Los Angeles Unified School District

Local Options Oversight Committee

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| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
| Name of School:  Madison Elementary | Primary Contact Person:  Dr. Gretchen Young | Phone Number:  (323) 568-3900 | Email Address:  Gyoung01@lausd.net | Date:  05/08/19 |
| 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. Our first goal is to improve communication with our parents and the school community. We will implement new strategies to inform parents and the community stakeholders of events occurring during the upcoming school week. ConnectEd calls will be made on Sunday evenings to inform parents and community stakeholders of school activities and/or events for the upcoming week. We would also like to send an envelope with all notices and school bulletins on the same school day each week. In the past, we have made ConnectEd calls and distributed written notices the day prior to an event. By consolidating our communication, families can expect to receive telephone communication and written communication on the same days of the week. These newly implemented strategies will give parents the opportunity to plan ahead and save the dates and times of school events, PTA meetings, and workshops. We are exploring social media (e.g., Twitter) as a means of communicating as well so that parents will be regularly updated on approaching events. We are confident that these multiple and consistent methods of communication will increase student, parent, and community involvement in the events at Madison Elementary. | | | | |
| 1. Our second goal is to expand our Leader in Me (LIM) program by holding parent training workshops. Our faculty voted to adopt this program, which teaches students the skills necessary to become “life-ready leaders”. This program’s goals are congruent with Madison Elementary’s vision to develop 21st century learners that lead with competence, creativity, and compassion. During the current academic year, faculty attended workshops to learn about this program and apply this knowledge in the classroom. Thus, the goal of holding parent training workshops next year is the next phase of the plan.   Parents will be taught LIM’s 7 habits that their children should engage in, which are the foundation of the program. This collaboration will ensure that the parents are reinforcing the same message that the children are receiving at school. The repetition will ensure that the habits become a daily part of the students’ lives. In sum, these workshops will empower parents to work side-by-side with faculty in teaching their children specific skills that promote success.  Note: These workshops will be provided in both English and Spanish. The following link provides more information about this program. (<https://www.leaderinme.org/uploads/Documents/TheLeaderInMeParentsGuide.pdf>). | | | | |

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| 1. Our third goal is to facilitate the exchange of ideas among the faculty and staff at Madison Elementary. The current structure of our self-governance model consists of multiple governance committees (e.g, budget) that report to the Local School Leadership Council (LSLC). In addition, multiple adjunct committees (e.g., science fair) operate independently of one another.   In the next academic year, we will be implementing the Leader In Me (LIM) Lighthouse Action Teams model of governance to foster greater collaboration and inclusion. This model integrates the governance and adjunct committees to create three teams. These will be: Leadership, Culture, and Academics. Each of the teams will assume the responsibilities of multiple adjunct committees. For example, the Academic team’s work will entail planning the science fair, Red Ribbon Week, Read Across America, in addition to other events. Furthermore, each team will have members of the Local School Leadership Council (LSLC), which is the main governance committee.    Rather than relying on the current system of adjunct committees working in isolation, this new structure of governance will increase opportunities for faculty members to share ideas and work toward common overarching goals. The integration of LSLC members on the teams will streamline the governing process as well. |
| 1. How does your school plan to use the Staff Selection autonomy? (See ESBMM Manual pp. 9 - 12 for guidance).   Our school will use the Staff Selection autonomy to select faculty, staff, and administrators who are committed to our mission and vision. We strive to develop 21st century learners who lead with competence, creativity, and compassion. We envision that our students will become innovative, inclusive, imaginative, and globally-aware citizens.  Our hiring protocol will adhere to all requirements as mandated by Federal and State laws as well as Los Unified School District (LAUSD) staffing policies and procedures. The ESBMM model allows our school to have control over the selection of administrative, certificated, and classified employees. All members of the school are included in the hiring process and may sign up on the Selection and Interviewing Committee Sign up sheet (see Appendix A1). An interview schedule is attached as evidence that member of our Community Representatives have been present for interviews (see Appendix A3).  Vacancies are identified once ECast forecasts are available, and sometimes a position is gained at Norm Day. Other vacancies result from resignations or transfers. After the Principal has determined that there will be an opening for a teaching position in the upcoming year, a job description (Ssee Appendix A3) will be posted online with LAUSD Human Resources. All interested candidates, including teachers displaced from Madison and other schools, can submit a resume with letters of reference.  The hiring protocol will be as follows:   1. The Local School Leadership Council (LSLC) members, who have been elected by their peers to serve on this governance committee, will review candidates’ applications and vote on whom to invite for interviews. 2. A general invitation will be sent to faculty, staff, and the members of our parent center to assist with interviewing the candidates to ensure that all stakeholders may participate in the selection process. 3. The Principal ensures that faculty across all grade levels are represented, not solely the grade-level faculty with whom the candidate will work. 4. The Principal will create a schedule of interviews so that all stakeholders can attend. Note that the Principal will be present during all interviews. 5. During the interviews (see Appendix A4), candidates will be asked to: (1) give examples of how their teaching philosophy and practices align with our mission and vision: (2) discuss their grade-level experience relative to the position, (3) elaborate on their experience teaching in schools with similar demographics (i.e., English Learners, Special Education students, and Dual Language Program in Spanish). In addition, all participants present at the interview will be encouraged to take notes, and they may ask their own questions. A discussion will take place among the participants at the conclusion of the interview. 