

Hancock Park Elementary School

Local Initiative School Plan



2017-2018

☒ Approved ☐ Not Approved

Signature

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I. School Vision and Instructional Philosophy

Vision

All students will develop into lifelong learners who communicate effectively, become resourceful problem solvers and creative thinkers, embrace diversity, and fulfill their potential through academic excellence and global awareness.

Instructional Philosophy

Hancock Park School is a high-performing neighborhood school dedicated to educating the whole child. Our vision serves as our touchstone; our Single Plan for Student Achievement (SPSA) frames our efforts to continually improve instruction. Our school embraces the diversity of our students, who come from many different countries and speak over 20 languages. Some are gifted, some have learning disabilities, all are working to maintain and meet grade level academic standards. We believe that all come to us with the desire to learn. Therefore, we challenge them to excel beyond proficiency and provide the inspiration and support needed to do so. We are committed to academic excellence, educational equity and access. With the belief that every child deserves a safe, attractive, caring environment, we welcome parents and community members to be our partners so that every child experiences success.

Students learn by example and by design. From our civil rights and kindness policies they recognize that they have the right to learn. Our school-wide discipline policy is grounded in character education and uses positive behavior intervention and support strategies to teach all children to be safe, respectful, and responsible citizens.

Collaboration permeates our school community, from working relationships to pedagogy. Teachers demonstrate collaboration by working closely with colleagues as grade-level teams and inviting parent volunteers to help in the classroom. Parents model collaboration by leading fundraising efforts, serving on school committees, helping establish community partnerships and organizing cultural events. Our administrators model collaboration by structuring decision-making to be inclusive and reaching out to the larger community. Our Student Council models collaboration by developing service projects for the benefit of the whole school.

To engage all children and their teachers in a rigorous standards-based academic program, our pedagogical approach incorporates active learning and is project-based. We expect students to communicate effectively, become literate in the arts and sciences, and use the knowledge acquired through

their studies to think critically and solve problems resourcefully in all subject areas. We teach them empathy and to demonstrate social, civic and environmental responsibility. We expect them to be adaptable, lifelong learners.

We align the curriculum and instruction with the California Content Standards in English Language Arts, Mathematics, CA English Language Development Standards, Next Generation Science Standards, and Arts Infused Inquiry Based Learning strategies, employ multiple sources of data to monitor students' progress, inform instructional decisions, plan interventions and communicate with parents. Our comprehensive curriculum uses the state-adopted texts and supplementary materials. Our instructional staff plans and delivers instruction based on LAUSD's Teaching and Learning Framework. Administrators, teachers, and parents engage in dialogue and decision-making around student performance data. Teachers review grade-level standards with parents via Back-To-School Night, parent conferences, newsletters, personal notes, e-mail, and phone calls. All of this is done to ensure that we are teaching to the whole child.

II. School Data Profile Analysis

a. What is the current state of the school?

Hancock Park School is a high performing, naturally diverse school community. The school is nestled in the middle of one of the most highly populated, commercially and culturally rich neighborhoods in Los Angeles. Our student demographic reveals that there are more than 20 different languages spoken by students and their families. The majority of our 730 students reside in a historic rental community adjacent to the school, Park La Brea Apartments. Families come from all around the world and reside in Park La Brea. This is a primary factor for Hancock Park School's rich and abundant linguistic and cultural diversity. The following is our student ethnicity breakdown:

Ethnicity	# of Students
Asian	301
Black	78
Filipino	19
Hispanic	84
White	243

Hancock Park ES is a School for Advanced Studies. Our overall student achievement data supports this distinction. The data in this section highlights

our students' overall academic achievement. It speaks to the hard work of our school staff and the dedication and support of our parents and families. Our students' impressive academic achievements have earned us the right to be called a California Distinguished School.

