Los Angeles Unified School District

Office of the Associate Superintendent, Support Services

School Design Options

Local Options Oversight Committee

333 S. Beaudry Avenue, 11th Floor

Los Angeles, CA 90017

RFP Release Date: March 1, 2018

Expanded School Based

Management Model (ESBMM)

Request for Proposal, 2018-2019

Submitted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2018 – 2019

EXPANDED SCHOOL-BASED MANAGEMENT MODEL (ESBMM)

Request for Proposal

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**INTRODUCTION**

In keeping with its commitment to provide high-quality education to all students, the Los Angeles Unified School District (LAUSD) is pleased to present the 2018-2019 Autonomous School Models Request for Proposal (RFP). The Autonomous School Model process, which is a major tenet of the District’s Creating and Supporting Quality School’s strategy, is based on the core belief that school-based professionals and parents are best positioned to assess and address the varying needs and challenges facing their students, and was designed to promote continued improvement

student learning, achievement and quality of instruction in all District schools.

The Autonomous School Model process encourages local school empowerment and increased decision-making authority over various aspects of a school’s educational program and policies. School communities are invited to submit locally-developed proposals outlining the areas over which they desire greater flexibility. The information that follows details the process for requesting this flexibility.

**DISTRICT EXPECTATIONS**

All applicants interested in becoming an autonomous school in 2019-2020 must be approved through the 2018-2019 Request for Proposal (RFP) process detailed in this document. In addition, the District will consider the school’s fiscal sustainability as a factor in determining final approvals for opening new autonomous schools.

Proposals will be reviewed and evaluated on the quality of the proposed instructional program and programmatic elements, and the capacities required to successfully operate the school. The following additional important elements will be considered.

**SCHOOL STAFF ENGAGEMENT AND COMMUNITY OUTREACH**

The input of communities to autonomous school development is a required component in the RFP process to ensure that the needs of students and families are equitably represented and served. An important tenet shared by all autonomous schools is that decision-making should start at the school level with all school stakeholders (staff, students, parents, community) providing input. Autonomous schools believe that these people are in the best position to address the needs and challenges facing their students. Design Teams are expected to engage families, parents, school faculty and staff, and students in the development and writing of the proposal. The District will consider the depth and level of engagement with the school stakeholders as part of the overall review process.

**STUDENT ENROLLMENT AND ATTENDANCE AREAS**

Autonomous schools are created to serve all students that reside in the identified attendance areas. Innovative instructional programs are expected to attract students that have left or are not enrolled in LAUSD. Discrimination against any particular sub-group of students is prohibited.

All autonomous schools’ student enrollment practices shall support the District’s goal to increase high quality options available to students and families in Los Angeles. The District may allow the creation of new Zones of Choice[[1]](#footnote-1) to ensure students have access to such options or determine whether specific attendance areas are necessary for identified school sites and will be responsible for establishing related boundaries.

**SUSTAINABILITY AND FISCAL RESPONSIBILITY**

LAUSD seeks to ensure that autonomous schools are sustainable and fiscally viable. Funding for ESBMM schools is based on the District’s Norm Based Funding Model which is based on projected enrollment through E-CAST. Final allocations for schools may include adjustments based on the actual enrollment on Norm day. Schools use their allocation to develop a budget that meet the needs of the schools instructional and operational programs within the constraints of State and Federal Laws, court orders and consent decrees, collective bargaining agreements, as well as Personnel Commission and Human Resources rules.

**OVERSIGHT AND SUPPORT**

ESBMM, Pilot, and Local Initiative Schools are District schools and continue to receive services from the District, including Special Education. Instructional and operational supports are provided by the appropriate area superintendent and his/her staff. Employees working at these schools, both certificated and classified, remain LAUSD employees and are represented by their respective unions.

**EXPANDED SCHOOL-BASED MANAGEMENT MODEL INFORMATION**

The ESBMM model was created to enhance flexibility, accountability, and local control for participating schools to promote academic excellence and full engagement by the school community. As one of the voluntary autonomous school models, ESBMM schools can use their flexibilities to improve the educational learning environment and their students’ performance.