6. The notes from each interview will be submitted to LSLC to assist with their deliberations. 7. The LSLC and the Principal will come to a consensus and rank order the candidates.   The process to select a Principal will adhere to the policy put forth by the LAUSD. In order to align the critical needs of our school with the qualifications of potential candidates, we will be looking for individuals who have: (1) experience as an Assistant Principal or Principal in an elementary school; (2) a commitment to implementing a transparent and shared governance model; (3) a demonstrated ability to communicate effectively with our parents and school community (Spanish-speaking parents and 94.8% Hispanic); and (4) a willingness to teach a monthly classroom lesson to better understand the academic and behavioral challenges our teachers typically experience.  Currently, our faculty and parents are not included in the hiring of classified staff. Going forward, we would like all stakeholders to be involved in the hiring process. Classified staff are most often the first point of contact with the community, and we want to ensure that they are invested in the mission and vision of Madison Elementary as well. We also ask be part of the selection of potential teacher’s assistants, as they will work in tandem with the teachers. |

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| 1. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).   The Budget autonomy allows us to collaborate with all faculty to allocate funding (see Appendix B1 for minutes from a LSLC meeting) for purchases that are aligned with our students’ needs [e.g., using Smarter Balanced Assessment Consortium (SBAC) test scores]. Our Budget autonomy allows us to work with our PTA to raise funds that are shared or allocated to the student body (see Appendix B2).  We will create an annual Comprehensive Needs Assessment (CNA) (see Appendix B3) survey for faculty to complete to establish the most critical instructional needs. The funds used will be for purchases that further our mission and vision. The following example of our current use of budget autonomy provides an illustration of how we plan to manage our budget going forward.  A prior CNA elicited requests for technology in the classroom. The LSLC and the Principal determined that increasing access to technology aligned with our mission to develop competent, 21st century learners. We worked collaboratively with our PTA to allocate all fundraising monies to the purchase of classroom technology. Thus, the “wish list” developed from our CNA led to a multi-year plan that was instituted to purchase the needed technology for our students. In order to use our funds strategically, we purchased a set of Chromebooks for one classroom in grade levels 3-5. These Chromebooks were placed on a cart and shared among the classes of each grade level. These classes were chosen first because of the transition to online state testing for grade levels 3-5. After each upper grade level had a cart, we purchased a set of Chromebooks for 2nd grade. We were being systematically proactive so that students became proficient in technology prior to entering 3rd grade due to the new testing conditions. After all grade levels (K-5) had a set of Chromebooks to share, we began purchasing an additional set per grade level so that adjoining classrooms shared one cart. In addition to the Chromebook purchases, we have purchased digital academic programs to continue to work towards our mission. Refer to p. 13 of the SPSA: Refer to p. 11 of the SPSA: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018>  The School Site Council (SSC) and English Learner Advisory Council (ELAC) Committees will also make recommendations based on data gathered from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), SBAC, Performance Tasks results for grades K-2, Interim Assessment Blocks (IABs) for grades 3-5, or the English Language Proficiency Assessment for California (ELPAC) for English Language Learners (ELLs). The two councils will determine target goals and make recommendations to the Principal for the use of funds to achieve these goals. The Principal brings the recommendations to the LSLC for feedback prior to making the purchases. Refer to p. 13 of the SPSA: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018>  The LSLC, of which the Principal is a member, has authority over accounts such as 2454, 2455 and 3986 (Donation Funds). The Principal has authority over other Commitment Items in Program Code 13027 and all other accounts not listed in Article XXVII of the LAUSD-UTLA bargaining agreement or governed by other policies. We will abide by the non-LSLC controlled object codes into Commitment Item 430010 outside of the initial instructional material allotment that remains under the purview of the site administrator. Refer to the Collective Bargaining Agreement regarding budget authority at: <https://home.lausd.net/apps/news/article/333850>. Although the Principal has sole authority over certain funds, the LSLC will be kept apprised of spending to maintain transparency and ensure alignment with the Single School Plan (SPSA).  For additional information on budget planning, refer to the (SPSA) link below: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018> |
| 1. How does your school plan to use the Curriculum and Assessment autonomy? (see ESBMM Manual pp. 16 - 23 for guidance). 2. Curriculum   The faculty will hold a vote to choose core curriculum programs that best meet our needs and align with our school’s mission and vision (see Mission and Vision statement in C1). Texts in language arts, mathematics, science, health, and social studies will be chosen from the state-adopted list. These curriculum programs will be based on the Common Core standards, meet or exceed the rigor of the LAUSD adopted curriculum, and have a Spanish equivalent for our Dual Language program. In addition, the curriculum must meet the needs of our ELLs, Long-Term English Learners (LTELs), and Special Education students. Our language arts choice will align with the English Learner Master Plan and include a daily English Language Development (dELD). The ELD component will grant all ELLs universal access to the core curriculum.  The school-wide implementation of California State standards is evidenced by displaying the common core standards in all classrooms see Appendix C2). The standards are also posted in student-friendly language in both English and Spanish (see Appendix C3). In addition, we display criteria for California ELD Standards Parts I and II (<https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=24489&dataid=26753&FileName=3CELDS-MMED.pdf>; <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/335/lessons/3rdHowEnglishWorksMatrix.pdf>) .  