School-wide SBAC Data

2016-2017

Grade Level	English Language Arts				Mathematics			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
Third	10%	23%	27%	40%	10%	23%	27%	43%
Fourth	14%	19%	14%	53%	12%	18%	27%	43%
Fifth	20%	13%	21%	47%	20%	29%	15%	36%

School-wide DIBELS Data

2017-2018

Grade Level	BOY Composite Score			
	Core		Green	Advanced
Kindergarten	11%	8%	13%	68%
First	19%	8%	7%	66%
Second	9%	4%	19%	68%
Third	6%	5%	16%	73%
Fourth	6%	8%	10%	76%
Fifth	8%	9%	9%	74%

English Learner Data

Our English Learner Data also reveals that Hancock Park School students are thriving and making steady annual growth toward English language proficiency. In the Single Plan for Student Achievement, Annual Measurable Achievement Objective (AMAO) #1 states: all limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Our AMAO 1 has held steady over 80% for the second year in a row. Our English learners CELDT proficiency rate is at 37%. Our Potential Long Term English learner numbers are very low, about 4%.

b. Based on the data, what areas need to be addressed?

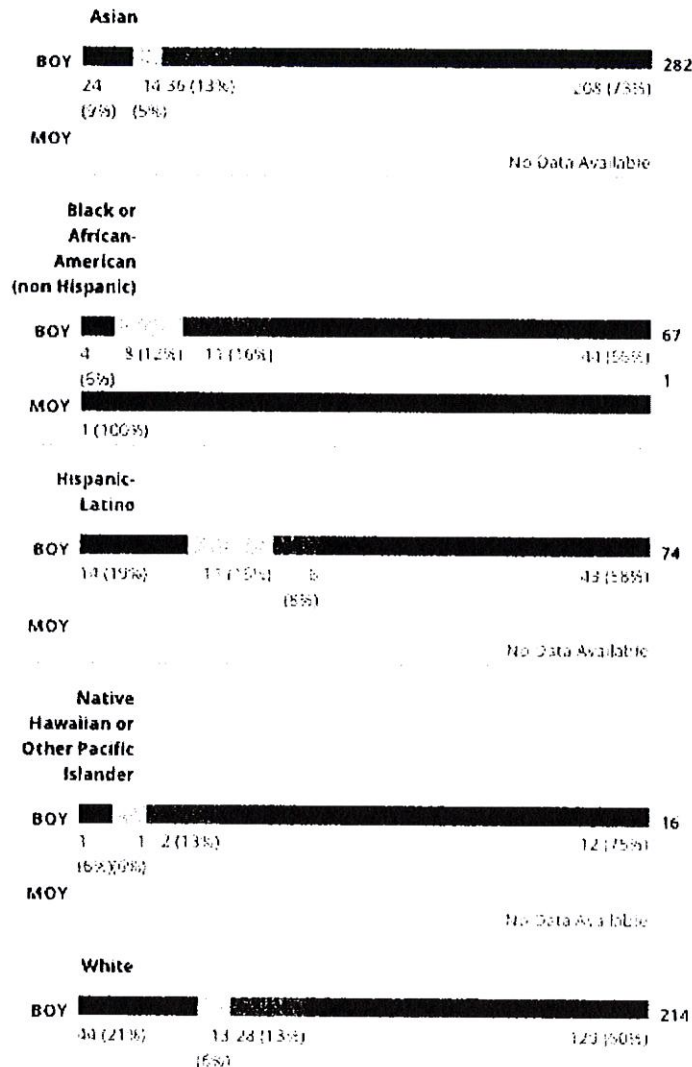
Although our school-wide data demonstrates that the majority of our students are meeting or exceeding grade-level standards, our student comparison data reveals that some of our students are not meeting grade level academic expectations. We realize that we need to shift our focus to address the needs of our struggling students in a more intentional and systematic way. The table below illustrates the need for Hancock Park School administrators, teachers, and paraprofessionals to focus our efforts on improving the academic outcomes for our African American and Hispanic students.

SBAC Comparison Data

English Language Arts—Spring 2017

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
ASIAN	24%	9%	15%	19%	57%
BLACK	50%	31%	19%	24%	26%
HISPANIC	46%	15%	31%	21%	33%
WHITE	27%	13%	13%	21%	52%

The DIBELS data below indicates that our students are performing comparably on this basic indicator of literacy. In order to prepare students for the rigors of SBAC, Hancock Park instructional staff will need to review data more deeply, implement progress monitoring more consistently, and plan instruction more intentionally to address the academic disparities that exist between our student groups.