ESBMM is based on the School Based Management (SBM) governance model and strives to enhance collaboration and shared decision-making at the school site. SBM has been re-conceptualized for success, focuses on three non-structural elements: (1) building professional learning communities; (2) building two-way communication between home and community; and (3) developing infrastructures that serve as a system of outside accountability.

ESBMM Schools transfer authority directly to the school level. This school model provides flexibilities and local control of schools to promote academic excellence and full engagement of the school community. Funding is provided through a site-based funding model determined by the District. Responsibility and decision-making over school operations is transferred to the Local School Leadership Council (LSLC). These schools remain part of the District but have increased control over decision-making and use of their resources. ESBMM schools are held to higher levels of accountability in exchange for increased autonomy. They are open to students in accordance with the LAUSD student assignment plan.

ESBMM schools are exempt from District policies but are still subject to state and federal laws and applicable collective bargaining agreements. All provisions of the LAUSD-UTLA Collective Bargaining Agreement continue to apply to UTLA bargaining unit members assigned to ESBMM schools.

**VISION**

Schools that use SBM/ESBMM most effectively reorganize themselves to accomplish a vision that actively focuses on restructuring curriculum and instruction. Additionally, SBM/ESBMM schools require a wholesale redesign of the school organization that goes far beyond merely changing school governance (Mohrman et al. 1994).

**PRINCIPLES AND PRACTICES**

* **Disperses Power** throughout the school so that many stakeholders participate in making decisions. Site councils and subcommittees are two such decision-making groups; these groups have a formal structure with assigned members and regular meeting times.
* **Emphasizes Professional Development** as an ongoing, school-wide activity. Successful schools orient activities toward building a school-wide capacity for change, creating a professional community and developing a shared knowledge base.
* **Disseminates Information** broadly so that participants are informed of school performance and can make educated decisions about the organization and direction of the school.
* **Selects an Effective Leader** who can lead and delegate. The principal plays a key role in several areas: dispersing power, promoting a school-wide commitment to growth in skills and knowledge and getting all stakeholders to participate in the work of the school.

**AUTONOMIES**

**Financial Resources:** ESBMM schools are funded through the General Fund School Program. ESBMM schools also receive categorical funds if applicable. ESBMM schools have the autonomy to determine how the funds received are spent.

**Staffing:** Through a consensus process, ESBMM schools have the autonomy to select administrative, certificated and classified employees, subject to restraints of collective bargaining agreements and district staffing policies and procedures. Selection of the principal must include the Superintendent or his/her designee.

**Curriculum:** ESBMM schools have the autonomy to choose curriculum materials and methodology that aligns with the state adopted State Standards.

**Professional Development:** ESBMM schools have the autonomy toestablish professional development that aligns with the instructional program and best suits the needs of the school community.

**School and Bell Schedules:** ESBMM schools are free to design and create bell schedules that maximize student learning according to the vision, mission and goals of the school. All relevant state laws and district requirements for minimum instructional minutes apply.

**Additional Waivers:** ESBMM schools, pursuant to the procedures outlined in the LSSEI Agreement, may request local authority waivers in addition to those described above; such additional waivers would, however, require separate consideration and approval from both the District and UTLA.

**ACCOUNTABILITY**

**Review and Evaluation:** To assure continuing accountability, each school will be reviewed annually at a minimum. Additionally, ESBMM schools will undertake a formal Quality Review Process (QRP) in year three and then every five years thereafter unless the QRP reveals issues that warrant earlier follow-up.

**PROPOSAL REVIEW PROCESS**

The review process will commence immediately after the proposal deadline. Proposal Review Teams will be charged with reading, reviewing, discussing and providing feedback to the Superintendent on the ESBMM proposals, based upon a scoring rubric. Before submitting final recommendations to the Superintendent, the Local Options Oversight Committee may elect to conduct capacity interviews as they deem necessary in order to provide a thoughtful and well-informed recommendation to the Superintendent.