All grade levels use the grade level standards to plan lessons and align the standards with Local District East pacing plans for the Benchmark ELA. Refer to the link below. <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/593/LD%20East%20Benchmark%20Pacing.pdf>  Our school uses the district Curriculum Map to ensure further alignment with state-wide standards (<https://achieve.lausd.net/Page/6112>). We supplement the curriculum with programs, such as Eureka Math and materials created by our own teachers, that target different learning styles and abilities. Systematic assessment allows us to adjust the curriculum to bridge gaps in instruction. Our lower grades use the district Early Language and Literacy Plan (<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/243/ELLP%20one%20pager%20EAPO%20111215.pdf>; <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/593/Academy%20Launch%20Guide.pdf>), and we have created academies as part of their instruction and curriculum.  In addition, we have an Intervention/ Prevention Support Coordinator and a Resource Specialist Teacher to support specific learning needs with differentiated instruction. They provide the students with the scaffolding necessary to meet the common core state standards.  Our instruction also includes classes in the arts to meet the common core standards for music, visual arts, and the performing arts. An additional orchestra component is available to interested students in grades 3-5. They attend weekly lessons and can continue for more advanced lessons the following academic school year. The arts classes are on rotations so that the students have access to the arts for a portion of each school year.  As lessons evolve in the classroom, gradual release of the content to the students. One example of this is the use of Think-Pair-Share to create the opportunity for student voice in the understanding in the content areas. Student voice is present in creative writing. One example is creating cookbooks with magical recipes (See Appendix C4). Another example is the pairing of struggling students with student mentors for reteaching. The upper grades (4-5) have also created a schedule for student volunteers to go to the lower grades to help teachers and students.  In order to meet the Next Generation Science Standards, a science lab was created for all grade levels to use. During STEAM week we also use the science lab for science activities (see Appendix C5). All the students have the opportunity to take part in science experiments that are grade-level appropriate. This year we added a Pinewood Derby competition to combine science and engineering. All grade levels participate. We also have an annual school-wide Science Fair during Open House. Combining these two activities better accommodates the parents’ schedules and increases parental attendance. We also use the state-adopted science and health books during grade-level content teaching rotations to meet the state standards.   1. Assessment   We use the Student Support and Progress Team (SSPT), that falls within the district’s  Multi-Tiered System of Support (MTSS) broader framework, to provide a systematic and continuous approach to assessing the challenges that individual students encounter at all grade levels. We are incrementally incorporating the larger MTSS framework to include the needs of all students.  Refer to the SSPT handbook for more detailed information:  <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/361/sspt%20docs/SSPT%20Handbook%20Final%208-9-16.pdf>  If a child is identified as having challenges in the classroom, the teacher, Intervention/Support Coordinator, and the Resource Specialist meet as a team to discuss classroom observations and assessment data. They then arrive at a consensus as to what other strategies can be incorporated to address the student’s needs. After 6 weeks of implementing the new strategies, the team reassesses the child’s progress. If the child has not met the benchmarks for progress, parents are invited to become part of the team to refine the strategies and goals.  We will continue to use the district’s Response to Intervention and Instruction’s (RTI²) three-tiered instructional model which requires continual progress monitoring of the student. We summarize each tier in the intervention model below.  Tier 1: Differentiated Instruction within the classroom  Tier 2: Homogenous, flexible small groups (supplemental resources & on-going progress monitoring with the SSPT team)  Tier 3: Small, homogenous groups (Intervention/Prevention Support coordinator and Resource Specialist targeted and intensive intervention)  Teacher Tutor X-Time used for school Interventions through Local School Design.  In addition to the SSPT and classroom Tier I interventions, grades K-2 are using the district’s Early Language and Literacy Plan (ELLP) to create academies as a Tier I intervention. The teachers collaborate within and across grade levels to target and reinforce critical literacy foundational skills.  Assessment autonomy allows grade levels to choose the best-suited assessments for their grade. Kindergarten through 2nd grade will continue to use the performance tasks provided by the district. The End of Unit assessments provided by the Benchmark Language Arts program will be used to inform and guide instruction.    Grades 3-5 will use the IAB in California Assessment of Student Performance and Progress  (CAASPP). The IAB test will align with current classroom instruction so that the data inform current and future instruction [See Appendix C6 for previous waiver and also see #4 Professional Development autonomy, paragraph 1 for additional information)].  Our faculty also regularly collaborates to review assessment plans and their effectiveness, which is elaborated upon in section # 4 (Professional Development) below. Also see Appendix C7 for SBAC testing schedule and our meetings schedule.    All assessments are administered in accordance with the LAUSD Comprehensive Assessment Program schedule. Refer to LAUSD Assessment Calendar: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/404/18-19%20CAP%20calendar%20FINAL%20Jan-June%206.13.pdf>; See Appendix C6 &C7 for additional testing schedule and previous Assessment Waiver) |

