`PILOT SCHOOL MODEL
Walnut Park Middle School B
STEM Academy

Request for Proposal – 2014 - 2015

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Walnut Park Middle School – STEM Academy

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LETTER OF INTENT
2014-2015 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 2014-2015 does not obligate a school team to submit a proposal in response to the Request for Proposal (RFP).

It is highly recommended that the school team attend at least four 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 September 1, 2014.

Applicant Information

Name of the Primary Contact	Sudha Venkatesan
Signature of Primary Contact	
Current Work Location	Walnut Park Middle School B – STEM Academy
Current Work Address	7500 Marbrisa Ave, Walnut Park, CA 90255
Phone Number	323-277-2600
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Existing Schools (please answer all questions)

1. Current school site for which your team is submitting a Letter of Intent: Walnut Park Middle School B – STEM Academy		
2. Grade configuration of your school:	☐ K-5 ☐ K-6 X K-8 ☐ 6-8 ☐ 6-12 ☐ 9-12 ☐ Other _____	
3. School Model for which you are applying:	☐ ESBMM X Pilot	☐ LIS ☐ Undecided

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

1. Are you requesting space to open a new school?	☐ Yes X No
2. If yes, list the school(s) interested in sharing their campus with you or the community you intend to serve.	
3. How many students does the school intend to enroll the first operating year?	495
4. What is your projected enrollment by the third operating year?	540
5. Proposed grade configuration of your school:	☐ K-5 ☐ K-6 ☐ K-8 X 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.

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

Printed Name	Signature	Phone	Email Address	School/Affiliation
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1. Vision and Mission:

The vision of Walnut Park Middle School STEM is for all students to become agile learners who advance civilization locally and globally. As a resident priority school, we are an open and welcoming environment where, parents are actively engaged in their student's learning, and there is strong community and business support. All teachers' work within a professional learning community that embodies the belief that improved teacher practice results in improved student learning.

At the STEM our students will learn to become:

- Problem-solvers- able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations.

- Innovators- creatively use science, mathematics, engineering and technology concepts and principles by applying them to the engineering design process.

- Inventors- recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).

- Self-reliant- able to use initiative and self-motivation to set agendas, develop and gain self- confidence, and work within time specified time frames.

- Logical thinkers- able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention.

- Technologically literate- understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

2. School Data Profile/Analysis:

Our areas of strength are student academic achievement (based on our 1st year API of 747), re-designation of CELDT students at the rate of 25%, students achieving honor roll and high honor roll in the most current school year (2013-2014) at 58%, an in-seat attendance rate of 79%. We have a high level of faculty expectation as evidenced by having 4 National Board Certified Teachers currently on faculty, with 3 other candidates starting that process in the current school year, faculty engagement as evidenced by 48% of faculty being members of the Leadership team, and 100% of faculty being members of at least 1 other voluntary faculty committee, and faculty attendance rate of 85%. Our parent and community support is evidenced by the fact that applications for school openings exceeded capacity by over 50% in each of our first 2 years; 96% of parents feel welcome at our school according to the school report card, and 92% of parents say that they feel that their child is safe at our school.

Our areas of concern are pockets of inconsistent student achievement in some academic areas. This is evidenced by:

- Our 8th grade Algebra students in 2012-2013 scoring only 27% proficient/advanced on the CST compared to the rest of the school which was 66% proficient/advanced

- During 2013-2014, 23% of 8th grade students failed one or more academic classes compared to 11% of 6th and 7th graders
- 8th graders passed the CELDT during 2013-2014 at a rate of 21% compared to 50% in the previous year.

Some of the underlying root causes for the persistent trends that we are seeing are as follows:

- During the inaugural 2012-2013 school year, none of the students had the advantage of ever being exposed to our school plan and faculty members. During the 2013-2014 school year, our culminating 8th graders and most 7th graders had only one year of experience in our school. Those students only had the full advantages of working with our faculty, benefiting from our STEM curriculum, and being exposed to our high expectations for one year.
- In addition, students came with learning gaps that did not prepare them for the rigor of our curriculum and expectation.

However, in the 2014-2015 school year and beyond, almost 100% of our culminating students will have the advantage of spending all of their middle school experience benefiting from our curriculum, faculty, and high expectations. Our expectation is that the consistent application of our curriculum and STEM based focus for each year will build on and support more consistent and even levels of high student achievement.

The school's actions relate to our mission and vision statement in three significant ways. First, our STEM focus means that every student has a STEM elective. However, that elective has evolved during our first two years and into our third year. For example, our robotics electives have moved from general robotic skills to a formalized Gateway to Technology program – a middle school component of Project Lead the Way led by a certified Career and Technical Education teacher. Only three middle schools in LAUSD have received Perkins Funding (usually reserved only for high schools) for running a STEM curriculum and we are one of them. We received $80,000 in the form of Robotics kits and laptops from Perkins to run our engineering component of our instructional plan. The teacher also did an intensive training for two weeks during summer. As part of the course, our students will attend career conferences and be part of engineering and science education and career awareness groups. Forensics classes have developed laboratory components including hands-on and online elements. Our Model UN class has evolved to a partnership with New Global Citizens to provide students with exposure to international environmental and health issues and challenges the students to suggest and offer solutions to international agencies. Students are also offered in MESA – Engineering program run by Cal State LA, Medical Exploration, and Lego Mechanics.

Secondly, during 2013-2014, our school elected to implement Common Core State Standards (CCSS) one year prior to district mandate. This coincided with our vision and mission statement which emphasize problem solving and critical thinking skills. CCSS, by their very nature, require critical thinking, citing evidence, explaining mathematical processes, and project based learning called for in the Next Generation Science frameworks. Our school was able to implement these initiatives as the year progressed, and for upcoming years we are set to continue to master CCSS objectives.

Finally, during both of our Public School Choice (PSC) reviews, student to student and student to teacher engagement was noted as lacking. Since that kind of student initiated learning is key to success in being college and career ready, fostering and encouraging student to student and student to teacher dialogue is essential. Our professional development throughout 2013-2014 emphasized this, as evidenced in the implementation of classroom discussion protocols. This can be seen in classroom protocols within cooperative group work, classroom posters, charts, and sentence stems to scaffold students toward becoming active, rather than passive. Common Discussion protocols to facilitate students' discussions

were also established and posted in all classrooms. Teachers guide and provide frameworks for students to use the protocols to aid in increased, productive and focused academic discussions among students. Monitoring of these protocols was established through the implementation of peer observations.