EL Dashboard Data

The English Learner Dashboard, created by the Multilingual and Multicultural Education Department reveals that we have 181 English learners, 0 Long-Term English learners, 6 Potential Long-Term English learners, 93 Newcomers, and 58 Reclassified Fluent English Proficient students. The EL Dashboard categorized all English learners into profiles. Each profile indicates

where each English learner is on the English reclassification continuum. Profile H is the category for students that have not met any of the reclassification requirements. Currently, there are 68 students in that category. More than half of the students are returning students, not our newcomers.

III. Family and Community Involvement

Parents and community partners are actively involved in our school. Over 125 parents volunteer regularly in classrooms directly and indirectly supporting instruction. Parents assist in the maintenance and beautification of classrooms and the school campus. The Friends of Hancock Park School, our parent fundraising organization, earns funds for personnel, instructional programs, and school supplies and equipment. Hancock Park School has robust relationships with community partners, such as Whole Foods Market, Fairfax Library, Mid-City West Community Council, and Park La Brea Apartment Complex, who donate generously each year to support the students of our school.

Hancock Park administrators and teachers communicate often and regularly with parents and community. We share our school vision, share our Single Plan for Student Achievement (SPSA), provide parent workshops, conduct our School Site Council and English Language Advisory Committee meetings with fidelity, and work with our parent fundraising organization, Friends of Hancock Park School, to secure resources for our students.

Our school's vision is posted outside our school office and on our website. We distribute it to parents, publish it in our parent newsletter and discuss it with SSC, ELAC, and Friends of Hancock Park School. Writing and implementation of our SPSA includes parent representatives; parents serve on the SSC, our policy-making body.

On the first day of school parents receive informational packets including school policies, homework, Hancock Park Civil Rights, etc. Teachers send home information specific to the classroom policies and procedures. Prior to the start of school and during the first weeks of school, the Friends of Hancock Park set up information tables to recruit parents for fundraising and other school events.

We are proud of the cultural diversity of our community and make special efforts to extend ourselves to families who speak languages other than English. We communicate with them in their primary languages whenever possible. Office staff members are fluent in English, Korean, and Spanish. Instructional and supervision staff members provide primary language support

in Korean, Spanish, Japanese, Hebrew, Farsi, Portuguese, and Chinese. Additionally we seek parent volunteers to provide primary language for our students who speak one of the other 25 languages not previously listed.

Nearly 90% of parents attend our annual Back-to-School Night each fall and Open House in the spring. During the Open House, teachers discuss grade-level standards, the curriculum, positive behavior intervention and support and our high expectations for all students.

IV. School Climate and Culture

Hancock Park School is a naturally integrated, urban neighborhood school dedicated to nurturing the whole child. Located in the Fairfax District of Los Angeles, our school has a diverse student population in terms of ethnicity, language, socio-economic status, and learning needs. Our mission is to build strong academic foundation, inspire life-long learning, promote an understanding and appreciation of oneself and other, and provide a safe, child-centered environment. Our positive behavior intervention and support plan emphasized safety, respect, and responsibility.

Hancock Park School is a School for Advanced Studies. This enables us to serve as a model for the education of gifted and talented children. Our rigorous academic program is California Content Standards-based. In addition to following our CA Content Standards, Hancock Park School is an Arts Infused Inquiry Based Learning school, or AIIBL. AIIBL is an Arts-Infused approach to Inquiry Based Learning and emphasizes a holistic methodology that addresses all learners through creativity and the incorporation of the arts as a fundamental tool for learning. We have, for many years, believed that exposing students to a wide variety of arts education creates unique pathways for students to access the core curriculum and bolster students' academic outcomes. This approach to instruction fully aligns with CA Content Standards, English Language Development standards, and the Teaching and Learning Framework, and support Cognitively Guided Instruction strategies. Additionally, it fosters an environment in which students feel safe to take academic and social/emotional risks.