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| 1. How does your school plan to use the Professional Development autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).   We have used our current ESBMM for our Professional Development (PD) autonomy using data from DIBELS, SBAC, LAUSD’s performance tasks, and IABs. Grades K-2 use the district’s performance tasks and grades 3-5 use the IAB test results, as outlined in the Curriculum and Assessments Autonomy, to inform, adjust, and guide instruction. Our PD autonomy allows us focus on our mission and vision of creating 21st century learners. Since our last ESBMM, we created and continue the practice of using grade level Professional Learning Communities (PLCs). The PLC is a collaboration tool we use to review data to guide instruction and adjust the curriculum (see Appendix D1, D2, and D3 for evidence of planning short-term, long-term and grade level schedules).  During our PLCs, we methodically analyze data to find strengths and weaknesses, as well as the common areas of need. The identification of the aforementioned areas helps to inform, adjust, and guide instruction. We develop strategic and differentiated instruction to increase student academic achievement. In addition, we use this time to align the CCSS to our current curriculum. Working in partnership with colleagues on a regular basis allows us to align our instruction in language arts and mathematics and pace the lessons accordingly. We meet regularly and keep a grade-level PLC notebook to record meeting minutes.  Additionally, we use our Professional Development (PD) autonomy for continuing education. Workshops presented by the local district in Mathematics, ELA, and science are not attended by all the faculty. The faculty who attended the workshops return to the school site and share the information. The material is presented to the entire faculty during our PDs. Other PDs have presented by our National Board Certified (NBC) teachers. In addition, our Special Education and Resource Specialist have presented workshops that have instructed the faculty on how to differentiate instruction by scaffolding the curriculum. We have also used this autonomy to hold other workshops that expound upon other methods of instruction (see Appendix D4 teacher observation for methods and level of instruction). An example of the use of this time was faculty receiving an ELA Core Content PD on close reading practices (see Appendix D5). For additional information on the use of our Professional Development autonomy, please refer to p. 8 in SPSA: Refer to p. 11 of the SPSA: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018>  Our Professional Development is currently using The Leader in Me mentioned earlier. Our cultural climate is key to producing confident leaders. This aligns with our vision. We are steadily adding each part in the program so that the students can be successful independently and within a team.  The continuation of ESBMM maintains the support systems we have in place to increases our student success in alignment with our mission and vision. Also, having the Professional Development autonomy gives our faculty the choice of workshops that align with our school mission and vision. |
| 1. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).   We currently use our School Schedules autonomy in multiple ways. We have a Calendar Committee that is central to our school schedule. The chair of the Calendar committee communicates with all the faculty in the school to schedule LSLC, Banked time, Governance Committee meetings, and all school events. All the dates and times for LSLC, Governance, and Banked time meetings are distributed to every staff member at the beginning of the academic year. Any changes in dates/times of meetings or events are announced a minimum of 72 hours in advance and are published in our weekly school bulletin (see Appendix E8). They are placed in the staff workroom for reference an or changes.  The autonomy also gives the grade levels the opportunity to set a common schedule (see Appendix E1 & E2 for examples of PLC for scheduling grade-level created common schedules). For example, having a common schedule gave the 1st grade teachers the flexibility needed to arrange LAUSD’s ELLP academies at a mutual time. The grade level can now collaborate and provide targeted interventions. The room and teacher assistants’ schedules are used to place teachers in connecting rooms for team teaching and also the best time to schedule for the assistant according to grade level needs (see Appendix E3 & E4).  We send home notices to parents for the yard schedule for our banked time days (see Appendix E5).  Intervention schedules and Library schedules are given to every teacher to reference (see Appendix E7 & E9).  We use our school Master Calendar to schedules events so that there is no overlap. The calendars are located in the faculty conference room for everyone to reference. Reminders are sent to committees to schedule event day and time (see Appendix E6).  We will use our School Schedules autonomy to set and adjust our regular schedule. Adjusting the school schedule gives us the flexibility to hold our staff meetings and banked time on the weekday receiving the majority of faculty votes (50% + 1). This autonomy replaces the need for an annual waiver from the district to schedule the banked time on a day other than Tuesday. We currently have our banked time on Fridays to maximize student learning. Faculty noted that some parents would consistently pick up their children earlier on Fridays to extend the weekend. Changing the date of our banked time to Fridays minimized the academic disruption by creating an earlier dismissal time.    Our current minimum day bell schedule is 07:50 a.m. - 12:29 p.m., which has a start time that is 5 minutes earlier than our regular day schedule. We plan to hold a vote to change our minimum day schedule to be from 07:55a.m. - 12:34p.m. to align the start time with our regular day schedule’s start time. The adjustment in time will create a uniform school start time and avoid tardiness. We will always follow the district’s instructional minutes requirement. (<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/123/memorandum%20and%20reference%20guide/REF-684.17%20Instructional%20Minutes%20for%20MS%20-%20final.pdf>).  We will continue to use LAUSD’s assessments calendar for all mandated assessments referred to in the Curriculum and Assessments autonomy section. |

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| 1. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).   Our Governance council (LSLC) will follow Article XXVII of the LAUSD-UTLA collective bargaining agreement. The Principal and the UTLA Chapter Chair will co-chair the council. We will follow the Robert’s Rules of Order to run orderly meetings. Advisory groups (ELAC and SSC) will follow the Greene Act and adhere to its bylaws.  We are currently training and transitioning into using the Lighthouse Model for our LSLC.  This model integrates the governance and adjunct committees described as part of Goal #3. It also meets the requirement of the Principal and Chapter Chair co-chairing the Governance Council. Stakeholders and non-members will have a 72-hour notification prior to the meeting. Everyone who is part of our school community (i.e., faculty, staff, and parents) is welcome to attend.  The Governance Council and its members (the Lighthouse Action Team Leaders) will meet monthly. Minutes from the previous meeting, an agenda for the current meeting, and a sign-in sheet will be provided at each meeting. Each agenda will list topics to be addressed during the meeting. Attendees may request additional topics to be discussed, and members will vote on whether to add them to the current agenda or place them on a subsequent meeting’s agenda.    