This analysis will be supported on an ongoing basis throughout the implementation process. First, our school will have the autonomy as a pilot school to provide professional development specifically to STEM topics and pedagogy that are currently restricted to traditional content areas. These needs were identified by the staff through a professional development needs survey. Additionally, the leadership team will continue to plan professional development activities that support higher levels of student engagement, such as using peer classroom observation protocols and feedback sessions. Furthermore, we would have the flexibility to assign qualified teachers to STEM electives that are currently restricted by district mandates. As far as CCSS implementation, we plan to invite professional development providers that will support our differentiated curriculums and assessment plans. These professional development providers will meet or exceed current district and state standards, and will be sourced through the networks of our staff as well as tapping into the resources of the Intensive Support and Innovation Center (ISIC).

Considering our English Language Learner population, the following steps have been taking place and need to be expanded beyond district resources:

- School-wide use of discussion protocols
- Sentence starters and frames in all content areas
- Implementation of thinking maps and graphic organizers
- Adoption of Notice and Note reading strategies
- Common annotating protocols
- Creation of writing class electives using the Lucy Calkins writing workshop model
- Intensive intervention provided to students at risk of not meeting standards

Based on this analysis, we have identified the most central and urgent challenges that our school seeks to address in order to improve the teaching and learning environment:

- Instructional – Based on benchmark assessment results in both math and ELA, few students (38%) are meeting benchmark on the CCSS. In order to ensure that all of our youth become truly college and career ready, our teachers will continue working with CCSS to become experts in the newly adopted curriculum. The rationale is that CCSS require the same higher order thinking and problem solving that is called for in our vision, and are evidence of high expectations for all learners as they move toward college and career readiness.
- Support for all ELLs -- Based on our 8th grade CELDT passing rate of 21% compared to 50% in the previous year, ELLs need support in all content areas. Use of academic language and vocabulary development are part of instruction and must be as rigorous in math, science and history as they are in ELA. Classroom reading, writing and discussion protocols must be reinforced for all students, especially ELLs, in all content areas. This is from our vision which states "improved teacher practice results in improved student learning." The rationale for this is to support struggling learners by providing consistent supports and scaffolds across grade levels and content areas.
- Operational needs – Based on the need to improve and expand teacher leadership capacity to support a shared leadership model and realize the school's vision, teachers need opportunities to lead. There is also a need to provide multiple venues for teachers to collaborate on student work samples and evaluate student date. We will continue the development of teacher leaders through our Leadership Team, common planning teams, grade level and content area teacher leads, teacher volunteer committees such as positive behavior, student activities, and 8th grade culmination, support for

National Board Certification candidates, and teacher leaders working part-time outside the classroom on Title 1, English Language Learners, and Professional Development Planning and building parental support. The rational for these is to empower teacher-leaders to build their own capacity for leadership, and support the school now by providing buy-in to current programs. Teachers being the advocate for increased support from other stakeholders especially parents.

3. Family and Community Engagement:

Parent Engagement

STEM Academy recognizes the importance of parent and family involvement in the educational success of students, and is committed to increasing parental involvement in all academic, functional and social areas of their child's education. The administration and faculty at STEM Academy believes that we should foster and support active parental involvement, and acknowledges that parents are an integral part of the educational success of their children. We believe deeply that parent involvement is a dialogue that leverages parents as true educational partners at our school.

All parents will be surveyed at the beginning of each school year to gather information about parent volunteer interest areas. These surveys will also be used to obtain opinions concerning school effectiveness and related matters. Orientation to the STEM Academy will be provided to parents at the beginning of each school year. Open House will be held twice a year to allow parents the opportunity to become involved in their child's academic and extracurricular activities. Both the orientation and open houses will go beyond providing basic information to be a forum with both guest and in-house speakers to educate parents on effective parenting techniques, PTA involvement and outreach activities, and also to allow for an exchange of parent-to-parent information and networking.

STEM Academy will utilize a robust school website and social media presence to provide multiple avenues to allow parents to obtain current information on our school and on their own children. In addition, these technologies will allow parent to school communication. A certificated staff member will be appointed annually to fulfill the role of parent facilitator. The facilitator will be a liaison working with our community representatives to organize meaningful training for parents and staff in the areas of promoting and encouraging a welcoming atmosphere to parental involvement. Efforts will focus parental participation as an asset of the school with an emphasis on increasing the opportunities for collaboration between parent and student engagement in meaningful STEM educational activities. An example will be to have parents accompany their students in MESA excursions and science fairs,

Staff development opportunities will be provided each year by parent involvement facilitator, teachers and school administration to enhance the understanding and importance of parent participation within the school. Certified staff will be required to attend no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies.

Community Support

We have a high degree of support from a wide array of private and public institutions and community and businesses. We have surveyed the interest from our community with an overwhelming positive response. Our actual and potential commitments include the following:

- NASA
- Boeing
- Environmental Learning Center
- Hispanic Engineering Association
- Los Angeles County Office of Education
- Office of Naval Research
- Northrop Grumman

• California Department of Education- Career Technical Education
• EduCare Education Cyber Search Program
• Mathematics Engineering Science Achievement Partnership with California State University Los Angeles
• UCLA
• California State University Dominguez Hills
• California State University
    *Science Department
    *Engineering Department
    *Mathematics Department

Our relationship with the local businesses and community will assist us in providing funding, resources, field trip experiences, hands-on real life application of learning and professional development to support our vision for our STEM Academy students.
We have had NASA specialists help us develop our STEM curriculum through a year- long professional development. MESA has provided our students with a curriculum (bridge-building) for our STEM elective classes.
Included in the partnership are the fieldtrips to the universities to experience application of engineering products and technology and competition opportunities where math, science and engineering are challenged. The Office of Naval Research has provided our students with underwater robotic kits that have enriched our STEM program specialty. Our kids have competed in underwater robotic competitions for two years in a row now.