**REQUEST FOR PROPOSAL TIMELINE**

|  |  |
| --- | --- |
| **ACTIVITY** | **DATES** |
| **Workshops** | **February – March 2018** |
| **Letter of Intent (due by 5 PM)**  | **September 6, 2018** |
| **Proposals due to the Local Options Oversight Committee by Noon (12 PM)**  | **October 19, 2018** |
| **Local Options Oversight Committee review of Proposals for compliance** | **October 22 – 26, 2018** |
| **Proposal Review Teams review proposals**  | **October 29 – November 9, 2018** |
| **Proposal Review Teams meet to discuss proposals** | **November 13 – 16, 2018** |
| **LOOC School Visits and Capacity Interviews (If necessary)**  | **December 3 – 7, 2018** |
| **LOOC submits Proposal Review Team recommendations to Superintendent** | **December 14, 2018** |
| **Superintendent Releases Decision**  | **December 21, 2018** |
| **Re-write Period, if warranted** | **December 21, 2018 – January 18, 2019** |
| **Approved proposals will be posted on the LOOC and ESBMM websites** | **Beginning December 21, 2018** |

Note: Staff approval must be evidenced by a vote of support from 67% of UTLA bargaining unit members who work 50% or more time at the school site. The UTLA vote shall be conducted by confidential double envelope ballot by the chapter chair/designee. The principal and chapter chair shall count the ballots. This voting process is open and observers are welcome. The school must also demonstrate engagement from classified staff and parents in support of the proposal.

**PROPOSAL GUIDELINES AND REQUIREMENTS**

1. Submit your **Letter of Intent** via email to LOOC@lausd.net no later than **5:00 p.m. on Thursday, September 6, 2018**. You will receive an email from a representative of the LOOC confirming receipt of your application. You must submit the Letter of Intent in order to be eligible to submit a proposal by October 19, 2018.
2. Proposal should be single-spaced, at least 11-point Times New Roman font with 1 inch margins on all sides and **no longer than 30 pages**. Neither the aforementioned rules nor the page limit apply to the attachments.
3. Completed **Proposals** are due no later than **noon on Friday, October 19, 2018 and should be submitted via email to** LOOC@lausd.net. You will receive an email from a representative of the Local Options Oversight Committee confirming receipt of your application.
4. The proposal and attachments should be submitted as **two separate PDF documents**. Do not submit Word files. The proposal should be submitted using the following naming convention: SchoolName\_SchoolModel. (Example: BeaudryHighSchool\_ESBMM1, and BeaudryHighSchool\_ESBMM2).
5. Include a Table of Contents and clearly label all pages with page numbers and appendix labels where applicable.
6. Please refer to the chart below for more details.

|  |  |
| --- | --- |
|  | **ESBMM Schools** |
| **Proposal Sections** | I - General QuestionsII - ESBMM Instructional ProgramIII - Implementation |
| **Attachments** | * Letter of Intent
* Voting Results
* Relevant Attachments

AgendasSSC minutes and notes/minutes from other meetings with all stakeholder groupsSign-In Sheets, including date of meetingNotes from the meetingsFaculty voting records, including total number of certificated bargaining unit members versus number voting in the affirmative |

**APPENDIX:**

**APPLICATION MATERIALS**

**AND ATTACHMENTS FOR**

**EXPANDED SCHOOL-BASED MANAGEMENT MODEL RFP**

LOI – Page 1

**LETTER OF INTENT**

**2018-2019 Autonomy Model Letter of Intent**

This non-binding Letter of Intent (LOI) is used to express interest in choosing an Autonomy Model. Submitting an LOI for 2018-2019 does not obligate a school team to submit a proposal in response to the Request for Proposal (RFP).

The school team must attend two Autonomy Workshop sessions before submitting an LOI. The LOI helps the Local Options Oversight Committee (LOOC) communicate with design teams and plan follow-up supports. Email the LOI to LOOC@lausd.net no later than 5:00 p.m. on Thursday, September 6, 2018.