As explained in Goal #3 above, we will be implementing the Leader In Me (LIM) Lighthouse Action Teams in the upcoming school year. This governance model fosters greater collaboration and inclusion. It integrates the governance and adjunct committees to create three teams. These will be: Leadership, Culture, and Academics. Each of the teams will assume the responsibilities of multiple adjunct committees. For example, the Academic team’s work will entail planning the science fair, Red Ribbon Week, Read Across America, in addition to other events. Furthermore, each team will have members of the Local School Leadership Council (LSLC), which is the main governance committee.    Rather than relying on the current system of adjunct committees working in isolation, this new structure of governance will increase opportunities for faculty members to share ideas and work toward common overarching goals. All school tasks will be equally shared.  Most importantly, the integration of LSLC members on the teams will streamline the governing process as well. The LIM governance model, referred to as the Lighthouse Action Teams, incorporates all the autonomies that are part of the revised ESBMM PLAN and encourages stakeholder input and participation.      Los Angeles Unified School District  Local Options Oversight Committee   |  |  |  |  |  | | --- | --- | --- | --- | --- | | REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | | | Name of School:  Madison Elementary | Primary Contact Person:  Dr. Gretchen Young | Phone Number:  (323) 568-3900 | Email Address:  Gyoung01@lausd.net | Date:  05/08/19 | | 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. Our first goal is to improve communication with our parents and the school community. We will implement new strategies to inform parents and the community stakeholders of events occurring during the upcoming school week. ConnectEd calls will be made on Sunday evenings to inform parents and community stakeholders of school activities and/or events for the upcoming week. We would also like to send an envelope with all notices and school bulletins on the same school day each week. In the past, we have made ConnectEd calls and distributed written notices the day prior to an event. By consolidating our communication, families can expect to receive telephone communication and written communication on the same days of the week. These newly implemented strategies will give parents the opportunity to plan ahead and save the dates and times of school events, PTA meetings, and workshops. We are exploring social media (e.g., Twitter) as a means of communicating as well so that parents will be regularly updated on approaching events. 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This collaboration will ensure that the parents are reinforcing the same message that the children are receiving at school. The repetition will ensure that the habits become a daily part of the students’ lives. In sum, these workshops will empower parents to work side-by-side with faculty in teaching their children specific skills that promote success.  Note: These workshops will be provided in both English and Spanish. The following link provides more information about this program. (<https://www.leaderinme.org/uploads/Documents/TheLeaderInMeParentsGuide.pdf>). | | | | |  |  | | --- | | 1. Our third goal is to facilitate the exchange of ideas among the faculty and staff at Madison Elementary. The current structure of our self-governance model consists of multiple governance committees (e.g, budget) that report to the Local School Leadership Council (LSLC). In addition, multiple adjunct committees (e.g., science fair) operate independently of one another.   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An interview schedule is attached as evidence that member of our Community Representatives have been present for interviews (see Appendix A3).  Vacancies are identified once ECast forecasts are available, and sometimes a position is gained at Norm Day. Other vacancies result from resignations or transfers. After the Principal has determined that there will be an opening for a teaching position in the upcoming year, a job description (Ssee Appendix A3) will be posted online with LAUSD Human Resources. All interested candidates, including teachers displaced from Madison and other schools, can submit a resume with letters of reference.  The hiring protocol will be as follows:   1. The Local School Leadership Council (LSLC) members, who have been elected by their peers to serve on this governance committee, will review candidates’ applications and vote on whom to invite for interviews. 2. A general invitation will be sent to faculty, staff, and the members of our parent center to assist with interviewing the candidates to ensure that all stakeholders may participate in the selection process. 3. The Principal ensures that faculty across all grade levels are represented, not solely the grade-level faculty with whom the candidate will work. 4. The Principal will create a schedule of interviews so that all stakeholders can attend. Note that the Principal will be present during all interviews. 5. During the interviews (see Appendix A4), candidates will be asked to: (1) give examples of how their teaching philosophy and practices align with our mission and vision: (2) discuss their grade-level experience relative to the position, (3) elaborate on their experience teaching in schools with similar demographics (i.e., English Learners, Special Education students, and Dual Language Program in Spanish). In addition, all participants present at the interview will be encouraged to take notes, and they may ask their own questions. A discussion will take place among the participants at the conclusion of the interview. 6. The notes from each interview will be submitted to LSLC to assist with their deliberations. 7. The LSLC and the Principal will come to a consensus and rank order the candidates.   The process to select a Principal will adhere to the policy put forth by the LAUSD. In order to align the critical needs of our school with the qualifications of potential candidates, we will be looking for individuals who have: (1) experience as an Assistant Principal or Principal in an elementary school; (2) a commitment to implementing a transparent and shared governance model; (3) a demonstrated ability to communicate effectively with our parents and school community (Spanish-speaking parents and 94.8% Hispanic); and (4) a willingness to teach a monthly classroom lesson to better understand the academic and behavioral challenges our teachers typically experience.  