

DECEMBER 14, 2016

# Ignite



SCHOOL CHOICE PROPOSAL 3.0

**DR. MICHAEL GAYLES**

SHIRLEY PREYAN

TAJI WRIGHT

ANDREW BENAGH

## TABLE OF CONTENTS

I.	General Questions	2
1.	Vision and Mission	2
2.	School/Data Profile Analysis	4
3.	Family and Community Engagement	7
4.	School Culture and Climate	8
5.	Applicant Team Capacity	9
6.	Student Recruitment	11
II.	Instructional Plan	12
III.	Performance/Action Planning Exercise	18
IV.	Request for Autonomies	22
III.	Implementation Plan and Budget Exercise	23

# I. GENERAL QUESTIONS

## 1. VISION AND MISSION

### a. VISION

The vision of Ignite is to be a personalized learning center where students are receiving ever-evolving instruction that best suits their academic needs and personal aspirations. Ignite students overcome the experiential, psychological, and social barriers to success as they become deep-thinking problem-solvers, self-aware collaborators, and vision-driven citizens. Adult stakeholders invest in Ignite scholars by supporting them on their four phase Journey to Impact: Awaken, Enlighten, Ignite, and Impact. (See Figure 1)

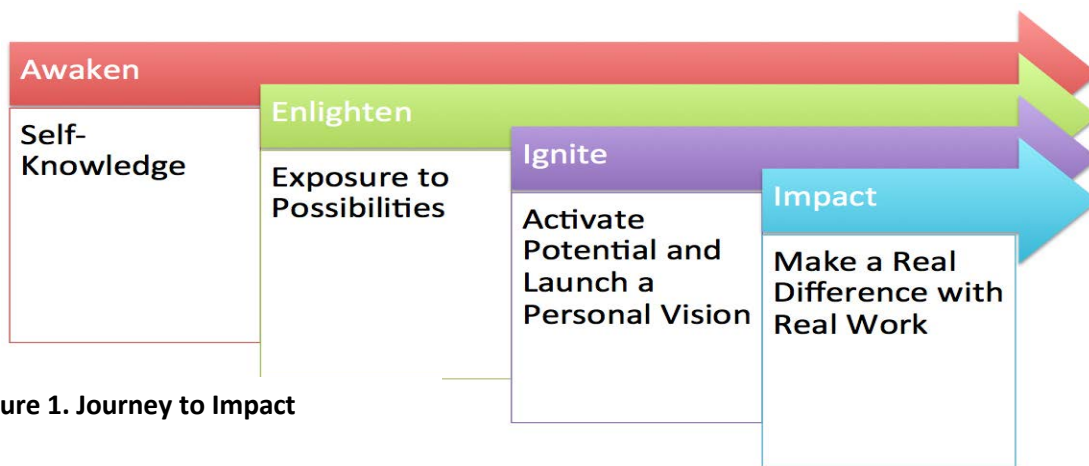


Figure 1. Journey to Impact



**Awaken:** Students go on a journey of self-discovery, learning their unique personality traits, abilities, learning styles, and interests. Adults will administer personality assessments, learning style assessments, and interest inventories. Adults will coach students to understand and celebrate their unique attributes and how they uniquely fit into the worlds of school, work, and home.



**Enlighten:** Students are exposed to the world of professional opportunities. Adults will provide field trips for scholars to high schools, colleges, and professional work places. Teachers will help students understand the relationship between academic and professional work by teaching core content through career-based thematic units and projects.



**Ignite:** Students develop a personal life vision aligned to their personal identity, interests, and aspirations. We ignite a flame of personal purpose that frames and fuels their daily academic learning. Adults will function as career coaches that help students develop their visions by aligning mentoring to their Journey to Impact profile. (See Attachment 1) Students will become intrinsically motivated purpose-

driven learners as they see academic work through the lens of their visions and attain clarity on the personal and educational pathways they must take to attain those visions.