4. School Culture and Climate

a. Academic Culture:

In order to facilitate academic achievement, our school culture and climate:

- Will include significant ongoing collaboration among teachers, including classroom observations, expanded common planning time, professional development
  - This includes implementation of professional rounds and common planning time meetings and staff development and STEM committees
- Maintain high standards across all grade levels and content areas, with teachers and students setting rigorous goals that will prepare students for high school success and college and career readiness
  - Focusing classrooms to feature high level critical thinking, student to student and student to teacher dialogue, and argumentative writing in all classrooms across grade levels and content areas
- Facilitate student interests and promote curiosity and self-initiated learning by offering a variety of STEM electives
  - This includes having a College and Career Day where students can interact with STEM and other professionals, opportunities to participate in governance and school life through the student council, ASB committees and affinity clubs with teacher advisors
- Support challenged learners by consistent protocols, procedures and expectations in all classrooms and grade levels
  - Use prior grades and test results to make instructional decisions
  - Create a intervention committee to focus on referrals made from the grade levels and departments regarding academic and behavioral at-risk students. The Committee will then suggest different levels of Tier 2 remediation and follow-up on student progress

- Ensure student safety by sponsoring anti-bullying week, incorporating positive behavior supports and encouraging open teacher-student communication through a teacher-student mentoring program where students feel comfortable discussing concerns with faculty members or other concerned adults.

b. Professional Culture

The professional culture at our school will be aligned to our mission/vision statement, EWA, and criteria for selection of faculty members. It is adapted from the attributes of accomplished teaching identified by the National Board of Professional Teaching Standards:

- Our students come to us with unique strengths and challenges, and our professional culture will build on those strengths and understand challenges, particularly those involving the impact of socio-economic factors and English language acquisition. This means that high expectations and rigorous lessons must be matched with respect and multiple opportunities for students to succeed.
- Our STEM curriculum requires teachers who are content experts and who know how to teach that content to students – ongoing professional development must be focused to further both content and pedagogy.
  Our teachers and staff are responsible for managing and monitoring student learning. This means that our common planning time will be focused on looking at student work, planning assignments that are aligned not only to CCSS but to each other's class assignments, and that students are offered multiple opportunities for remediation or enrichment that meets their needs.
- Data analysis using student work and benchmark assessments is our main focus for this year. Based on data, strategic and targeted intervention will be provided to students. Every instructional decision-making will be supported by different kinds of data that is continuously collected by the teachers.

- Our teachers and staff are members of learning communities, both within our school and as part of the larger community. This means that all teachers will be involved in work outside of their classrooms, involving some form of teacher leadership that matches their unique gifts with the needs of the communities. All teachers will not only attend Professional Development sessions on the school site, but participate actively in them – and those sessions will planned and monitored to meet real needs of teachers. Finally, all teachers will routinely visit and collaborate with their colleagues, with the goal of sharing effective practice to all classes.

Design Team Capacity:

The process used to select the Design Team members were self selection. Parents and community members worked with faculty members and gave specialized input.

Design Team Members:

Sudha Venkatesan has been the Principal of Walnut Park Middle School STEM Academy since it opened in 2012. Prior to this assignment, she was Project Director for the CaMSP grant for Local District 6 from 2008-2011. Ms. Venkatesan was also involved with the STEM office at the California Department of Education, and was a reader for STEM and Common Core grants.

Youlina Rehak brings 16 years of educational experience in elementary, secondary, and adult education settings. Having received her Bachelors' from California State University, Fullerton, where she was recognized with the Dedication to Children Award, and her Masters' from Walden University. She has served in various leadership roles including School Site Council, School Leadership Team, Grade Level Chair, and Mentor Teacher. In addition to holding a preliminary administrative credential, multiple subject credential, and single subject credential in Biology, Youlina is also a current candidate for National Board Certification.

Mike Albert has been teaching since 1998 and is a NBCT (2007) and a LAUSD Teacher of the Year (2005). He currently facilitates for Teacher Training Academy and the LAUSD-UTLA Support Network for new National Board candidates. He has been a member of the state textbook adoption committee for history/social science, a trainer for the district intern program, and participated internationally in teacher development through the US State Department in 2011. A graduate of the University of Redlands, Mike was a design team member for the Walnut Park Middle School STEM Academy, and is currently the UTLA chapter chair

Martha Atilano is a graduate the University of La Verne and has taught in LAUSD for 21 years. Martha holds an administrative credential and has served as Title 1 and bilingual coordinator at a preK-8 span school. As a Math-Science lead teacher, Martha was chosen to demonstrate model lesson and helped coordinated the first her school. She is a National Board Certified Teacher, and was part of the Walnut Park Middle School STEM Academy public school choice writing team. As a reading advisor for her school, Martha worked with students, parents fellow teachers and community members to expand literacy efforts.

Christine Martin is 30 veteran of LAUSD, with experience in both elementary and middle school settings. She has been a member of School Site Council, Shared Decision Making Council, Leadership, Public School Choice 3.0 writing team, Department chair, and Lead teacher. Chris uses her bilingual talents to communicate with students, parents, and community members. A graduate of UCLA, she is the proud parent of a 1st grade teacher.

Anne Gonzales was a presenter and a teacher consultant for the UCLA math project grant where she taught math content to teachers that were working on their supplemental mathematics authorization. She also presented at the Los Angeles City Teachers' Mathematics Association (LACTMA) conference and trained at LACOE. 2001-2009, Anne was selected by the U.S. Department of Education (DOE) as a member of the planning committee for the National Assessment of Educational Progress (NAEP). In 2012 she became a National Board Certified Teacher and was selected as Teacher of the Year for 2014-2015.

Jane Kramer is in her 19th year teaching at LAUSD in both the elementary and secondary levels. She is a National Board Certified Teacher, and served as a consulting teacher for BP America's A+ For Energy Grant. Jane participated in Earth Watch in Chile and Costa Rica where she studied river otters and leatherback sea turtles. A graduate of Chapman University in American Studies and her Masters' at California State University Los Angeles in History, Jane was the recipient of the Los Angeles Excellence in Teaching Award in 2000 and was in Who's Who Among Americas teachers in 2005-2006.