Our staff members enjoy a mutually-supportive collaborative environment in which they ensure student success by sharing best practices, teaming to maximize the use of their expertise, and engaging in an on-going program of professional development. Dedicated to meeting the needs of all students, teachers monitor student progress, engage in data analysis with site administrators and grade level teams, and differentiate instruction to meet all students' needs.

V. LIS Planning Team

Hancock Park School's LIS Planning Team members are: Kathy Wien, 3rd Grade Teacher, Larry Tynan, 5th Grade Teacher/UTLA Representative, Karen Hollis, Assistant Principal, and Ashley Parker Principal. These staff members attended LIS workshops in preparation of our application. These individuals shared information with the Hancock Park School Instructional Leadership Team, which is comprised of the grade level chairpersons and our parent governing bodies, School Site Council (SSC) and the English Language Advisory Committee (ELAC).

VI. Proposed LIS Autonomies

Hancock Park School teachers, administrators, and parents intend to implement the LIS autonomies to focus on professional development, data analysis, and the planning and delivery of effective teaching strategies to meet the needs of all students with an emphasis on our struggling learners and our English language learners. We have identified the following autonomies to help support meeting our instructional objectives:

LIS Waiver #1: METHODS OF IMPROVING PEDAGOGY—School-determined methods to improve pedagogy and student achievement

Rationale: Hancock Park ES is a linguistically diverse, urban elementary school. There are more than 20 different languages spoken by students and their families. Because of this rich, linguistic diversity we have requested a waiver from the Multilingual & Multicultural Education Department, or **MMED**, to group our students heterogeneously for the majority of the day and group them homogeneously by ELD level for Designated ELD instruction only. Research on English Language Development and Second Language Acquisition supports our belief that students should be with typical English-speaking models or English Only (EO) and Initially Fluent English Proficient (IFEP) peers the majority of their instructional day. This contrasts MMED's current mandate of grouping English Learners homogeneously by ELD level for the majority of the instructional day. Because our English learners' achievement data meets and/or exceeds the District's targets, our waiver requests have been granted. Hancock Park School wishes to continue to group our students heterogeneously and group them homogeneously for their Designated ELD instructional block of 45 or 60 minutes only.

For the past five years, Hancock Park School has submitted a Master Plan waiver request to the Multilingual and Multicultural Education Department (MMED). Hancock Park School wanted to group our English learners heterogeneously for Integrated English Language Development and homogeneously for Designated English Language Development. Because of the unique make-up of our English learner population and consistency in meeting and/or exceeding our English learner progress and reclassification rates, our waivers were granted.

To meet the needs of all our English learners, Hancock Park School staff agreed to the following commitments:

- Utilize routines and structures for small group Designated ELD instruction
- Utilize teaming at the grade level to provide differentiated daily Designated ELD instruction
- Provide opportunities for EL teachers to participate in Designated and Integrated ELD professional development including coaching opportunities, collaboration, planning and support
- Continue to incorporate Arts-Infused Inquiry-Based Learning (AIIBL) instructional strategies to support integrated ELD instruction
- Use visual resources to support student understanding of content
- Provide opportunities for EL teachers to participate in Designated and Integrated ELI) professional development, collaboration, planning and support
- Use Thinking Maps with student application
- Utilize routines and procedures for Integrated ELD instruction
- Use the established system for reviewing EL data and conducting data chats around findings with school staff
- Use the established systematic approach for school-wide progress monitoring of English Learners lead by instructional leadership
- Incorporate the use of EL Profiles and EL Dashboard into data chats with teachers

Furthermore, Hancock Park Elementary School agrees to implement the following commitments in support of English Learners:

- Establish a school-wide systematic approach for teachers to use to progress monitor their English Learners using the ELI) Standards and learning targets

To determine effective implementation of the commitments outlined above, Hancock Park agrees to compile documentation (e.g. EL data, Professional Development agendas, classroom observations, annotated EL Rosters, etc.). The Local District staff will review data, documentation and conduct school visits regarding the implementation of commitments. The waiver for heterogeneous classroom organization was in effect for the 2017-2018 school year. Each subsequent school year, the school will need to demonstrate effective implementation Of the commitments outlined above, along with a review of relevant EL performance data.

