected yes, please address the following prompts: Describe the special conditions/waivers that are applicable to your school because it was a LEARN, SBM, iDesign etc., or other reform initiative.</p>			
2	<p>Methods to improve pedagogy and student achievement Local initiative Schools have the flexibility to choose and/or develop methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs.</p> <p>How will the school use instruction autonomy?</p> <ul style="list-style-type: none"> • Your response should address the following: Describe the proposed instructional program and the strategies that will be implemented. Explain why these instructional methods are well-suited to address the needs of the student population served by the school. Describe how the education program will meet the needs of all students. Explain how this connects to the current levels of student achievement as described in the data analysis section and how it aligns with the school’s vision and mission. Discuss any special academic/curricular themes the school will feature. • Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the pedagogy. 	We are selecting this waiver:	
		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3	<p>Locally determined curriculum (aligned to Common Core State Standards and District minimum curriculum standards) Local initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</p>	We are selecting this waiver:	
		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

	<p>How will the school use curriculum autonomy? Your response should address the following:</p> <ul style="list-style-type: none"> • Alternative Curriculum, Programs and Resources (include this section, if applicable): Identify the curriculum, theme, program and resources that will be used instead of the District adopted/approved materials. Explain why a change is necessary and provide evidence that the proposed alternative curriculum is standards based and supported by research. Discuss any special academic/curricular themes the school will feature. • Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the selected curriculum.
--	---

4	<p>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.</p>	We are selecting this waiver:	
		Yes	No
	<p>How will the school use assessment autonomy? Your response should:</p> <ul style="list-style-type: none"> • 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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5	<p>Local Schedule and Strategies Toland Way has been successfully using the contractual shortened days since they were instituted District-wide. After discussion with the staff and parent representatives Toland Way submitted and were approved for a waiver to schedule Banked Time throughout the year. This is consistent with the Core Waiver Principle #2 Redesign the school day, week or year to include additional time for student learning and teacher collaboration... [thereby] providing job-embedded, ongoing professional development and increased teacher collaboration focused on improving teaching and learning.</p>	We are selecting this waiver:	
		Yes	No
	<p>We implement a the teaching and learning cycle to promote a culture of learning by providing time for teachers, paraprofessionals, and other faculty to meet by grade/levels in order to do the following:</p> <ul style="list-style-type: none"> • Data analysis of student work and assessments • Plan and develop differentiated lessons/units to incorporate the instructional strategies learned during the various professional development opportunities 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<p>We will evaluate the effectiveness of this change through teacher surveys and by evaluating the levels of implementation of the targeted strategies we have chose to focus on this year including Kagan’s Cooperative Learning Strategies.</p> <p>In addition Using the cycle of inquiry model, Toland Way schedules and implement intervention programs and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>Intervention Programs will target students both inside and outside of the CORE classes to increase percentage of students scoring proficiency in ELA.</p> <ul style="list-style-type: none"> • Students will have access to Coach and CPA for pull out programs or in-class instructional intervention. • At-risk students will receive intensive instruction with locally designed intervention on Saturdays and after school. These students will be grouped by content strand, needs and/or at-risk indicators. • Auxiliary, Intervention classes will be offered during the school day for students at-risk of not meeting standards and needing further remediation in ELA skills. 		
--	---	--	--

6	<p>School Internal Organization Plan Local Initiative Schools have the freedom to organize their school’s internal organizational plan, such as division into academies, small learning communities, houses, etc., within the assigned population according to the needs of the students and faculty of the school. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</p>	We are selecting this waiver:	
	Yes	No	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>If you have selected yes, please address the following prompts:</p> <ul style="list-style-type: none"> • Please detail the new organizational structure that you propose for your school along with the rationale that supports the new structure. • Discuss the impact on student learning and achievement that you expect to see as a result of transitioning to this new structure. • Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the new organizational structure. 			