**Applicant Information Existing Schools (please answer all questions)**

|  |  |
| --- | --- |
| Name of the Primary Contact: | 1. 1. Current school site/SLC for which your team is submitting a Letter of Intent:
 |
| Signature of Primary Contact: | 1. 2. Grade configuration of your school:
2. □ K-5 □ K-6 □ K-8 □ 6-8 □ 6-12 □ 9-12 □ Other
 |
| Current Work Location: | 1. 3. School Model for which you are applying:
2. □ ESBMM □ LIS □ Pilot □ Undecided
 |
| Current Work Address: |
| Phone Number: | Email Address: |

**If proposing a Start-up Pilot School (please answer all questions)**

|  |
| --- |
| 1. Are you requesting space to open a new school? □ Yes □No
 |
| 1. If yes, list the school(s) interested in sharing their campus with you or the community you intend to serve.
 |
| 1. How many students does the school intend to enroll the first operating year?
 |
| 1. What is your projected enrollment by the third operating year?
 |
| 5. Proposed grade configuration of your school: □ K-5 □ K-6 □ K-8 □ 6-8 □ 6-12 □ 9-12 □ Other  |

Should you have any questions, please contact a LOOC Member at (213) 241-8700 or at LOOC@lausd.net.

LOI – Page 2

**If proposing to CONVERT an existing school, SLC, etc. to a Pilot School (please answer all questions)**

|  |
| --- |
| 1. If you are converting an SLC, etc., are you requesting space at your current location? □ Yes □No
 |
| 1. If yes, is the Principal of your current location aware of this request? □ Yes □No
2. List the school(s) interested in sharing their campus with you or the community you intend to serve.
 |
| 1. How many students does the school intend to enroll the first operating year?
 |
| 1. What is your projected enrollment by the third operating year?
 |
| 1. Proposed grade configuration of your school: □ K-5 □ K-6 □ K-8 □ 6-8 □ 6-12 □ 9-12 □ Other
 |
| 1. Are proposing to convert a Magnet Center to a Pilot School? □ Yes □No
2. If yes, have you contacted Student Integration Services? □ Yes □No

Spoke to Keith Abrahams III, Executive Director, Student Integration Services on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date |

Should you have any questions, please contact a LOOC Member at (213) 241-8700 or at LOOC@lausd.net.

The school principal and UTLA chapter chairperson acknowledge this Letter of Intent:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

 School Principal Date UTLA Chairperson Date

The school team has met with the Local District Superintendent or his/her designee. The Local District acknowledges this Letter of Intent:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LD Supt. Or Designee Date

LOI – Page 3

**LETTER OF INTENT**

**2018-2019 Autonomy Model Letter of Intent**

List the name and contact information of your design team members below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Printed Name**  | **Signature**  | **Phone** | **Email Address** | **Title** |
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**REQUEST FOR PROPOSAL**

**GENERAL QUESTIONS/APPLICATION**

1. **Vision and Mission:**
	1. **Vision:** What is the vision of the school? The vision statement should describe the specific long-term goal of your school. It should provide readers with an image of the future the Design Team wishes to create. It should align with your mission statement and should be meaningful and measurable. The vision statement should serve as a vivid organizing principle that helps all stakeholders focus on the desired targeted outcomes. Additionally, expound on the vision by describing what students will know and be able to do upon matriculation or graduation from your school.
	2. **Mission:** What is the mission of the school AND how will autonomies help the school meet its mission and vision? The mission statement defines the core purpose and key values of the school and informs the public about the students the school will serve. This statement describes the practical actions that implement the vision. It defines the fundamental purpose of the school and should be clear and actionable; describing what the school will achieve in concrete terms.
2. **School Data Profile/Analysis:**
	1. **What is the current state of your school?**

This section of the proposal should illustrate your knowledge and understanding of qualitative and quantitative data as well as empirical and anecdotal data to tell the story of the school community. Consider using demographic, performance, outcome and school culture data; data from classroom observations, focus groups and school surveys as part of your overall analysis. This section of the proposal should convey a clear understanding of the data analyzed. At a minimum, your analysis should discuss:

* Areas of strength and areas of concern
* Trends observed over a period of years (positive and negative)
* Underlying root cause(s) of persistent trends
* How the school’s actions relate back to the mission and vision of the school
* How the results of this analysis tie into the school’s implementation plan
	1. **Based on your analysis, what are the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment?**

