Los Angeles Unified School District

Local Options Oversight Committee

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| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
| Name of School:  Stanley Mosk | Primary Contact Person:  Jodi Harrison | Phone Number:  818 700-2020 | Email Address:  Jodi.harrison@lausd.net | Date:  4.23.18 |
| 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.  The vision of Stanley Mosk STEAM Magnet is to provide an engaging and challenging curriculum that will prepare children with the 21st Century skills needed to be college and career ready in a global society. Our vision is to “implement innovative standards-based curriculum that engages students in a rigorous, interdisciplinary, and collaborative learning environment. We are dedicated to educating all students to reach their highest potential. As an inclusive campus, we welcome and celebrate diversity and encourage active involvement from staff, parents, and the community.  The Mission of Stanley Mosk Elementary School is to provide engaging, focused, coherent, and rigorous instruction in Science, Technology, Engineering, Arts, Mathematics, and Language Arts and 21st Century Skills for all students to be college and career ready.  **As measured by the 2018 - 2019 SBAC Summative ELA Assessment, 40% of students in grades 3, 4 and 5 will meet or exceed the grade level standards.** | | | | |
| 2.  **By the end of the 2018 - 2019 school year, (October to October is actually the reclassification period), A minimum of 22% of English Learner students will meet or exceed the district criteria necessary to be designated Reclassified English Language Proficient.** | | | | |
| 3.  **By the end of the 2018 - 2019 school year, (October to October is actually the reclassification period), 15% of English Learner PTELs will meet or exceed the district criteria necessary to be designated Reclassified English Language Proficient.** | | | | |

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| 1. How does your school plan to use the Staff Selection autonomy? (See ESBMM Manual pp. 9 - 12 for guidance).  Full-Time Certificated Staff  The Mosk School Shared Leadership Council has established a selection committee to hire full-time certificated staff members.  Members of the selection committee consist of:   * Principal or Assistant Principal * UTLA Chair * Grade Level Chairs from each grade level. * SLC Parent Representative * SLC Classified Representative   Prior to interviews, the Principal, UTLA Chair, and Vertical PLC lead conduct a paper screen of all candidates to identify the top 3-5 candidates to interview. At least 3 of the 6 selection committee must be present when interviewing candidates. The selection committee utilizes a standard set of interview questions for all candidates. After all candidates have been interviewed, the selection committee selects the new staff member by consensus.  Administrative Staff  The Mosk School Shared Leadership Council has established a selection committee to hire administrators.  Members of the hiring committee consist of:   * Principal or Assistant Principal * UTLA Chair * Teacher Representatives * SLC Parent Representative * SLC Classified Representative * Local District NW Representative   Prior to interviews, the Principal, UTLA Chair, and LD South Representative conduct a paper screen of all candidates to identify the top 3-5 candidates to interview. All members must be present when interviewing candidates. The selection committee utilizes a standard set of interview questions for all candidates. After all candidates have been interviewed, the selection committee selects the new administrator by consensus. In the case of the Principal vacancy, the final approval for the Principal position shall be approved by the superintendent. |

