Los Angeles Unified School District

Local Options Oversight Committee

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| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
| Name of School:  **Jaime Escalante Elementary School** | Primary Contact Person:  **Lisseett Hernandez** | Phone Number:  **323-890-2340** | Email Address:  **lxh4581l@lausd.net** | Date:  **April 20, 2018** |
| Please administer the Self-Reflection Rubric to your school’s stakeholders (teachers, parents, administrators, and student members of councils/student government (for secondary schools). Your school’s LSLC (sometimes called Shared Decision-Making or ESBMM Council) will then analyze the data collected from the rubrics to determine 3 goals for your school moving forward and write them in the spaces provided. | | | | |
| GOALS | | | | |
| **1.Schoolwide Goal- Jaime Escalante Elementary School will ensure that staffing and budget priorities are determined based on the specific needs of students, taking into consideration the needs all student sub-groups (ELs, Socio-economically Disadvantaged, Gifted, etc.). Budgets and expenditures will made based on data-driven need by grade level and across grade levels.**  The expectation for this goal is that we as a school strategically utilize and leverage our existing school, community and district resources to provide our studnets with the instructional programs they deserve. | | | | |
| **2.Teacher Based Goal- Jaime Escalante Elementary School will ensure that each grade level develops a cohesive and effective assessment plan based on long-term planning. The development of grade level assessment plans will also require teacher to create/modify grade level specific curricular maps, outside of the district pacing plans.**  The expectation for this goal is that all teachers become knowledgeable of assessment tools, planning, articulating, measuring, and organizing a systematic data to reach student achievement. | | | | |
| **3. School Mission/Vision- Jaime Escalante Elementary School will ensure a system-wide alignment of our standards-based instruction to our existing Escalante Mission and Vision. We will ensure this by consistently starting with our Mission/Vision in mind as we develop our grade level curricular maps and assessment plans.**  The expectation for this goal is that   * We develop student friendly version of the school’s mission and vision statements * We develop parent-friendly versions of our school’s mission and vision statements * Connecting instructional goals and practices with the school’s mission and vision * Connect our professional development goals to our school’s mission and vision as our grounding for the work we do * Practice schoolwide awareness and promotion of the mission and vision statement daily and in all areas * Ensure that we live and practice our Mission/Vision * Post Mission/Vision in all classrooms and common areas | | | | |