7	<p>Professional Development Toland Way has identified the appropriate professional development focus areas that are aligned with the learning needs of our students and the professional development needs identified by staff. We have designed and scheduled PD that is aligned to our needs and will therefore be able to maximize the effectiveness of the time allotted. Our goal is to make professional development relevant and job-embedded and encourage increased</p>	We are selecting this waiver:	
	Yes	No	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	<p>collaboration. and building a professional culture where teachers share ideas and collectively work to improve the students' academic growth. In order to support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for our English Learners, Socioeconomic disadvantaged students. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for implementation of discussion techniques, questioning, and 21st Century Skills.</p> <ul style="list-style-type: none"> • Professional Development focus will be on: Cooperative Learning Strategies (Kagan) • Close Reading, Vocabulary Skills • Math Practices and String Mini-Lessons • Cognitively guided instruction • Differentiating instruction for at-risk students designed for common core • Standard-Based Student Projects <p>Staff members will also attend conference and training opportunities in order to gather strategies and innovations in ELA and Mathematics for differentiating instruction to target at-risk learners. Attendees will then present these strategies to others within their departments, grade levels, and/or school-wide. Staff will attend the Kinder Conference, the National Title I Conference, California Mathematics Council and other district training/conferences that support the key strategies.</p> <p>Staff will provide feedback after professional developments and will evaluate their use of collaborative, job-embedded professional development at the end of each year to inform PD planning for the following school year.</p>						
<p>How will the school use professional development autonomy? Your response should:</p> <ul style="list-style-type: none"> • 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. 							
8	<p>Budget Local Initiative Schools have general fund budget control pursuant to the District's evolving site-based budgeting which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries and subject to other applicable related District requirements such as those governing "guided purchases". <i>(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</i></p>	<p>We are selecting this waiver:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes	No	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yes	No						
<input type="checkbox"/>	<input checked="" type="checkbox"/>						
<p>How will the school use budget autonomy? Your response should: Identify specific priority areas and the reasons they are necessary for the school to achieve its mission. Describe any plans for additional fundraising and what areas will be supplemented or supported by these funds.</p>							
9	<p>A Requirement for "mutual consent" Toland Way has been fortunate to have teaching staff members who have remained at the school for many years. Many have</p>	<p>We are selecting this waiver:</p>					

	<p>direct ties in the community; having attended local K-12 schools, attended Occidental College, and many staff members live in or near the school community, In addition, all staff members have remained at Toland Way because they respect and appreciate both their colleagues and the larger school community. The administrator is a key component to maintaining the positive aspects of the Toland Way School culture, while also assisting the school to continue to improve and adapt to better serve the school community In order to maintain and continue the efforts of the current principal and staff it is essential that Toland Way have “mutual consent” for new certificated staff in the future. Out criteria will be based on our mission: Toland Way Elementary is a learning community that acknowledges the strengths and uniqueness of each individual student, while promoting academic and personal excellence. We strive to create a safe, welcoming environment with clear expectations and mutual respect. Toland Way will follow the guidelines for the selection committee described in the Local School Stabilization and Empowerment Initiative (LSSEI) Section I. G.</p>	Yes	No
		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>			

10	<p>Process for determining teacher assignments Local Initiative Schools may adopt local processes/methods for determining teacher assignments to grade levels, departments, subjects and classes, (looping, team-teaching, ungraded instruction, multi-age classrooms, etc.). All State and Federal mandates remain applicable, as well as court orders and consent decrees.</p>	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>How will the school use staffing autonomy? Your response should: Describe the alternative process that will be used for determining teacher assignments.</p>			

11	<p>Process for determining Appointed Positions Local Initiative Schools may adopt local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.</p>	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Your response should: Describe the alternative process that will be used for selecting teachers to grade levels, subjects, classes, etc.</p>			

12	<p>School Discipline Guidelines School’s student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.</p>	We are selecting this waiver:	
		Yes	No

		<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you have selected this waiver, please address: How you will implement this waiver and what it will look like in practice?			

13	Health and Safety Matters Local Initiative Schools have the freedom to create alternate approaches to school health and safety matters.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you have selected yes, please address: Explain what alternate approaches you plan to use and how they will lead to improved student achievement.			

14	Separate Waiver Plans Local Initiative School’s adoption of separate waiver plans such as Pilot program (but subject to that program’s RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program’s requirements)—in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you have selected yes, please address the following prompt: Describe how you will implement this waiver and what it will look like in practice?			