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| 2. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).  Mosk School Shared Leadership Council has oversight of the budgets related to the General Fund School Program and the Targeted School Population.  As part of the annual spring budget development:   * Staff members provide input on both human and fiscal resources. * SLC reviews school-wide data in relation to the Single Plan for Student Achievement. * SLC has a joint budget meeting with the School Site Council to ensure that all school needs are met between General Funds, TSP Funds, and Categorical Funds.   As part of the monthly SLC meeting:   * There is a monthly budget review. * As needed, SLC members determine if funds need to be moved to different line items. * As needed, SLC members determine how new funds are allocated. * On a regular basis, reports area provided to indicate how budget resources are meeting the data points identified in the Single Plan for Student Achievement |
| 3. How does your school plan to use the Curriculum and Assessment autonomy? (See ESBMM Manual pp. 16 - 23 for guidance).  Mosk funds an Academic Instructional Coach and Differential Time to perform duties beyond the regularly scheduled assignment. Examples include: • Support the teachers with ensuring that all students can read and write at grade level through targeted support based on the Teaching and Learning Framework • Analysis of DIBELs, SBAC, ELPAC and student work samples to identify students' needs and create groups based on student need • Support teachers with cognitive Lesson planning that provides differentiation to students • Provide model lessons and coaching, assist in grade level planning, and provide assistance and guidance to teachers. Beginning of school year the Instructional Coach will receive X time to conduct data analysis, develop SMART Goals, form ELLP groups, plan paraprofessional training, plan grade level meetings, and work with TSP Coordinator and principal to plan meaningful activities that promote student achievement.  Implementation of ELD instruction as defined in the new ELD instructional program. Differentiated ELD instruction to support English Learners include: • Effective use of Thinking Maps and Graphic Organizers • Think-Pair-Share • Effective use of Mentor/Complex Text • Fostering Academic Interactions • Fortifying Complex Output including: Create, Negotiate, Clarify, and Fortify The Administrative team will conduct professional development around access to core content for ELs, monitor and synthesize and present relevant data regarding the English Learner program at the school site.  After School Intervention takes place in the Spring of each year. The school will use Tutor Teacher X Time to pay teachers to conduct after-school tutoring for EL students: • ELs students need support in ELA or Math will receive tutoring as appropriate • Students needing additional ELD support will receive tutoring as appropriate (emphasis on reducing potential PTELs) • Tutoring for ELs will be of Local Design • Classrooms, materials, and computer time will be provided and scheduled to optimize the tutoring program. The SSPT will meet on a regular basis for review of overall and individual ELD progress towards reclassification. The SSPT will consist of the administrative team, EL designee, and classroom teachers. Additionally, the SSPT will also identify EL students’ at-risk and not making adequate yearly progress.  In order to meet specific student needs and have a rigorous instructional program, Stanley Mosk retains the right to select state-adopted textbooks and assessment tools as rigorous as district-identified tools. |

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| 4. How does your school plan to use the Professional Development autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).  When funds are available, teachers will be paid Staff Training rate to cognitively plan standards’ based lessons for each school year. Together teachers will backwards plan rigorous 21st century lessons that integrate reading, writing, listening and speaking with social studies and the Next Generation Science Standards. In addition, teachers will create formative assessments that will be used to provide vital information during the lessons to measure if students are achieving the learning benchmarks.  The professional development plan will be developed based on instructional needs, data, and staff surveys. The ILT will be involved in the development of the PD plan. The PD plan will be driven on Data Analysis including DIBELs MOY/EOY, IAB's and SBAC Summative Assessment results. Some of the PD topics will include: 1. Metacognitive Comprehension Strategies 2. Project-Based Learning 3. Early Literacy and Language to meet individual needs. 4. Integrating writing into all content areas.  Continued and refined professional development on Start Smart 1.0 and Designated ELD Instruction Professional Development on Start Smart 2.0 Designated ELD Instruction. Professional Development on Integrated ELD Strategies including Visual Texts that enhance the four domains of ELD instruction. The Administrative staff, especially the TSP Coordinator, will provide professional development for teachers of English Learner students in Dedicated and Integrated English Development Instruction during Banked Tuesdays, grade level meetings, and after school. The professional development will focus on deeper implementation and understanding and consist of modules including: • CA ELD Standards Grading Alignment • Elementary Progress Reports ELD Marking Guidance • Designated ELD Frame of Practice Part 1:A Closer Look at Using Complex Text • Designated ELD Frame of Practice Part 2: Mentor Text and ELD Objectives • Student Progress Form • Integrated ELD instruction The Administrative staff will provide professional development on effective ELD instructional activities for students to maximize focusing on Integrated and Designated ELD instructional time. Teachers will be provided with professional development to learn how to shift teaching practices using the ELPAC. The Administrative staff / EL Designee will participate in planning/facilitation of PD outside of the regular assignment. |

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| 5.  How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).  The SLC develops the school calendar together with input from all stakeholders. The bell schedule is in accordance with district, state, and federal mandates.  Each school year all stakeholders have approved by voting process to implement a banked time waiver where all Tuesdays are early out to provide teachers with professional development time.  Banked time Tuesdays will be used to provide teachers with targeted professional development based on data. In addition, banked time will also be used for teachers to work together in professional learning communities to cognitively plan standards based, rigorous lessons for students. |

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| 6. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).  Stanley Mosk Elementary School has an established Shared Leadership Council, consisting of administrative staff, certificated staff, classified staff, parents, and students. The SLC meets on the 2nd Thursday of each month.  The SLC has oversight of the Mosk school procedures, hiring, and General Fund/Targeted Student Population budgets. The SLC strives to reach decisions by consensus and follows Robert’s Rules of Order. |