Building on the analysis above, this section should identify 3 to 5 issues that must be addressed for the school‘s efforts to be successful, including instructional as well as behavioral and operational needs. The issues identified should be key to helping the school achieve its vision of the successful future graduate and the overall vision of the school. It is also important to provide a sound rationale, supported by evidence that leads you to identify these as the school’s highest priorities to address.

|  |
| --- |
| Applicants can review the data sheet ([California Dashboard](https://achieve.lausd.net/Page/12493)) and the report card ([School Report Cards](http://getreportcard.lausd.net/reportcards/reports.jsp)) for their current school but should not confine themselves to these resources alone. |

1. **Family and Community Engagement:** Families and community organizations are expected to participate as partners in expanding learning opportunities and support services for students. Describe what family and community engagement will look like at the school. Explain how families will be meaningfully involved in their child’s education.
2. **School Culture and Climate**
3. **Academic Culture:** Describe the academic culture that must be in place at your school, including how teachers and students will build strong relationships together and work/learn in a safe environment. Describe what academic achievement, student motivation to succeed, personalization, and safety would look like. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the collaborative culture and climate envisioned, and how they will be introduced to teachers, students, parents and community.
4. **Professional Culture:** Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program and discuss how you plan to develop and embed the envisioned culture.
5. **Design Team Capacity:** Describe the process used to select the Design Team members. List the members and their current position. Describe each member’s experience and qualifications. Explain the role of the different stakeholder groups including parents and community members in the development of the proposal.

**ESBMM INSTRUCTIONAL PROGRAM**

The Instructional Plan should clearly outline the proposed school’s educational philosophy, instructional strategies, assessment plan and professional development strategy. The mission statement should be reflected throughout this section.

|  |
| --- |
| Applicants choosing the Expanded School-Based Management Model should review the agreement, which can be downloaded via the following link: [ESBMM Overview](http://achieve.lausd.net/Page/2579)  |

1. **Curriculum and Instruction**
	1. **Instructional Program:** How will the school use curriculum autonomy? Your response should describe the proposed instructional program and the strategies that will be implemented. If these differ from the District’s current curriculum and instructional methods, complete the Alternative Curriculum Section below.Explain why this is well-suited to address the needs of the student population served by the school. Describe how the education program will meet the needs of all students. Explain how this connects to the current levels of student achievement as described in the data analysis section and how it aligns with the school’s vision and mission. Discuss any special academic/curricular themes the school will feature.
	2. **Alternative Curriculum, Programs and Resources (include this section, if applicable):** Identify the curriculum, program and resources that will be used instead of the District adopted/approved materials. Explain why a change is necessary and provide evidence that the proposed alternative curriculum is standards based and supported by research. (For information on textbook adoption and purchase, and Williams legislation, go to [www.cde.ca.gov](http://www.cde.ca.gov) and search-textbook adoption, CA and –Williams case education) How will the effectiveness of the alternative curriculum be monitored and measured?
	3. **Accountability and Metrics:** Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the instructional program and curriculum.
2. **Assessment Plan:** **How will the school use assessment autonomy? Your response should:**
	1. **School-wide Assessment Plan:** Describe how the school will monitor student progress to inform instructional decisions.
	2. **Student Assessments:** If you are planning to develop and/or use your own formative and summative assessments, explain what type of assessments you will use and how they align to State Standards. If applicable, include a timeline that outlines your plan for developing local assessments.
	3. **Accountability and Metrics:** Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the assessment plan.
3. **Professional Development: How will the school use professional development autonomy? Your response should:**
	1. Describe the school’s plan to provide high-quality professional development and support/resources to its administrators, teachers, and staff to assist in the implementation of new curriculum, instructional methods, assessments, and other programmatic structures. How will the school provide differentiated PD based on identified needs?
	2. Detail the elements of your professional development plan that support the areas where you are exercising curricular autonomy. You can include a PD calendar that outlines the overall structure of PD at your school.
	3. Describe how plans for the professional development will be designed, developed and implemented in a professional collaborative culture. What does it look like in practice? This should reflect the professional culture you described in the School Climate and Culture Section as well as the needs identified in the data section.
	4. **Accountability and Metrics:** Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the Professional Development plan.
4. **School Schedule: How will the school use scheduling autonomy? Your response should:**
5. Describe the school’s daily/weekly schedule for students and how the program is enhanced or expanded. The description should include the way the school will be organized for instruction, independent study, and extra or co-curricular activities. Please be specific in describing these items while meeting the California State requirements on minimum number of instructional minutes.
6. Describe how the schedule for staff will be used to maximize professional development and collaborative planning time focused on improving instruction and student learning.
7. **Accountability and Metrics:** Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the proposed schedule.
8. You may attach the proposed schedule.
9. **Staffing: How will the school use staffing autonomy? Your response should:**
10. Discuss the academic and non-academic staffing necessary to implement the proposed plan from the first year through year three. Include all personnel along with the number and type of positions.
11. Describe how the proposed staffing plan will ensure adequate instruction and services to all students. Explain how the proposed staffing structure is necessary for the school to achieve its mission.
12. Describe the criteria and process for teacher selection. Explain how the criteria provided align with your school’s vision and mission.
13. Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the proposed staff selection process.
14. **Budget: How will the school use budget autonomy? Your response should:** Identify specific financial priority areas (staffing, support services, etc.) and provide a reason why these budget priorities are essential for the school to achieve the vision and mission.
15. **School Governance and Oversight:** Describe the decision-making bodies and any planned school level committees that will exist in the school. Provide a description of the areas of responsibilities for each body. Describe the process for gaining input from all stakeholder groups in making key decisions.
16. **Additional Waivers:** Identify what, if any, LIS waivers or additional waivers from the LAUSD/UTLA Collective Bargaining Agreement, or from District Policy are needed to support and ensure the successful implementation of the school plan. Please contact LOOC at (213) 241-8700 if selecting additional waivers.