Carlos Rivas has moved to a second career as a middle school science teacher after a career in engineering. Carlos is a native Spanish speaker who uses his bilingual talents to forge close ties with parents and community members and leverages his professional talents and networks to bring engineering resources and speakers to our school. He has been designated a Certified Career and Technical Education teacher and Gateway to Technology fellow. Carlos is the STEM lead for our school.

Jason Holmes is a 15 year veteran teacher who holds a multiple subjects credential. Jason is experienced in all the grades of a middle school setting. He has served on School Site Councils and Shared Decision Making Councils on several occasions has held a position as Parliamentarian each time. Jason is currently a candidate for National Board Certification.

Maricela Macias and Ruben Ventura have been parent volunteers at our school since our original opening in 2012, and have seen their children thrive and culminate from our school. Wally Shidler is a long term resident and archivist in the Walnut Park community who has advocated for our school even before our

grand opening. They have proved to be sounding boards and wise counsels in all of our discussions leading to the public school choice process, our application for magnet school, and now our pilot school proposal, as well as their continued involvement in School Site Council and liaison to local government officials, businesses and the community at large.

1. Curriculum and Instruction

a. Instructional Program:

STEM education offers students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. We are presently offering MESA engineering designs, Lego Mechanics, Lego Robotics, Forensics, Environmental Science and Model United Nations with an emphasis on issues like deforestation and climate change. Next year we are adding the Gateway to Technology program to our list of STEM electives. This program is a nationally recognized middle school pre-engineering program of Project Lead the Way. The semester long sessions include Design and Modeling, Automation and Robotics, Flight and Space, Science of Technology, Magic of Electrons, Green Architecture, and Medical Detectives. We have a Career Technical Education Credentialed teacher who also has an engineering degree that will lead and advise the Gateway to Technology program. The LAUSD Career &Technical Branch is using Perkins Funds in order to bring this program to our school. Every student at STEM Academy is enrolled in one STEM elective per semester. This is slated as a 7th period "STEM" class to enable teachers and students to collaborate. Therefore, over the course of three years (6-8), STEM students will be exposed to three to six different STEM focus areas, career opportunities that exist in the STEM fields.

Because STEM is a discipline based on the integration of other content area knowledge, the core curriculum is tightly embedded and relied upon for success in the STEM classes. Just as critical, is the integration of STEM topics and skills that are implanted into the core classes.

<u>English Language Arts</u>

The English Language Arts is especially important to STEM because of the focus on 21st century skills – specifically communication. The English Language Arts ensures students a rigorous curriculum that assures all students opportunities to read, write, speak and listen critically and creatively. The core English Language Arts curriculum is divided into two major units of study; informational texts and narrative literature. These units are based on complex texts that address current, real-world issues and provide students with numerous opportunities to engage in academic conversation while debating challenging ideas and theories. These units of focus include the use of DDT and pesticides, perspectives, the search for fresh water, working conditions, the sustainability of the world's food supply, and racism. These units require students to transfer their learning into written form through numerous writing assignments including a research-based document. The rigorous reading and writing students will be introduced to in their language arts classes will be the foundation skills expected to transfer directly into their STEM assignments.

<u>Math</u>

The mathematics curriculum at STEM Academy will be driven by the eight Standards of Mathematical Practice. The overarching domains for Grades 6 & 7 is Ratio and Proportional Relationships, Number Systems, and Expressions and Equations. Eighth grade students will examine, analyze, and demonstrate an understanding of congruence and similarity using physical models, transparencies, and geometric software. These math skills will be the same skills that students will be required to utilize in the various STEM classes. All math curriculum will require students to make use of various technologies such as graphic calculators, manipulatives, Logger Pro software, and Geometer's Sketch Pad. Students will be provided rigorous, multi-step, real-life math problems to solve, requiring students to demonstrate their understanding by justifying and critiquing their conjectures using academic based content vocabulary.

<u>Science</u>

The science curriculum at STEM Academy draws on a variety of resources to enhance the curriculum, including Next Generation Science Standards, FOSS Kits, GEMS guides, NASA developed curriculum,and the Gateway to Technology Program. All science teachers are members of the NASA Explorer School, which enables us to utilize NASA resources and training. The science class is the natural place for the integration of both the scientific method (inquiry) and the engineering design process. The engineering process is woven into each year's curriculum, demonstrating the connection and yet difference between science inquiry and engineering. A strong writing component will be part of the science curriculum through the use of science notebooks, analysis of experimental results and research reports that demand students state a thesis and support it.

History/Social Science

The History/Social Science curriculum will provide our student-historians with an engaging and challenging experience that incorporates the common core state standards and the national C3 frameworks. Our school is working in partnership with the Stanford History Education Group, Gilder Lehrman Center for American History, University of California at Irvine History Project, and the DBQ (Document Based Question) Project to promote student learning that requires analysis and evaluation measured by a rigorous writing component. The curriculum supports ELs by providing graphic organizers, vocabulary support, and cooperative group-work in every unit; curriculum is differentiated for gifted learners by incorporating technology including a class blog and video conferencing.

Real World Application

STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science technology, and mathematics in situations that allow students to make connections between school, community, and world.
STEM Academy provides numerous opportunities for students to apply the skills and knowledge they have gained in their STEM classes to real-world learning opportunities. These opportunities have included participation in various competitions such as: Science Bowl, US Naval Underwater Robotics Program, Lego Robotics, and MESA Bridge Building (Engineering Design).

Currently, the district does not provide any curriculum, materials and support that meet the requirements of the Common Core State Standards for any content areas. District benchmark assessments test limited areas, for example, in English/Language Arts, student writing is assessed in a limited way, but reading and other CCSS standards are ignored. In whole, our current materials are obsolete or irrelevant to the CCSS.