LIS Waiver #2: SCHEDULE—Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

Rationale: Annually, Hancock Park ES requests a waiver to increase the number of District mandated professional development days. Currently 32 Tuesdays throughout the year are dedicated to professional development. Hancock Park ES wishes to alter our schedule on Tuesdays for the duration of the academic year. Every Tuesday, students will be dismissed at 1:30 p.m. We believe that common professional development and planning time is another important strategy for building our collective capacity to improve teaching and learning at Hancock Park ES. Hancock Park School teachers and administrators will utilize this time to analyze student achievement data, plan, and prepare for instruction, work in grade level teams, and engage in differentiated professional development.

LIS Waiver # 3: Mutual Consent—A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, which means no District-mandated placements. It is important to note that schools 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.

Rationale: Hancock Park ES staff is very committed to working effectively as a team and with the community. We believe staff selection, for certificated, classified, and administrative employees will help us maintain strategies that have been effective and enable school staff to continue to improve teaching and learning at our school site. Hancock Park School staff will conduct all candidate interviews with at least one member from each of the following stakeholder groups: parent/community members, classified staff, certificated staff, and administrative staff.

VII. Implementation

Hancock Park School staff and parents believe each school is responsible for determining the best practices to meet students’ academic needs, while simultaneously adhering to district and state regulations. Our proposal to become a Local Initiative School is a way of streamlining the annual waiver application process. The autonomies listed in this proposal align with the waivers to which we apply annually through the LOOC and MMED. This is our initial LIS proposal. We are hopeful to expand on these and other autonomies to ensure that we are differentiating are instructional approach and practices to meet the needs of all of our students.

Implementation Plan

	Proposal Element #1— Differentiated Professional Development	Proposal Element #2— Data Analysis	Proposal Element #3— Planning and Delivery of Instruction
Responsibility Who will lead the implementation of this element?	Site Administrators Grade Level Chairs ELLP Lead Teacher Creativity in the Classroom Lead	Site Administrators Grade Level Chairs Compliance Support Staff Member	Site Administrators Grade Level Chairs ELLP Lead Teachers CGI Trained Staff

	Teachers CGI Trained Staff		
Resources What resources are needed for successful implementation?	CGI Lesson Resource Arts supplies Teacher planning time for PD preparation	Grade Level Access to MiSIS reports Classroom Profile Worksheet—An internal data collection form MiSIS Reports DIBELS Reports My Data—SBAC EL Dashboard Data Chats Heightened parent awareness and knowledge around student data—DIBELS, CELDT/ELPAC, and SBAC	Planning and Preparation time for Professional Time for grade level planning and preparation Development ELLP Resources CGI Professional Development Instructional staff to support intervention TRC Kit
Evidence of Success How will you know you are making progress post implementation?	Teacher buy-in to implementation of ELLP, CGI, Creativity in the Classroom, AIIBL strategies Increase in student achievement, DIBELS, CELDT/ELPAC, SBAC	Teachers' incorporation of student data to plan future instruction Increased use of DIBELS data in parent conferences Teacher-led data chats	Narrowing of SBAC achievement gap for African American and Hispanic students Decrease in the number of students in Profile H in the EL Dashboard Increase in the number of students that progress one level or maintain benchmark scores between DIBEL administrations
Evaluation Process What mechanisms will you use to measure progress?	MiSIS Reports—Student Achievement Data Teacher Feedback	MiSIS Reports EL Dashboard My Data Reports Classroom Profile Worksheet	Classroom Observation EDST Process Demo-lessons

Attachments

- LIS Letter of Intent & Signature Page
- Leadership Team Meeting Agenda and Sign-in Sheet
- Faculty Meeting Agenda and Sign-in Sheet
- Leadership Team Meeting Agenda
- Professional Development Agenda and Sign-in Sheet
- LIS Waiver Summary and Petition
- Memorandum of Understanding for EL Master Plan Waiver Request—2017-2018
- School Site Council Agenda, Minutes, & Sign-in Sheet
- ELAC Agendas, Minutes, & Sign-in Sheets
- Statement of Consent & Compliance with LIS Protocols