Currently, our faculty and parents are not included in the hiring of classified staff. Going forward, we would like all stakeholders to be involved in the hiring process. Classified staff are most often the first point of contact with the community, and we want to ensure that they are invested in the mission and vision of Madison Elementary as well. We also ask be part of the selection of potential teacher’s assistants, as they will work in tandem with the teachers. |  |  | | --- | | 1. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).   The Budget autonomy allows us to collaborate with all faculty to allocate funding (see Appendix B1 for minutes from a LSLC meeting) for purchases that are aligned with our students’ needs [e.g., using Smarter Balanced Assessment Consortium (SBAC) test scores]. Our Budget autonomy allows us to work with our PTA to raise funds that are shared or allocated to the student body (see Appendix B2).  We will create an annual Comprehensive Needs Assessment (CNA) (see Appendix B3) survey for faculty to complete to establish the most critical instructional needs. The funds used will be for purchases that further our mission and vision. The following example of our current use of budget autonomy provides an illustration of how we plan to manage our budget going forward.  A prior CNA elicited requests for technology in the classroom. The LSLC and the Principal determined that increasing access to technology aligned with our mission to develop competent, 21st century learners. We worked collaboratively with our PTA to allocate all fundraising monies to the purchase of classroom technology. Thus, the “wish list” developed from our CNA led to a multi-year plan that was instituted to purchase the needed technology for our students. In order to use our funds strategically, we purchased a set of Chromebooks for one classroom in grade levels 3-5. These Chromebooks were placed on a cart and shared among the classes of each grade level. These classes were chosen first because of the transition to online state testing for grade levels 3-5. After each upper grade level had a cart, we purchased a set of Chromebooks for 2nd grade. We were being systematically proactive so that students became proficient in technology prior to entering 3rd grade due to the new testing conditions. After all grade levels (K-5) had a set of Chromebooks to share, we began purchasing an additional set per grade level so that adjoining classrooms shared one cart. In addition to the Chromebook purchases, we have purchased digital academic programs to continue to work towards our mission. Refer to p. 13 of the SPSA: Refer to p. 11 of the SPSA: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018>  The School Site Council (SSC) and English Learner Advisory Council (ELAC) Committees will also make recommendations based on data gathered from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), SBAC, Performance Tasks results for grades K-2, Interim Assessment Blocks (IABs) for grades 3-5, or the English Language Proficiency Assessment for California (ELPAC) for English Language Learners (ELLs). The two councils will determine target goals and make recommendations to the Principal for the use of funds to achieve these goals. The Principal brings the recommendations to the LSLC for feedback prior to making the purchases. Refer to p. 13 of the SPSA: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018>  The LSLC, of which the Principal is a member, has authority over accounts such as 2454, 2455 and 3986 (Donation Funds). The Principal has authority over other Commitment Items in Program Code 13027 and all other accounts not listed in Article XXVII of the LAUSD-UTLA bargaining agreement or governed by other policies. We will abide by the non-LSLC controlled object codes into Commitment Item 430010 outside of the initial instructional material allotment that remains under the purview of the site administrator. Refer to the Collective Bargaining Agreement regarding budget authority at: <https://home.lausd.net/apps/news/article/333850>. Although the Principal has sole authority over certain funds, the LSLC will be kept apprised of spending to maintain transparency and ensure alignment with the Single School Plan (SPSA).  For additional information on budget planning, refer to the (SPSA) link below: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018> | | 1. How does your school plan to use the Curriculum and Assessment autonomy? (see ESBMM Manual pp. 16 - 23 for guidance). 2. Curriculum   The faculty will hold a vote to choose core curriculum programs that best meet our needs and align with our school’s mission and vision (see Mission and Vision statement in C1). Texts in language arts, mathematics, science, health, and social studies will be chosen from the state-adopted list. These curriculum programs will be based on the Common Core standards, meet or exceed the rigor of the LAUSD adopted curriculum, and have a Spanish equivalent for our Dual Language program. In addition, the curriculum must meet the needs of our ELLs, Long-Term English Learners (LTELs), and Special Education students. Our language arts choice will align with the English Learner Master Plan and include a daily English Language Development (dELD). The ELD component will grant all ELLs universal access to the core curriculum.  The school-wide implementation of California State standards is evidenced by displaying the common core standards in all classrooms see Appendix C2). The standards are also posted in student-friendly language in both English and Spanish (see Appendix C3). In addition, we display criteria for California ELD Standards Parts I and II (<https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=24489&dataid=26753&FileName=3CELDS-MMED.pdf>; <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/335/lessons/3rdHowEnglishWorksMatrix.pdf>) .  All grade levels use the grade level standards to plan lessons and align the standards with Local District East pacing plans for the Benchmark ELA. Refer to the link below. <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/593/LD%20East%20Benchmark%20Pacing.pdf>  Our school uses the district Curriculum Map to ensure further alignment with state-wide standards (<https://achieve.lausd.net/Page/6112>). We supplement the curriculum with programs, such as Eureka Math and materials created by our own teachers, that target different learning styles and abilities. Systematic assessment allows us to adjust the curriculum to bridge gaps in instruction. Our lower grades use the district Early Language and Literacy Plan (<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/243/ELLP%20one%20pager%20EAPO%20111215.pdf>; <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/593/Academy%20Launch%20Guide.pdf>), and we have created academies as part of their instruction and curriculum.  In addition, we have an Intervention/ Prevention Support Coordinator and a Resource Specialist Teacher to support specific learning needs with differentiated instruction. They provide the students with the scaffolding necessary to meet the common core state standards.  