We will be using the District adopted/approved materials. However; we will supplement our program with Engage NY, Mathlinks and Measured Progress materials. The teaching strategies used by Engage New York utilize research based teaching strategies, including supporting language, academic discussions, writing argumentative essays, and think-pair share that support the CCSS. Mathlinks also uses research-based strategies such as MARS, Mathematics Assessment Research Survey, which was developed by UC Berkley, the University of Nottingham, and the Gates Foundation and is used nationally and internationally to support multiple measures of mathematical proficiency required by CCSS. Measured Progress incorporates our locally developed assessments with any district benchmark assessments to give teachers a full and complete view of student progress and inform plans for remediation or enrichment. This platform has been used nationally in several states to track student progress.

The effectiveness of these materials will be monitored and measured by teachers working together in content area and grade level groups during professional development and common planning time meetings using stand "looking at student work" protocols. Benchmark assessments will be disaggregated and used to further drive instruction. The findings will identify areas of strength and areas for teachers to

focus their instruction. From here, teachers will identify key standards for re-teaching, plan common formative assessments, and determine misconceptions based on student responses.

2. Assessment Plan:

The school-wide assessment plan is based on:

- Common Core data where available
- Common teacher created assessments
- Measured Progress benchmarks
- District benchmark interim assessments

During our first year of implementation, we envision following the current district assessment models, while examining various options on a "test" basis, which would be implemented during years two and three if successful

3. Professional Development:

Professional Development

The professional development model is determined by the school's Pilot Governance Council comprised of teachers, parents and principal which meet every week to organize and evaluate the direction of further training, ensuring that all faculty receive in excess of 16 hours of STEM training. The professional development are led by National Board Certified Teachers for each department which then report back to the Pilot Governance Council for further feedback and progress. The professional development model at STEM Academy is premised around a three-area focus in order to improve teaching and learning and prepare teachers to deliver STEM curriculum: the individual, the core disciplines, and the entire staff. From 2013 to present, we focused our efforts on training and support to create aligned curriculum maps to the Common Core State Standards (CCSS) blueprint and to develop and implement formative assessments. Faculty members will be mandated to attend 7 days of additional professional development workshops, either school based or outside of school, during the school year. Teachers will be compensated for their time attending these trainings at teachers' tenthly-time rate. The principal's prior approval is required to obtain reimbursement for any registration or materials fees related to outside professional development.

The Individual

Teachers, as individuals, will be encouraged and assisted, to attend at least six hours of professional development in their STEM area of expertise. Since STEM offers such a large diversity of STEM electives this necessitates providing individuals training and knowledge to grow and develop in their specific focus area. This professional development can be in the form of various national conferences, local conferences, summer institutes, and academic classes. Teacher support is given through monetary resources to attend various conferences and substitute coverage. Since many of the industries are currently interested in promoting and encouraging STEM development, there has been an increase in sponsorship and partnership for staff development. This year our school has received a sponsorship from Project Lead the Way with a two weeks professional development for our lead science teacher to establish the pre-engineering curriculum, Gateway to Technology. Our focus is to continuously refine our process, deepen our instructional conversations, and leverage expertise of our teachers to maximize our capacity to improve student learning. We looked at our work as a never-ending continuum of improving our processed and instructional approach. Curricular maps, assessments and mini-lessons are adjusted on an

on-going basis as we deepen our understanding of our students needs.

The Core Disciplines

Professional development in the core disciplines will be driven by four guiding factors: implementation of the common core standards, content, data, and best teaching practices/signature strategies and trans-disciplinary project using our STEM theme. A professional collaborative culture is fostered by prioritizing common planning time. This professional development is scheduled for Common Planning Time three/four times a month. The focus is to leverage practices to support differentiation for special needs by using them across all content areas.

The Entire Staff

Professional development that addresses the entire staff takes place weekly. These professional development meetings are divided into five areas: district mandated bulletins/testing, best teaching practices/signature strategies, common core, professional reading and STEM content. These rotate each week, with each topic getting covered once a month. Under this current format, professional development is provided for the entire staff on various STEM related topics.

NASA through their NASA Explorers Program provides six of these STEM professional development sessions for our school. A NASA outreach professional comes to visit us and provides the entire staff with various resources, activities, and guidance on the implementation of STEM. A Naval Research Officer and MESA outreach support person comes in to provide the Underwater robotic teacher training and Engineering Model training respectively for our faculty that provide those STEM electives to our students.

Through our partnership with Project Lead the Way, four of our staff developments will be led by their outreach professionals through their high-quality teacher professional development model, which will address the integration of common core standards to their Gateway to Technology Program.

Induction

Any new faculty member will be supported in a variety of ways.

1. Elect to work agreement in pilot school governance model will require that new teachers read and agree to follow the STEM Academy School Plan.
2. STEM Academy will utilize a mentor model in which new teachers will be paired with NBCT's who are BTSA trained.
3. There will be continuous follow-up with mentor and mentee using two forms of evaluation

- Bi-monthly formal instructional conversation with the principal
- Bi-monthly instructional rounds (observations in other classrooms) as a member of a teacher team
- Monthly mentor and mentee review conversations with the principal

3. School Schedule and Calendar:

a. Walnut Park Middle School will continue to use a block schedule allowing teachers and students the time they need to work in a collaborative learning environment. Block schedules offer more concentrated experiences of subjects, with fewer classes daily. This results in more class time to conduct extended activities, such as group work and projects. With the increased span of teaching time, longer cooperative learning activities can be completed in one class period. Students have more time for reflection and less information to process over the course of a school day. Students have a limited number of class changes, therefore the likelihood for less disruption and interruptions. Time used for class changes is incorporated within the instructional time, maximizing time. The Walnut Park Middle School schedule will make it possible for students to

have their STEM electives four times a week. In addition, teachers see fewer students during the day, giving them more time for individualized instruction.

b. Currently, our calendar aligns with the District's early start calendar. Walnut Park Middle School will continue to meet or exceed the state requirements for school days and instructional minutes. We will plan for our bell schedule and calendar to incorporate professional development time for grade level teams and subject specific teams to meet to develop curriculum. The schedule will continue to provide weekly professional development time and common planning time for teachers. The flexibility and autonomy that the pilot school allows will give us the freedom to find a schedule that works best for our students and faculty and increase academic participation as well as maximizing our professional development and collaborative planning time. The focus is for teachers to have extended time for planning, resulting in quality instruction.

