



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: INSTITUTE FOR ENVIRONMENTAL SCIENCE

PROPOSED BY: TEACHER LEADERS FOR SOCIAL JUSTICE

FOR: SOUTH REGION MIDDLE SCHOOL #3

Mission & Vision of the School

- Our **mission and vision** for the Institute for Environmental Science (IES) is founded on the belief that every student should be prepared for and have the choice to attend a college-career program. We believe learning is constructed through personal relationships among students and teachers, students and students, and students and parents/community. These relationships encourage the learner to embrace the home language and culture, respect others from diverse cultures, and fully integrate into the global community through social responsibility and service. At IES, we fully believe that in order for our students to abundantly participate as 21st century global citizens and to compete in a global economy, they must acquire the skills to access college/career programs as outlined in *The Partnership for 21st Century Skills* framework: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge.

Our vision for IES is *“In a personalized, safe learning environment, students will demonstrate proficiency in a rigorous dual-language, college-career readiness, CA/Common Core standards-based instructional program aligned with community-based service-learning projects. Through interdisciplinary study of the sciences, math, humanities, arts and technology students will collaborate in multi-age diverse groups to critically solve real-world social justice problems. Our students will be capable, articulate, responsible citizens who take ownership for their learning.*

Designing Data Driven & Student Centered Instructional Programs

- Approximately one-third of the students from these feeder schools are absent seven or more days
- At the elementary schools the percentage of students who have been suspended more than once has increased between 2-4%.
- Student transiency is significant with nearly 13-36% of our students entering and leaving school.
- Largely comprised of Hispanic/Latino origin, with over 25% EL’s
- 85% of our students will be eligible for free or reduced meals
- 10% of the student population is either a student with a disability (SWD) or gifted and/or talented (GATE)
- Only 30% of students are demonstrating proficiency as measured through CST.

Instructional Program

IES will provide access and comprehensibility of core content to all students through Project Based Learning with STEM, Science, Technology, Engineering and Mathematics embedded (PBL-STEMe) in collaborative multi-grade groupings. Two-Way Bilingual Program will also provide all students the opportunity for learning a second language while preparing them for a competitive global economy.

Students with disabilities - Students will work in cooperative groups with general education students while planning and executing their *Project Based Learning with STEM, Science, Technology, Engineering and Mathematics embedded (PBL-STEMe)*.

Socio-economically disadvantaged students – Students will plan and execute *PBL-STEMe* Project that will focus on real world problems, thus addressing many of their own needs such as poverty, self-identity and/or community involvement.

Special needs students – Students with special needs will have their needs addressed by working alongside highly qualified teachers who facilitate their learning utilizing best practices and pedagogy which meets their needs.

Gifted students – Gifted students will be challenged to investigate real world problems and collaboratively plan and execute the solution through trial and error.

English Language Learners – English Language Learners will have their needs addressed by working alongside highly qualified teachers who facilitate their learning utilizing best practices and pedagogy. (e.g. SDAIE)

Standard English Learners – *Standard English Learners will develop effective communication skills and acquire proficiency of the core standards as well as attain a second language through the Two-Way bilingual Program.*



School Culture

School culture: At Institute for Environmental Science (IES), our Professional Development learning model will reflect a culture of collaboration that promotes the ideals of social justice and responsibility for every member of our community. The professional teaching and learning cycle (PTLC) is a job-embedded, systematic approach to the professional development process in which teachers collaboratively plan and implement standards-based lessons aligned to the CA/Common Core Standards.

A typical day for a student at Institute for Environmental Science would begin at 8:00am. During the day, this student will be receiving a collaborative, engaging and rigorous educational experience through all content areas.

His/her day would begin 8:00am. The student, through block schedule, would attend core content areas for around 50 minutes each. During 7th period all students at Institute for Environmental Science will integrate at multi- grade levels to plan and execute their *PBL-STEMe* projects such as robotics, bridges, applied math, etc.

After school, he/she can participate in any of the teacher/ community based clubs or district programs

- *Extracurricular activities that will be provided at the school;*
 - *Beyond the Bell*
 - *Youth Service*
 - *Clubs; Book Club, sports, art, drama, etc. (after categorical funding)*
 - *Tutoring (after categorical funding)*

Parent Engagement & Involvement

A key component to student success requires the inclusion of those persons who play a significant role in our students’ lives outside of the school, primarily, families and communities. Joyce Epstein, director of the Center on Families, Communities, Schools, and Children’s Learning emphasized the importance of this integration of school and family to promote student achievement. The Teacher-Leadership Team plans to integrate Epstein’s overlapping spheres of Influence where we not only recognize the power that family and community have in enhancing the learning and long-term success of every child who enters our school, but actively seek and create the conditions for their active participation. Parent involvement throughout the planning and execution of the Service Learning Project will be beneficial and welcomed.

Staffing

Highly qualified Multiple Subject credentialed teachers to serve a population of approximately 500 students will staff institute for Environmental Science. These teachers will also have English Learner certification. Additionally, Stems at IES would hire a minimum of two teachers with Special Education credential that would qualify them to teach students identified with Mild to Severe needs. It is our intent to provide for the needs of all students at the school site and implement all IEPs, with mainstreaming and inclusion as part of our learning culture.

Applicant Team Contact Information

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