Our instruction also includes classes in the arts to meet the common core standards for music, visual arts, and the performing arts. An additional orchestra component is available to interested students in grades 3-5. They attend weekly lessons and can continue for more advanced lessons the following academic school year. The arts classes are on rotations so that the students have access to the arts for a portion of each school year.  As lessons evolve in the classroom, gradual release of the content to the students. One example of this is the use of Think-Pair-Share to create the opportunity for student voice in the understanding in the content areas. Student voice is present in creative writing. One example is creating cookbooks with magical recipes (See Appendix C4). Another example is the pairing of struggling students with student mentors for reteaching. The upper grades (4-5) have also created a schedule for student volunteers to go to the lower grades to help teachers and students.  In order to meet the Next Generation Science Standards, a science lab was created for all grade levels to use. During STEAM week we also use the science lab for science activities (see Appendix C5). All the students have the opportunity to take part in science experiments that are grade-level appropriate. This year we added a Pinewood Derby competition to combine science and engineering. All grade levels participate. We also have an annual school-wide Science Fair during Open House. Combining these two activities better accommodates the parents’ schedules and increases parental attendance. We also use the state-adopted science and health books during grade-level content teaching rotations to meet the state standards.   1. Assessment   We use the Student Support and Progress Team (SSPT), that falls within the district’s  Multi-Tiered System of Support (MTSS) broader framework, to provide a systematic and continuous approach to assessing the challenges that individual students encounter at all grade levels. We are incrementally incorporating the larger MTSS framework to include the needs of all students.  Refer to the SSPT handbook for more detailed information:  <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/361/sspt%20docs/SSPT%20Handbook%20Final%208-9-16.pdf>  If a child is identified as having challenges in the classroom, the teacher, Intervention/Support Coordinator, and the Resource Specialist meet as a team to discuss classroom observations and assessment data. They then arrive at a consensus as to what other strategies can be incorporated to address the student’s needs. After 6 weeks of implementing the new strategies, the team reassesses the child’s progress. If the child has not met the benchmarks for progress, parents are invited to become part of the team to refine the strategies and goals.  We will continue to use the district’s Response to Intervention and Instruction’s (RTI²) three-tiered instructional model which requires continual progress monitoring of the student. We summarize each tier in the intervention model below.  Tier 1: Differentiated Instruction within the classroom  Tier 2: Homogenous, flexible small groups (supplemental resources & on-going progress monitoring with the SSPT team)  Tier 3: Small, homogenous groups (Intervention/Prevention Support coordinator and Resource Specialist targeted and intensive intervention)  Teacher Tutor X-Time used for school Interventions through Local School Design.  In addition to the SSPT and classroom Tier I interventions, grades K-2 are using the district’s Early Language and Literacy Plan (ELLP) to create academies as a Tier I intervention. The teachers collaborate within and across grade levels to target and reinforce critical literacy foundational skills.  Assessment autonomy allows grade levels to choose the best-suited assessments for their grade. Kindergarten through 2nd grade will continue to use the performance tasks provided by the district. The End of Unit assessments provided by the Benchmark Language Arts program will be used to inform and guide instruction.    Grades 3-5 will use the IAB in California Assessment of Student Performance and Progress  (CAASPP). The IAB test will align with current classroom instruction so that the data inform current and future instruction [See Appendix C6 for previous waiver and also see #4 Professional Development autonomy, paragraph 1 for additional information)].  Our faculty also regularly collaborates to review assessment plans and their effectiveness, which is elaborated upon in section # 4 (Professional Development) below. Also see Appendix C7 for SBAC testing schedule and our meetings schedule.    All assessments are administered in accordance with the LAUSD Comprehensive Assessment Program schedule. Refer to LAUSD Assessment Calendar: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/404/18-19%20CAP%20calendar%20FINAL%20Jan-June%206.13.pdf>; See Appendix C6 &C7 for additional testing schedule and previous Assessment Waiver) |  |  | | --- | | 1. How does your school plan to use the Professional Development autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).   We have used our current ESBMM for our Professional Development (PD) autonomy using data from DIBELS, SBAC, LAUSD’s performance tasks, and IABs. Grades K-2 use the district’s performance tasks and grades 3-5 use the IAB test results, as outlined in the Curriculum and Assessments Autonomy, to inform, adjust, and guide instruction. Our PD autonomy allows us focus on our mission and vision of creating 21st century learners. Since our last ESBMM, we created and continue the practice of using grade level Professional Learning Communities (PLCs). The PLC is a collaboration tool we use to review data to guide instruction and adjust the curriculum (see Appendix D1, D2, and D3 for evidence of planning short-term, long-term and grade level schedules).  During our PLCs, we methodically analyze data to find strengths and weaknesses, as well as the common areas of need. The identification of the aforementioned areas helps to inform, adjust, and guide instruction. We develop strategic and differentiated instruction to increase student academic achievement. In addition, we use this time to align the CCSS to our current curriculum. Working in partnership with colleagues on a regular basis allows us to align our instruction in language arts and mathematics and pace the lessons accordingly. We meet regularly and keep a grade-level PLC notebook to record meeting minutes.  