15	Additional Waivers Local Initiative Schools may request local authority waivers in addition to those described above. Such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective. Identify the additional waivers necessary to support and ensure the successful implementation of the school plan. Please contact LOOC at 213 241-8700 if selecting additional waivers.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input checked="" type="checkbox"/>
How will the school use the additional waivers? Each waiver should be addressed separately. Your response should: Describe how the school will use each of the additional waivers selected to advance your school’s Mission and Vision. How will this waiver support other aspects of your plan?			

RATIONALE FOR THE AUTONOMOUS MODEL CHOSEN

Autonomous schools are to be established for the purpose of improving school performance and student achievement by utilizing increased autonomy and flexibility. These autonomies are used to create the conditions necessary to provide students with a variety of innovative learning options and an improved educational learning environment. Explain how the selected model addresses the specific issues, challenges, or needs identified in the School Data Profile/Analysis response. Explain how your choice aligns with your stated vision and mission.

Toland Way was interested in the LIS model because they felt the flexibility in scheduling and professional development would allow them to focus more time on relevant professional development and additional intervention opportunities for students who will benefit from additional intervention. The mutual consent waiver will allow the teachers, administrator and parents more choice when Toland Way has certificated staff openings in the future. We will select new staff based on our stated vision and mission.

When there is a need to select new certificated staff we will look for people who are interested and ready to join the Toland Way **“Learning Community,”** who **value and respect our students and their families** and believe that the key to increasing student academic and social achievement is through the **collaborative efforts of the school, family, and community partners.**

LIS IMPLEMENTATION PLAN

**TOLAND WAY ES
LIS IMPLEMENTATION PLAN**

YEAR ONE TIMELINE: 2016-17				
	PROPOSAL ELEMENT: Professional Development /Schedule	PROPOSAL ELEMENT: Staff Selection	PROPOSAL ELEMENT: Targeted Intervention ELA and Math Including Targeted Intervention for ELs	PROPOSAL ELEMENT:
RESPONSIBILITY Who will lead the implementation of this element?	Principal, Targeted Student Population Adviser, PD Committee, Intervention Teacher	Principal, Chapter Chair, Parent/Community Rep	Principal, Intervention Teacher, Targeted Student Population Adviser,	
RESOURCES What resources are needed for successful implementation?	Depth of Knowledge (DOK) resources, Enriched Support for Arts and PE: Center for Arts Eagle Rock PE Teacher Teacher led PD, release time to	A designated staff selection committee will be identified with alternates. Contact information will be available to all members of the selection team. Committee will	Targeted PD Teacher X Time Clerical and custodial overtime and supplies Intervention	

	<p>plan</p> <p>TSP Adviser</p>	<p>review the Staff Selection District resources from HR.</p>	<p>curricular materials</p> <p>MMED provided "Being a Writer"</p>	
<p>EVIDENCE OF SUCCESS</p> <p>How will you know you are making progress post implementation?</p>	<p>Teacher Evaluations of PD and end of year survey.</p> <p>Improved PE Fitness results</p> <p>Evidence of Arts education displayed in the classroom</p> <p>Improved Student achievement on state, District, and local assessments</p> <p>Increased EL progress on CELDT or the new state EL Assessment.</p> <p>Parent, Student, and Teacher Survey results</p>	<p>Debrief from the Selection Committee after completing a selection process.</p> <p>School Report Card survey data</p> <p>Staff discussion</p> <p>Parent Community response from SSC, ELAC and other parent committees.</p>	<p>Student achievement data</p> <p>Local Assessments</p> <p>DIBELS</p> <p>District Interim assessment</p> <p>EL Redesignation and EL progress on the CA EL assessment</p>	
<p>EVALUATION PROCESS</p> <p>What mechanisms will you use to measure progress?</p>	<p>PD Committee with Principal and TSP Coordinator will review above data as part of their review of Toland Way's SPSA and make adjustments for the following school year.</p> <p>First Semester is planned in June and the second semester is finalized in the fall.</p>	<p>Debrief from the selection committee</p> <p>Committee will Review the above data and any additional Faculty and Parent/Community feedback after a selection process, refine interview questions. At the end of the school year review any feedback from the Selection Committee when</p>	<p>CELDT and redesignation rates</p>	

		confirming the next year's members of the Selection Committee before the summer recess.		
--	--	---	--	--