**RATIONALE FOR THE AUTONOMOUS MODEL CHOSEN**

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

**ESBMM IMPLEMENTATION PLAN**

It is important that Design Teams have a thorough plan for the implementation of the school. Design Teams should provide an implementation plan for the school that includes a timeline of major activities to be conducted from year one to year three. The timeline should address such aspects listed below ensuring that all are in place by the time the school opens.

1. staff selection (teachers and principal, when applicable)
2. student recruitment and enrollment
3. curriculum and assessment development (when applicable)
4. student support
5. family and community engagement
6. facility operations

Design Teams should ensure that their budget aligns with all programming, staffing plans, student enrollment projections, etc.

Teams may choose to respond in narrative form or use the attached template pages not to exceed the 30 page total.

IMPLEMENTATION TEMPLATE

|  |
| --- |
| **YEAR ONE TIMELINE:** |
|  | **PROPOSAL ELEMENT:** | **PROPOSAL ELEMENT:** | **PROPOSAL ELEMENT:** | **PROPOSAL ELEMENT:** |
| **RESPONSIBILITY****Who will lead the implementation of this element?** |  |  |  |  |
| **RESOURCES****What resources are needed for successful implementation?** |  |  |  |  |
| **EVIDENCE OF SUCCESS****How will you know you are making progress post- implementation?** |  |  |  |  |
| **EVALUATION PROCESS****What mechanisms will you use to measure progress?** |  |  |  |  |

**Note: Include as many columns/pages as necessary to address the various elements of the proposal.**

IMPLEMENTATION TEMPLATE

|  |
| --- |
| **YEARS TWO AND THREE TIMELINE:** |
|  | **PROPOSAL ELEMENT:** | **PROPOSAL ELEMENT:** | **PROPOSAL ELEMENT:** | **PROPOSAL ELEMENT:** |
| **RESPONSIBILITY****Who will lead the implementation of this element?** |  |  |  |  |
| **RESOURCES****What resources are needed for successful implementation?** |  |  |  |  |
| **EVIDENCE OF SUCCESS****How will you know you are making progress post implementation?** |  |  |  |  |
| **EVALUATION PROCESS****What mechanisms will you use to measure progress?** |  |  |  |  |

**Note: Include as many columns/pages as necessary to address the various elements of the proposal.**

1. Zones of Choice are geographic areas comprised of multiple high school options. The small school options in each Zone are open to all resident students and represent the demographics of the local area. [↑](#footnote-ref-1)