Additionally, we use our Professional Development (PD) autonomy for continuing education. Workshops presented by the local district in Mathematics, ELA, and science are not attended by all the faculty. The faculty who attended the workshops return to the school site and share the information. The material is presented to the entire faculty during our PDs. Other PDs have presented by our National Board Certified (NBC) teachers. In addition, our Special Education and Resource Specialist have presented workshops that have instructed the faculty on how to differentiate instruction by scaffolding the curriculum. We have also used this autonomy to hold other workshops that expound upon other methods of instruction (see Appendix D4 teacher observation for methods and level of instruction). An example of the use of this time was faculty receiving an ELA Core Content PD on close reading practices (see Appendix D5). For additional information on the use of our Professional Development autonomy, please refer to p. 8 in SPSA: Refer to p. 11 of the SPSA: <https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1321001&SchoolYear=2018>  Our Professional Development is currently using The Leader in Me mentioned earlier. Our cultural climate is key to producing confident leaders. This aligns with our vision. We are steadily adding each part in the program so that the students can be successful independently and within a team.  The continuation of ESBMM maintains the support systems we have in place to increases our student success in alignment with our mission and vision. Also, having the Professional Development autonomy gives our faculty the choice of workshops that align with our school mission and vision. | | 1. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).   We currently use our School Schedules autonomy in multiple ways. We have a Calendar Committee that is central to our school schedule. The chair of the Calendar committee communicates with all the faculty in the school to schedule LSLC, Banked time, Governance Committee meetings, and all school events. All the dates and times for LSLC, Governance, and Banked time meetings are distributed to every staff member at the beginning of the academic year. Any changes in dates/times of meetings or events are announced a minimum of 72 hours in advance and are published in our weekly school bulletin (see Appendix E8). They are placed in the staff workroom for reference an or changes.  The autonomy also gives the grade levels the opportunity to set a common schedule (see Appendix E1 & E2 for examples of PLC for scheduling grade-level created common schedules). For example, having a common schedule gave the 1st grade teachers the flexibility needed to arrange LAUSD’s ELLP academies at a mutual time. The grade level can now collaborate and provide targeted interventions. The room and teacher assistants’ schedules are used to place teachers in connecting rooms for team teaching and also the best time to schedule for the assistant according to grade level needs (see Appendix E3 & E4).  We send home notices to parents for the yard schedule for our banked time days (see Appendix E5).  Intervention schedules and Library schedules are given to every teacher to reference (see Appendix E7 & E9).  We use our school Master Calendar to schedules events so that there is no overlap. The calendars are located in the faculty conference room for everyone to reference. Reminders are sent to committees to schedule event day and time (see Appendix E6).  We will use our School Schedules autonomy to set and adjust our regular schedule. Adjusting the school schedule gives us the flexibility to hold our staff meetings and banked time on the weekday receiving the majority of faculty votes (50% + 1). This autonomy replaces the need for an annual waiver from the district to schedule the banked time on a day other than Tuesday. We currently have our banked time on Fridays to maximize student learning. Faculty noted that some parents would consistently pick up their children earlier on Fridays to extend the weekend. Changing the date of our banked time to Fridays minimized the academic disruption by creating an earlier dismissal time.    Our current minimum day bell schedule is 07:50 a.m. - 12:29 p.m., which has a start time that is 5 minutes earlier than our regular day schedule. We plan to hold a vote to change our minimum day schedule to be from 07:55a.m. - 12:34p.m. to align the start time with our regular day schedule’s start time. The adjustment in time will create a uniform school start time and avoid tardiness. We will always follow the district’s instructional minutes requirement. (<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/123/memorandum%20and%20reference%20guide/REF-684.17%20Instructional%20Minutes%20for%20MS%20-%20final.pdf>).  We will continue to use LAUSD’s assessments calendar for all mandated assessments referred to in the Curriculum and Assessments autonomy section. |  |  | | --- | | 1. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).   Our Governance council (LSLC) will follow Article XXVII of the LAUSD-UTLA collective bargaining agreement. The Principal and the UTLA Chapter Chair will co-chair the council. We will follow the Robert’s Rules of Order to run orderly meetings. Advisory groups (ELAC and SSC) will follow the Greene Act and adhere to its bylaws.  We are currently training and transitioning into using the Lighthouse Model for our LSLC.  This model integrates the governance and adjunct committees described as part of Goal #3. It also meets the requirement of the Principal and Chapter Chair co-chairing the Governance Council. Stakeholders and non-members will have a 72-hour notification prior to the meeting. Everyone who is part of our school community (i.e., faculty, staff, and parents) is welcome to attend.  The Governance Council and its members (the Lighthouse Action Team Leaders) will meet monthly. Minutes from the previous meeting, an agenda for the current meeting, and a sign-in sheet will be provided at each meeting. Each agenda will list topics to be addressed during the meeting. Attendees may request additional topics to be discussed, and members will vote on whether to add them to the current agenda or place them on a subsequent meeting’s agenda.    As explained in Goal #3 above, we will be implementing the Leader In Me (LIM) Lighthouse Action Teams in the upcoming school year. This governance model fosters greater collaboration and inclusion. It integrates the governance and adjunct committees to create three teams. These will be: Leadership, Culture, and Academics. Each of the teams will assume the responsibilities of multiple adjunct committees. For example, the Academic team’s work will entail planning the science fair, Red Ribbon Week, Read Across America, in addition to other events. Furthermore, each team will have members of the Local School Leadership Council (LSLC), which is the main governance committee.    Rather than relying on the current system of adjunct committees working in isolation, this new structure of governance will increase opportunities for faculty members to share ideas and work toward common overarching goals. All school tasks will be equally shared.  Most importantly, the integration of LSLC members on the teams will streamline the governing process as well. The LIM governance model, referred to as the Lighthouse Action Teams, incorporates all the autonomies that are part of the revised ESBMM PLAN and encourages stakeholder input and participation. | |