**Impact:** Students do real work that is aligned to their personal vision and has a real impact on the world. Teachers will guide students through Project-Based Learning (PBL) where students ask real-world questions, solve real-world problems and produce real-world products. Students will develop into self-efficacious change agents as they experience making a real impact on their community through their projects and presenting their work to authentic audiences beyond the school walls.

## b. MISSION

**The Mission** of Ignite is to empower youth with the academic, personal, and experiential resources necessary to realize their personal visions to positively impact the world.

We will execute our mission by means of:

**Blended Rotational Classroom Model (BRM):** Ignite will provide a flexible learning environment and Personal Learning Paths in the form of a Rotational Blended model. Through BRM in all core subjects, students engage in Competency Based Education (CBE) through adaptive technologies at the computer station. Students experience different depths and modalities of learning depending on their needs, learning styles, and preferences.

**Co-Teaching:** Ignite utilizes a “One Teach - Two Support” co-teaching model that allows multiple adults to support student groups as they rotate through stations.

**Learner Profiles:** Students will maintain Learner Profiles where they analyze their own data, track their progress, make learning decisions, and set goals. Content teachers will input academic data, monitor student progress, and provide feedback specific to their content. Advisory teachers will provide feedback and academic coaching based on students’ overall performance across subject areas.

**Social-Emotional Learning (SEL):** Parallel to student academic development, students develop the social and emotional skills to attain their visions and to succeed in work and life. To grow our students in the CASEL 5 Core Competencies, we employ Carol Dweck’s Growth Mindset and The Second Step curriculum.

**House System:** With data from the Myers-Briggs personality assessment, we cohort our students into houses to build self and social awareness. The Analyst, Diplomat, Sentinel, and Explorer houses are thriving communities of commonality. Staff members serve as House Leaders through the correlation of their Myers-Briggs assessment to their assigned house.

**Morning Advisory:** Daily 45-minute advisory engages multiple skills for Ignite students.

- Morning Huddle
- SEL
- Computer Literacy
- Student Profiling
- Club Meetings

**Project-Based Learning (PBL):** Students will invoke their choice and voice as they take on collaborative projects using the Buck Institute Framework. Career-based six week themes will form the context for student projects and for learning in core classes. These school wide, cross-curricular themes take the form of professional arenas such as government and law, healthcare, sports and entertainment, technology entrepreneurship, hospitality and tourism, and education and training. In 8th grade, students pursue an extensive vision-focused Capstone Project addressing an area of impact in the real-world.

## 2. SCHOOL DATA PROFILE ANALYSIS

We have designed Ignite with the intent to address the specific educational challenges facing the Dallas Independent School District and its middle school students.

<u>Data Trend #1</u> <b>Need for more Choice School options for Dallas ISD middle school students</b>							
<ul style="list-style-type: none"> <li>● There are currently 26 high schools of choice in the district. However, there are only 13 middle schools of choice (including IB Candidates).</li> <li>● Moreover, we recognize the specific need for a Personalized Learning middle school to support the rising 6th graders coming from our two PL elementary schools and to prepare our scholars for the existing PL high school.</li> </ul>							
<u>Data Trend #2</u> <b>Middle School Achievement Drop-Off</b>							
<ul style="list-style-type: none"> <li>● <u>District Data:</u> As Dallas ISD students transition from elementary (5th grade) to middle school (6th grade), their achievement levels, as measured by STAAR Level II Satisfactory scores, decline sharply. For example, <table border="0" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;">Math STAAR 2016</th> <th style="text-align: left;">Reading STAAR 2016</th> </tr> </thead> <tbody> <tr> <td>5th Grade: 80%</td> <td>5th Grade: 75%</td> </tr> <tr> <td>6th Grade: 60%</td> <td>6th Grade: 54%</td> </tr> </tbody> </table> <p>(Note: Similar gaps exist going back at least to 2013)</p> </li> </ul>		Math STAAR 2016	Reading STAAR 2016	5th Grade: 80%	5th Grade: 75%	6th Grade: 60%	6th Grade: 54%
Math STAAR 2016	Reading STAAR 2016						
5th Grade: 80%	5th Grade: 75%						
6th Grade: 60%	6th Grade: 54%						
(TAPR)							
<ul style="list-style-type: none"> <li>● <u>National Data:</u></li> </ul>							