c. Daily Schedule

Period	Time
BIC	7:55-8:12
Period 1/2	8:12-9:49
Nutrition	9:49-9:59
Period 3/4	10:04-11:41
Lunch	11:47-12:11
Period 5/6	12:16-1:53
Period 7 (STEM ELECTIVE)	1:58-2:58

d. Monday Schedule

Period	Time
Homeroom	7:55 am-8:12 am
Period 1	8:12am-8:45 am
Period 2	8:50 am-9:23 am
Nutrition	9:23 am-9:33 am
Period 3	9:38 am-10:11 am
Period 4	10:16 am-10:49 am

Period 5	10:54 am-11:27 am
Lunch	11:27 am-11-57 am
Period 6	12:02 pm-12:35 pm
Period 7	12:35 pm-1:27pm

Daily hours of operation are 7:55 to 2:58 Tuesday, Wednesday and Thursday. Monday 7:55 to 1:27 followed by professional development at 1:30 to 2:58. Friday 7:55 to 1:53 followed by Common Planning time until 2:58. Intervention/remediation classes will be created as needed. All students will be given a STEM elective the last hour Monday through Thursday.

The School Governance Council may extend the school day on Tuesdays through Fridays to accommodate a flex period for remediation and enrichment.

Professional in the core content areas will be driven by three guiding factors:

- Implementation of Common Core State Standards
- Reviewing content, data and best teaching practices/signature strategies
- Interdisciplinary projects based on the STEM theme

This professional development is scheduled for common planning time three/four times per month. Professional development that addresses the entire staff takes place weekly.

4. Staffing:

We would anticipate that our staffing would follow the District norm chart, with adjustments being made by the Governing School Council (GSC) based on changing needs and available financial resources. Matrix development and teacher placement is based on student need, not seniority or "must place" designation, as outlined in the Pilot MOU and notwithstanding CBA Article IX-A. Our faculty would consist of highly qualified teachers, with teachers having multiple subject credentials in grade 6, and a combination of multiple and single subject credentialed teachers in grades 7 and 8 to provide flexibility depending on changing enrollments in all grade levels. All teachers would also have appropriate certifications and training for English learners to meet legal requirements. Teachers would meet and work in multiple settings: Departments, grade level, and STEM Academy committees such as positive behavior, testing, and STEM Fair.

Our non-academic staffing from the district norm would be a grade level counselor and School Administrative Assistant (SAA). Priorities for non-academic staffing would be to fund a school nurse in addition district norms in order to provide necessary advance health care to students; a teacher-librarian to support literacy requirements in ELA and CCSS; a Pupil Services Administrator to assure high in-seat attendance to exceed the current district metrics; a Psychological Social Worker to provide Tier 3 intervention for struggling students; an Intervention and Data Coordinator that would work specifically with struggling students and lead our efforts to analyze data from benchmark assessments and summative tests; an educational technology specialist to work with teachers incorporating technology into lesson, which supports our school's vision of 21st century learners, and a Community Liaison to coordinate parent engagement.

The rationale for all staffing plans is listed above. The overall governing philosophy of the staffing is to provide support to students that would be in danger of not meeting our high and rigorous standards. Rather than reduce those standards, our vision is to have students meet those standards with extra support as necessary.

Staffing for positions such as coaches, deans, and department chairs will be subject to the rules of the School Governance Council (notwithstanding CBA article IX-A, Sections 3.0, 4.0, 5.0, 5.1, 6.0 and 7.0)

The governing philosophy of teacher selection is that it is better to wait and hire the right teacher than to settle on a candidate who does not fit our culture just to fill a position. We recognize that candidate selection may or may not include candidates currently in LAUSD. The interview committee for new teacher selection will be 2 teachers in the content area of the teacher vacancy and the GSC co-chairs (Principal and UTLA Chapter Chair). The committee will develop standard questions to ask each candidate, and forward recommendations with rationales to the GSC for a final decision. In making their selection, the interview committee and the GSC will use the following criteria (based on the Core Propositions of Accomplished Teaching identified by the National Board of Professional Teaching Standards), in addition to having the candidate meet all appropriate federal, state, and district requirements:

- The EWA reflects our beliefs and our culture, and a prospective candidate must embrace its provisions for the success of our children and our school community
- Our teachers must show evidence that they are committed to students and their learning
- Candidates must be both experts in their content and know how to teach that content to students
- Our teachers must embrace the idea that they are members of a learning community and be open to working collaboratively in lesson plans and delivery, assessment, and professional development
- Candidates for our school must share in our belief that while there are many factors that impact student learning, the quality of teaching is the one element that we can control

The Governing School Council has the authority to not offer an Elect to Work Agreement to a teacher not meeting the EWA requirements, subject to the provisions of the Pilot MOU, the appeal provisions of this proposal, and notwithstanding CBA Article XI, Section 2.

Walnut Park Middle School STEM Academy
2015-2016 DRAFT Elect to Work Agreement

1) Introduction

I, _____ am voluntarily electing to work at Walnut Park Middle School B – STEM Academy I am signing this Election-to-Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

> Walnut Park Middle School B – STEM Academy is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). I shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, I may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by Walnut Park Middle School B – STEM Academy and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Election-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of employment

The contract day will be 7:48 AM to 3:05 PM. The instructional year will be the same as approved for traditional schools by the Board of Education.

In addition, supplemental hours and tasks necessary to complete the mission of the Walnut Park Middle School B – STEM Academy may be required.