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| 1. How does your school plan to use the Staff Selection autonomy? (See ESBMM Manual pp. 9 - 12 for guidance).  School Leadership And Staffing Plans  10b. Staffing Model  Based upon funding ($ per student), grade level class size will not exceed an average of:  Transition Kindergarten      24:1\*  Kindergarten -Grade 3        24:1\*  Grades 4 – 6                 28:1\*  Reducing class size is a priority. Reducing class size, further, will be contingent upon actual enrollment and the subsequent funding per student.  The number of teachers will be determined by Norm Day enrollment using the student-to-teacher ratio, as noted above.  The School Leadership Council based upon the needs of students as documented by assessment data, as well as fiscal resources will determine the number of paraprofessionals. Currently we are implementing a Learning Center in which the Intervention Teacher and a 5-hour paraprofessional are running a push in and pull out Tier 2 intervention model. For the 2018-2019 school year, the Intervention Teacher with the support of a 5- hour and a 4-hour paraprofessional will be providing both push in and pull out intervention based on the specific needs of grade levels.  The purpose of the learning center is two-fold. It will allow us to provide Tier 2 and if needed Tier 3 interventions for students that are not making the necessary academic progress. It will also serve to reduce the numbers during WIN Academy time to allow teachers the opportunity to decrease the number of students in the Intensive and Strategic bands.  The District will allocate Special Education paraprofessionals.  The school will continue to be organized in two Small Learning Communities (SLC). One SLC will be the Sciences and the other will be the Humanities. These areas of focus have been identified based upon parent/community input. In addition, every teacher will have a University/College assigned as his or her classroom mascot. This will ensure we continue to push the belief that all of our studnets are all college-bound.  All classified and certificated prospective employees will participate in an interview process. Prospective teaching staff and paraprofessionals will also be required to complete a written component during the interview process. Teacher applicants will be required to offer a model lesson plan.  We will set interview questions that are aligned to our school plan as well as the rubric for scoring.   * Demo lesson of potential teacher * Establishing a hiring committee * Select a committee of diverse stakeholders when hiring administrators. Establish a job description, and desired qualities * Provide a copy of the School Plan prior to interviews * Plan to keep an open communication and transparency in regards to the hiring process during the interview process/ create a criteria chart of desirable qualifications, rubrics   Administrators will be selected via interview as well. Potential administrators will apply and be interviewed via a selection committee comprising of two directors (one of which will be the current director), at least two teachers, the parent representative, and at least one classified representative.   * Provide a copy of the School Plan prior to interviews * Plan to keep an open communication and transparency in regards to the hiring process during the interview process/ create a criteria chart of desirable qualifications, rubrics  |  | | --- | | 2. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).  We will use our Budget Autonomy in conjunction with mandated Federal, State, and District budget requirements and expectations. We will ensure that our budget is aligned to student needs by:   * Ongoing feedback from LSL/Grade level chair, and ILT to SSC for ongoing budget needs and development * Reserve the right to opt out of certain district required materials and curriculum based on needs and data. * Use the budget autonomy to purchase support personnel, materials (X-time, software licenses, technology) or professional development to meet student needs based on data | | 3. How does your school plan to use the Curriculum and Assessment autonomy? (See ESBMM Manual pp. 16 - 23 for guidance).  Curriculum and Instruction  The original school plan will remain intact and Escalante will continue to use if for Curriculum and Instructional guidance. We have made the following amendments:   * We reserve the right to develop our own grade level specific curriculum maps in all content areas, specifically for English Language Arts and Mathematics TK-6th grade. We reserve the right to opt out of the District’s pacing plans. * Response to Intervention and Instruction   To further address the needs of our existing population, Small Group Instruction (WIN Academies) are to be implemented to meet each student’s individual needs in Early Foundational Skills and Reading Comprehension. DIBELS will be used as a diagnostic tool to gather data 3 times a year.   * California State Standards will be replaced with Common Core State Standards   Science Content Standards will be replaced with Next Generation Content Standards   * Instructional Material Changes: EnVision to My Math, Open Court to Benchmark * Instructional Strategies   Constructive/Collaborative Conversations are to be used across different content areas   * Reserve the right to create grade level specific IABs and assessments and use them to determine instructional needs   Assessment  **Student Assessment Plan**  The school reserves the right to determine a Student Assessment Plan that includes CORE assessments, Common Formative Assessments, Teacher developed standards-based assessments and Benchmark Advance assessments in conjunction with State-wide Summative (SBAC, ELPAC, DIBELS Next, Science assessments and any additionally required assessments specific to our Special Education students) as needed specifically within each of the K-2 and 3-6 spans.  **Data Team and Instructional Team**  Staff will review SBAC data and DIBELS Next data  Grade levels will meet as PLCs to  Review grade level data in the areas of ELA, ELD, and Math to   * Identify specific student needs * Plan appropriate instruction * Group students for targeted instruction during WIN Academies * Provide intervention based on instructional gaps * Provide enrichment for students meeting and exceeding grade level standards   Data Systems  LAUSD School Report Card  Research and Evaluation  We agree to participate in research and/or evaluation projects in partnership with LAUSD higher education institutions.  K-2   * Autonomy from District pacing plan. Reserve the right to develop our own grade level specific curriculum maps | |