Middle schools are overrepresented on the list of failing schools as defined by the No Child Left Behind Act: In 2004-2005, they comprised only 14 percent of all Title I schools, but 37 percent of Title I schools identified for improvement (Mayhem) (TAPR)

Middle schools are overrepresented on the list of failing schools as defined by the No Child Left Behind Act: In 2004-2005, they comprised only 14 percent of all Title I schools, but 37 percent of Title I schools identified for improvement (Mayhem)

- Root Causes:
  - Transition out of Bilingual Education when ELL students enter middle school
  - Snowballing effect of ongoing computational Math and Reading skills deficits..
  - Lack of SEL support during challenging developmental years.

- Our Plan:
  - Tiered and Student Group Interventions within the BRM
  - Extended time for Math and Reading including I-Compute (daily number sense and computational blocks) and I-Read (daily sustained silent reading)
  - Formal SEL curriculum within Houses and Advisory

### Data Trend #3 **Ethnic/SES Achievement Gaps**

- District Data: White students outperform African American, Hispanic, and Low SES students on STAAR in all 6th, 7th, and 8th grade content areas from 2014-2016.
- State Data: The 2003 to 2013 graduation report for Texas shows that only about 10 percent of the poorest eighth-grade students in Texas attain a postsecondary credential when tracked for 11 years. (60x30)
- National Data: By 2020 65% of jobs will require a college education, yet only about 15% of Hispanics and 22% of African Americans will achieve a four-year degree or higher (Really Ready White Paper)

- Root Causes
  - Lack of timely Remediation
  - Lack of adult knowledge of students
  - Lack of SEL support for African American and Hispanic students.

- Our Plan:
  - Daily remediation within the BRM
  - Project Based Learning
  - Digital Learning Platforms within the BRM
  - Student group interventions within the BRM
  - House system to build community among students and between students and staff
  - Formal SEL curriculum taught within Houses and Advisory

### Data Trend #4 **AT Risk**

- District Data: Drop-Out rates have increased for 7th-8th Graders from 0.6% in 2013 to 1.1% by the spring of 2015. (TAPR)

- National Data:

RAND reports that U.S. middle school students manifest depression, disengagement, fear for physical safety, a desire to drop out, and boredom with schoolwork at rates that exceed those of every industrial nation except Israel. (Mayhem)

47% of dropouts said that class was not interesting or relevant. 29% of students say they lacked confidence that they could actually meet the requirements and graduate. 69% of students said they were not motivated or inspired to work hard. (Silent Epidemic)

At the sixth grade level, failing grades in math, reading, or both are significant signs that the student will drop out at some point (Klare, 2008; Neild et al., 2007). (Dropout Screening and Early Warning)

- Root Causes:

- Lack of student hope for future success
- Lack of SEL support during challenging developmental years.
- Need for more varied, engaging, and rigorous modalities of learning.
- Lack of timely remediation for struggling students
- Lack of opportunity for higher ability students to progress at their own rate.

- Our Plan:

- Formal college and career based instruction
- Students develop a personal vision and pathway to success
- Daily remediation within the BRM
- Competency Based Learning within the BRM
- Extensive parent and community engagement
- Student group interventions within the BRM
- House system to build community
- Formal SEL curriculum taught within Houses and Advisory

### Data Trend #5

### **Lack of Future Employability**

- State Data: In 2012, the globally focused Organisation for Economic Co-operation and Development (OECD) showed Texas as one of several states experiencing (work) skills deficits. Essentially, some employers in Texas could not hire enough workers with the required skillsets to meet workforce demand (60x30 Texas Higher Ed)

- National Data: 58% of 291 hiring managers surveyed say the lack of soft skills among candidates is limiting their company's productivity. (Really Ready White Paper)

- Root Causes: Lack of Formal and Informal training in 21st Century Skills.