4) Responsibilities

- Teach full time class schedule unless assigned differently by the Principal
- Enter grades on at least a weekly basis through MiSiS for parent review
- Provide a class syllabus to students and parents including grading, homework, and disciplinary policies
- Maintain classroom as a print-rich and professional environment

- Plan and participate in Back-to-School, Parent Conference events, and Open House as scheduled by the SGC
- Work with students to create projects for the STEM Fair as scheduled
- Be an active member of at least two STEM committees, or comparable activity as determined by the SGC
- Be an punctual and active member of my grade level and department teams
- Follow all other guidelines in the LAUSD-UTLA contract
- Work towards common grading protocols within content areas
- Attending at least 7 days professional development workshops beyond contractual hours, either school based or outside of school. Compensation will be provided for teachers' time, and any fees will be paid or reimbursed (prior approval from the Principal is required)
- Common commitments and goals that are established and memorialized in department, grade level, and school-wide meetings should be adhered to and evident in classroom practice
- From time to time, teachers may be expected to participate in professional development, intervention or enrichment activities that may demand their time beyond contractual hours. In doing so, the school also recognizes that teachers' personal obligations might conflict with some after-hour activities. Every effort will be made by the school to take those preferences into consideration on a one-to-one basis. Teacher time after contracted hours will be compensated.
- Participation in peer observations on a periodic basis using commonly developed observation protocols
- Reflect teaching practices individually and during performance dialogs with the Principal
- Other duties, required by school necessity, assigned by the Administrator.

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process

Should a situation develop in which the GSC feels that a faculty member is not working in accordance with the goals, objectives and directions of the EWA, a meeting will be held with 3 members of the EWA including the principal, to represent the school as an Internal Appeals Panel (IAP), and the teacher and his/her advocates, representatives, and/or witnesses. At that time the IAP shall attempt to come to a

mutually acceptable, specific and time-bound action plan to remedy the situation. In the event such a plan is not acceptable to the IAP and the teacher, or an approved plan is not completed to the satisfaction of the IAP, the IAP shall recommend that the GSC not extend an EWA offer for the following year. if a complaint cannot be satisfactorily resolved at the Pilot School level, the matter shall be submitted to the Los Angeles Pilot Schools Steering Committee. The Committee shall come to a consensus on a final decision. If a final decision cannot be made by consensus, a majority vote of members present shall make a final decision.

7) Release from the School

I may request a voluntary transfer to another school at the end of any school year or choose not to sign the Election-to-Work Agreement by April 15th. Similarly, Walnut Park Middle School B – STEM Academy may decide not to offer me a position and the Election-to-Work Agreement for an upcoming school year, in which case I will be placed into a vacancy for which I am qualified at a school within the geographic area in which Walnut Park Middle School B – STEM Academy is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

_____ _____

Employee Name / Employee # Date

_____ _____

Principal Date

5. Budget:

Priority areas would involve the same rationale as noted above under staffing planning. The most significant use of non-payroll funding would be to continue to update and augment our available educational technology tools, as well as robotics and other science kits.

Until such time as the GSC shall determine to apply for a per-student funding model, the school will remain on the current LAUSD funding formula.

6. Governance:

Governance will consist of the Governing School Council, which will replace the School Site Council and will have additional responsibilities outlined below, and the STEM Academic Leadership cadre, which will replace the current leadership team and determine issues involving academic decisions, professional development and general school operations.

This we believe: teachers should be leaders in areas of their strengths and competencies, and that those leadership roles must be significant and represent real responsibilities and accountabilities. We also feel strongly that distributed leadership, encompassing every member of our faculty and staff, is better than limited engagement by a few members. With our Principal providing an overall vision for our school, the GSC, as outlined, will empower our teachers to fulfill those roles to the ultimate benefit of our students, families, community and ourselves. It is the goal of our school that every teacher will be a member of at least one voluntary committee, in addition to the GSC, if chosen.

The Governing School Council (GSC) shall be composed of 12 members, including 6 representatives from families with students attending our school in the current school year or representatives from community organizations with ties to our school, 5 faculty members, and the Principal. The UTLA Chapter Chair will be one of the faculty members. The PTA shall conduct outreach for candidates and announce times and procedures for a vote to elect GSC representatives. Teacher representatives will be elected from among the certificated staff and any bargaining unit members working at our site 50% of the time or more. The GSC will select one member among its members to service as co-chair of the GSC with the principal. One member of the GSC will be designated as Secretary, and will keep, maintain, and publish all minutes and actions of the GSC. All members of the GSC, including co-chairs, will have an equal vote. Members will be elected annually from among each constituency, with the selection process taking place no later than 30 days from the end of the previous school year for the new school year's GSC. In the event of a dispute, the newly elected GSC will have purview over seating of its members. The GSC will seek to decide by consensus, however, in the event consensus is not achieved, will decide by majority vote. The quorum for GSC will be 7 members including the two co-chairs. Co-chairs may designate a temporary replacement in writing to the Secretary any time before a meeting. The GSC will meet at least six times during the school year, at a time and location published in the school website. All minutes and actions shall be published in the school website.

In the interim period between district approval of this proposal and seating of the initial GSC and SAL, the current School Site Council will have authority to assume any authority necessary to implement the governance of this pilot plan.

The GSC will have purview over the following areas:

- Set and maintain the school's vision, mission, and goals
- Approve the annual budget and any revisions
- Recommend the selection of the school principal and oversee an annual internal evaluation of the principal (with the ISIC Instructional Superintendent having final authority over hiring, evaluation, and renewal or termination)
- Communicate regularly with the Intensive Support and Innovation Center (ISIC)
- Ensure compliance with all State and Federal mandates, court orders, and safety policies related to school operation
  Ensure that the school has a written and approved dispute resolution process in place that includes an Internal Appeals Process (IAP)
- Ensure that there is an annual written and approved Election-to-Work Agreement (EWA) that every UTLA member signs prior to the beginning of each school year
- Annually review the school's progress on indicators of student engagement and achievement, and ensure that there is a plan in place to address any gaps
- Select two members to be part of the interview team for potential new faculty members

There shall also be established, a STEM Academic Leadership (SAL) cadre, which shall be consisted of at least 8 and no more than 12 members of the faculty, who self select for this group. If more than 12 teachers apply, the GSC will determine the final composition, looking to assure even distribution by grade

level. Members of the GSC may also participate in the SAL, and the GSC may also select parent/community members to sit with the SAL. The SAL cadre will report to the GSC, and meet weekly throughout the school year. The purview of the SAL will be as follows:

- Professional development content and scheduling
- Calendar issues, including professional development, field trips, special events, parent and community events, emergency drills, and any other events designated by the Principal

The school website will publish and archive all notices, meeting agendas, minutes, and actions of the GSC. The school will also seek new social media resources to publish and communicate on the widest possible scale.