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| 4. How does your school plan to use the Professional Development autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).  ***We believe the experts are within***. Professional development will revolve around the Professional Learning Communities (PLCs) that will be developed at the school site. These are small instructionally focused, collaborative, interdependent teams committed to working in an ongoing process of data analysis to improve student achievement (DuFour & DuFour, 2004, 2006; Schmoker, 2006). Marzano (2003) found that the impact on student achievement, when educators set clear instructional goals, ranges in percentile increase from 18-41 points. In other words, if a student initially scores at 50% percentile, that student has the potential of reaching the 91st percentile.  Staff can be members of more than one PLC, as these groups are meant to be flexible. Typically, they are formed around a grade level but they can also be by function, such as content area and vertical teams TK-6 to promote articulation within the PLC  For the 2018-2019 school year we will create expert groups of PLCs to help guide and monitor instructional best practices and growth. The math PLC will review available data and design next steps to address gaps in learning. The literacy PLC will address needs based on DIBELS and SBAC ELA data. Other PLCs may be created based on data or needs.  Four crucial questions drive the work within a PLC:   * What do we want each student to learn? (ELA Anchor Standards, Major Domains in Mathematics, NGSS, and imbedded content within ELA standards * What pacing will be used for optimal student learning? (Common grade level plans for both long and short term planning) * How will we know when a student has learned it? (Common formative assessment, *grade* *level assessments, DIBELS, IABs*) * How will we respond when a student experiences difficulty in learning? (Intervention- *WIN/ELLP academies)* * How will we respond when a student has successfully mastered the standard(s)? (Enrichment)   The goals of the PLCs are:   * Commitment to the learning of every student * To establish common essential curricular standards to meet daily * To develop and utilize common formative assessments, *school created, etc.* * To identify, implement, reassess and adjust best practices based on   student achievement (outcomes), as well as other data   * To focus on results (SMART Goals *ongoing data analysis*) * Engage in continuous cycle of improvement as professionals through PDR2 (Plan, Deliver, Reflect, and Revise) instructional practice   The work of the PLCs will be structured around a Continuous Cycle of Improvementas shown below.  **Continuous Cycle**  **Of Improvement**  Professional Development Calendar  Grade level PLCs will provide feedback based on grade level needs and a master professional development calendar will be generated based on that need. The PD calendar will be a continuous work in process and it will be updated based on data changes and grade level needs.  Professional development calendars will be developed around 4 week cycles based on the planning, delivering, reflecting and revising model. Program Evaluation Through the Governance Infrastructure, the Professional Development Sub-Committee will be responsible for monitoring, evaluating, and modifying the professional development program, reporting back to the School Leadership Council the 4th Thursday of the month- monthly standing meetings.  The professional developed plans will be monitored, evaluated and modified based on student data and teacher need.   * PD plan will be developed based on yearly and quarterly data (IABs, DIBELs, school created, CFAs) * We reserve the right to set professional development goals and plans around teacher and student need * We will use expertise within staff to develop present and monitor ongoing professional development * We reserve the right to opt-in and out of local district required PD based on data and school need * Strategically and effectively build teacher competence by engaging in 4 week cycles of PD where teachers take new learning, implement and apply, reflect and repeat |

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| 5. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance). School Calendar/Schedule   The school calendar will be a traditional calendar. The school year will consist of 180 days with a pupil free day for staff preparation prior to the beginning of the school year.  We reserve the right to opt out of the District’s Master Plan program classroom organization requirements. We believe that by mixing students in heterogeneous groups for the majority of the day the students will be better prepared academically.  Our students will participate in two walk-to-models of instruction daily.   1. Walk-to-ELD/MELD model for both ELD/MELD students. Students will be grouped based on their ELD level for EL students and EOs/IFEPs/RFEPs will participate in MELD groupings- 1 hour a day 2. Studnets will also participate in walk-to-models for WIN Academy time (45 minutes a day) within grade levels based on DIBELS/SBAC measures.     The school calendar will continue with Banked Time early dismissal. We will continue to vote annually on whether or not continue with the waiver.    The school calendar will incorporate PLC time at least every four weeks.  This may change to every three weeks based on need.    We reserve the right to switch our Pupil Free Day to Mid-Year based on need.    We reserve the right to schedule Open House as a late start instead of an evening event.    College and Career Readiness They will be provided abundant opportunities to participate in all activities in and out of the classroom such as Family Literacy Night and Family STEM Night.Extracurricular ActivitiesThe school will meet the needs of all students by offering athletic programs through YDP and YS Beyond the Bell programs. Student Leadership, and other extracurricular programs before and after school and during the summer months.Safe and Respectful Campus  The school will comply with Article XXIV (UTLA), Student Discipline; by establishing a universal schoolwide discipline program that is implemented by all staff members and is aligned with the School Board approved District Discipline Foundation Policy through Restorative Justice.   To this end, the school will also develop a multi- disciplinary team to serve on the Student Support and Progress Team (SSPT).    We will participate in the Breakfast in the Classroom (BIC) and Afterschool Lunch Supper Program. |

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| 6. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).  The Governance Council will adhere and follow all the outlined in Article XXVII of the UTLA/LAUSD Contract. The council is co-chaired by the Principal and the Chapter Chair, and will have up to ten 2-hour meetings or equivalent during the school year. The composition adheres to the CBA and/or state/federal mandates. The council will receive training, and all stakeholders are made aware of meeting times and protocols for participation.  The Governance Council follows Robert’s Rules of Order and the Greene/Brown Act, but will strive to come to consensus instead of voting.  Committees and sub-committees will meet regularly and drive the Council meeting agendas. Bylaws are clear, and Council members systematically refer to them for clarification. Quorum is consistently achieved.  The Local School Leadership Council will be the main decision making unit at Escalante. School Site Council will make the fiscal decisions based on input from the LSLC, as LSLC is the council that governs our autonomous plan. |