- Our Plan:

- Formal SEL Curriculum
- Formal Technological Literacy Curriculum
- Project-Based learning.

### 3. FAMILY AND COMMUNITY ENGAGEMENT

#### a. PARENT ENGAGEMENT

“Mayhem in the Middle,” an analysis of US middle school failure and the need for solutions, speaks to importance of “continued parent involvement throughout the middle years” and parent frustration to lack of options to engage with teachers. <sup>1</sup> At Ignite, we expect parents to be an active partner in their child’s journey to impact. Parents are one the most essential stakeholder in a child’s education. Networks with the most impressive gains make parent involvement a key component of their school models. <sup>2</sup> We plan to engage our parents in the following ways listed in Table A below.

Table A: Parent Involvement	
<b>Wildest Dream Letter</b>	<b>Learner Profile</b>
<ul style="list-style-type: none"> <li>· 6<sup>th</sup> grade Wildest Dream Letter handwritten from parent to child outlining parent aspirations for student, updated yearly</li> <li>· Parent Support Contract</li> <li>· Parent Recording in Time Capsule Video</li> </ul>	<ul style="list-style-type: none"> <li>· Parent Portal Access</li> <li>· Schoology Parent Access</li> <li>· 3 Week Progress Reports</li> <li>· 6 Week Student Led Conferences</li> </ul>
<b>Parent Liaison</b>	<b>Impact Night</b>
<ul style="list-style-type: none"> <li>· Paid Liaison position</li> <li>· Parent Office with rich technology and print resources</li> <li>· Active SBDM member</li> <li>· Parent Newsletter</li> <li>· Plans Parenting Classes w/Office of Parent and Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>· 75% parent attendance for Impact Night</li> <li>· Parents host Impact Night</li> <li>· Live Stream of Impact Night for working parents</li> </ul>
<b>Community Advisory Committee</b>	<b>Office of Parent and Family Engagement</b>
<ul style="list-style-type: none"> <li>· Parent membership of Community Advisory Committee to ensure we understand the deep fabric of the community in which the school will be located.</li> </ul>	<ul style="list-style-type: none"> <li>· Parent Liaison partnership and frequent communication with Office of Parent and Family Engagement</li> </ul>

We are committed to advancing educational opportunities for all students in Dallas. As we are unaware of the location of our Transformation School, we are committed to making an impact within any community. Below in Table B are the entities we have or plan to engage.

Table B: Community Engagement	
<b>Education and Training</b> Partners we will engage for support and continuing the education of our staff.	
Teaching Trust Teach For America	Thomas C. Marsh Preparatory Academy William L. Cabell Elementary School

<sup>1</sup> Pierson Yecke, C. (2005, September). *Mayhem in the Middle Mayhem in the Middle: How middle schools have failed America —and how to make them work*. Retrieved from edexcellence.net

<sup>2</sup> Meyer, P. (2011). The Middle. *Education Next*1–8.