7. Waivers

No other waivers beyond those in the pilot school

RATIONALE FOR THE AUTONOMOUS MODEL CHOSEN

The faculty at STEM Academy has voted on October 3, 2014 by an affirmative vote of 21-3 (87.5%) to approve and submit this Request for Proposal to adopt a Pilot school governance model, beginning with the 2015-2016 school year. The collaborative leadership would be led by a Pilot Governing Council that would include the principal, teachers, parents and community members that would have purview over budgeting, staffing, professional development and curriculum. Working subcommittees would further include additional faculty members and family/parents/community members.

The selection of the Pilot model of governance supports our mission and vision statements by allowing our School Governing Council and school community to address staffing, curriculum, and professional development and needs that are unique to a STEM specialized school.

- Staffing: Within our small school model, it is essential that every staff member is committed to our STEM model, collaborative and project based pedagogies, and creating a respectful and learning centered environment. Moving to the Pilot model will enable us to continue our progress of the past two years of making certain every student is taught by an accomplished teacher.
- Curriculum: Our school has embraced the Common Core State Standards, and has leveraged the strengths among our faculty members to implement curriculum such as Engage New York, Math-links, and Measuring Up that has led to high levels of student achievement and directly supports our unique STEM focus.
- Professional Development: Our leadership team as worked with all stakeholders and external supports to create a professional development model that directly supports the content and pedagogy needs of a STEM curriculum and also builds teacher capacity to lead that effort. Adopting a pilot school model would allow us to continue to build on those successes and continue to support student needs

STEM Academy was envisioned to be a “dream school” that would enable a team of highly accomplished teachers to work under the leadership of a dedicated and visionary principal to meet the needs of a previously underserved community that both demanded and deserved that best possible educational outcomes for their children. This dream was given substance in our Public School Choice proposal, and in our first two years as a new school. Our API scores, overwhelming community support, involvement with the STEM community, and success implementing the Common Core State Standards gives testimony to our success. The proposal during the past school year to become the only STEM Middle School Academy in LAUSD shows our determination to continue to expand our concept to other communities that seek to support the district’s goal of all students being college and career ready. Finally, the proposal to change our governance model to pilot school (which was part of the original PSC proposal, but which had to be deleted due to a subsequent LAUSD-UTLA MOU), is the final component to allowing our team the freedom to pursue and expand our STEM vision and the accountability that goes along with that freedom.

It is the next step to making our dream the reality for the students and families in our communit

IMPLEMENTATION TEMPLATE

YEAR ONE TIMELINE:					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES What tasks or activities are needed to implement the priority or strategy?	RESPONSIBILITY Who will lead the implementation?	RESOURCES What resources and support will be needed for implementation?	START / END When should it start and how much time is needed to implement?	STATUS Not yet started / In progress / Completed
CURRICULUM & INSTRUCTION	Continue to provide PD to implement Engage NY & Mathlinks	Principal & content lead teachers	Funding to attend professional development seminars, purchase of supplemental materials and professional readings	8/2015 – 6/2016	In progress
ASSESSMENT PLAN	Continue to provide PD to implement common formative assessments Measured Progress and utilize district interim assessments	Principal & lead teachers	Funding to attend professional development and common planning time to assess Measured Progress	8/2015 – 6/2016	In progress

PROFESSIONAL DEVELOPMENT	Continue to meet in Monday Professional Development sessions by grade level, content areas and total staff as needed	Principal & School Academic Leadership Cadre	Funding to for teacher replacement time for classroom oberservations & conferences held during school hours; fees and teacher X-time for conferences and workshops held outside of school hours	8/2015 – 6/2016	In progress
SCHOOL SCHEDULE & CALENDAR	Calendaring of school activities	STEM Academic Leadership Team	None	6/2014	Not yet started
STAFFING	2015 EWA to be revised as necessary & submitted to faculty for approval	2014-2015 School Site Council	None	Completed by April 1, 2015	Not yet started
BUDGET	Suggestions, priorities and budget survey to faculty for 2015-16 budget Approval of 2015-2016 budget Approval of supplemental budgets and revisions	School Leadership Team 2014-2015 School Site Council School Governing Council	None None None	5/2015 6/2015 As needed	Not yet started

GOVERNANCE	Elect 2015-2016 School Governance Council	2014-2015 School Site Council (PTA for parents & community members	None	May 1, 2015	Not yet started
FAMILY & COMMUNITY ENGAGEMENT	Parent Education Workshops PTA organizational meetings	Parent Facilitator	Funding for materials and refreshments	8/2015 – 6/2016	Not yet started

YEARS TWO AND THREE TIMELINE:					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES What tasks or activities are needed to implement the priority or strategy?	RESPONSIBILITY Who will lead the implementation?	RESOURCES What resources and support will be needed for implementation?	START / END When should it start and how much time is needed to implement?	STATUS Not yet started / In progress / Completed
CURRICULUM & INSTRUCTION	Continue to evaluate year 1 progress of Engage NY & Mathlinks	GSC & SAL cadre with input from content area teachers	TBD	5/2015 thru summer 2015	Not yet started
ASSESSMENT PLAN	Evaluate Measured progress to determine feasibility of replacing district interim assessments	GSC	TBD	8/2015 – 6/2016	Not yet started
PROFESSIONAL DEVELOPMENT	Based on assessments and student progress/growth determine new PD priorities	GSC & SAL	TBD	8/2015 – 6/2016	Not yet started

SCHOOL SCHEDULE & CALENDAR	Continue to evaluate effectiveness of current calendar & schedule by teacher survey	GSC & SAL	TBD	8/2015 – 6/2016	Not yet started
STAFFING	Revise EWA as necessary	GSC	TBD	4/2015	Not yet started
BUDGET	Approve 2016-2017 budget and revisions as necessary	GSC	TBD	6/2015	Not yet started
GOVERNANCE	Elect new members of the GSC	GSC (and PTA for parents/community members	TBD	5/2016	Not yet started
FAMILY & COMMUNITY ENGAGEMENT	Conduct parent needs assessment & elect new PTA members	Parent/Community Coordinator	TBD	5/2016	Not yet started