IDEA Foster Elementary Breakthrough Collaborative SOLAR Prep Dan D. Rogers Elementary Ignacio Zaragoza Elementary			Buck Institute iNACOL Summit Prep Department of Teaching and Learning National Math + Science Initiative Project Lead the Way Engage 2 Learn		
<b>Professional</b> Partners we will engage for job shadowing, speakers, and job related exposure for our students.		<b>Internal</b> DISD Partners		<b>Local Entities</b> Partners we plan to engage with pending neighborhood placement.	
Puzzle Piece Kids JC Penny Legal First Health Pharmacy Best Buy Texas Instruments UT Southwestern Red Oak Eye Care Dallas Mavericks (pending)		SBDM Office of Personalized Learning Department of College and Career Readiness Office of Family and Community Engagement		Faith Based Organizations Local YMCA Community Advisory Board Neighborhood Associations Local State Representative	

#### 4. SCHOOL CULTURE AND CLIMATE

##### a. ACADEMIC CULTURE

Ignite students embrace education as a crucial factor in their long-term aspirations. To sustain academic culture, we have outlined the following systems:

##### Academic Systems

- I-Read: Ignite students embrace daily silent reading and literacy as a necessary skill for their aspirations for 30 minutes during ELA.
- I-Compute: Ignite students embrace math computation and number sense as foundational skills that are necessary for their aspirations for 30 minutes during Math courses.
- I-90: Ignite students invoke personal choice and agency as they engage in career pathway exploration through project based learning. Students are highly motivated to do real work presented to real audiences.

##### b. PROFESSIONAL CULTURE

We know our student’s potential is our greatest resource. Moreover, we understand that our staff is the second greatest resource. As an instructional staff, we embrace the Journey to Impact for staff as well students. We take the same surveys and assessments to understand our whole selves. We recognize that we can not take our students on a journey we have not ventured down ourselves. We accept the challenge of the hard work ahead of us. To norm the processes for this challenging work, we make use of National School Reform Faculty (NSRF) protocols to promote and develop our staff values. We followed the research of Kevin Hawley Miles and Stephen Frank from The Strategic School to ensure our schedule



increases planning time, increased instructional time, varied on need.<sup>3</sup> We plan to use the following systems and NSRF protocols to facilitate professional culture.<sup>4</sup>

#### PLC Groups

- Grade level teams have common planning
- 90 minutes of daily planning
- Teachers share student grade level PODs
- ELA and SS instructors have joint planning
- Math and Science instructors have joint planning
- Gap Analysis Protocol for looking at student data in PLC groups<sup>5</sup>
- Case Consultancy Protocol for solving issues (NSRF)<sup>6</sup>
- School-wide agreed upon PLC norms

#### Professional Development

- Extended Monday for weekly job-embedded PD
- Cross Curricular Co-Teaching as a means of teacher growth
- Professional reading during Monday PD with 4A's Text Protocol (NSRF)
- PD aligned to Big Rocks: Content Mastery, BRM, PBL, SEL, CBL
- Connections Protocol for reflecting on learning (NSRF)
- Six Week site visits to partner schools

#### Feedback

- Weekly Face-to Face Leader to Teacher Feedback
- Use of 6+1 Traits of Feedback Protocol
- Peer to Peer Observation and Coaching
- Use of Feedback Carousel Protocol (NSRF)
- Feedback 360°

### 5. APPLICANT TEAM CAPACITY

Team Ignite was not formed to simply start another school. We are driven to solve generational social maladies through the vehicle of education. This team is the true embodiment of the Ignite spirit we plan to awaken in our students. In our personal lives we have overcome urban poverty, single-parent households, foster care, sexual abuse, physical disabilities, racism, and sexism. We've grown up in public housing, rural areas, and gated communities. Our gritty journeys to impact have taken us through the halls of Notre Dame and Johns Hopkins, along the shores of South Africa, to the peaks of the Andes Mountains, into the British House of Parliament, and over the rubble of the Berlin Wall.

Along our journeys, we have collected educational, leadership, and civic awards. More importantly, we have touched the lives and fostered the academic success of the students that needed us most. We have a rich, recent history together gathered from working together in common networks and schools. We share

---

<sup>3</sup> Miles, K. H., & Frank, S. (2008). *The strategic school: Making the most of people, time, and money*. Thousand Oaks, CA: SAGE Publications.

<sup>4</sup> National school reform faculty. (2014). Retrieved December 2, 2016, from <http://www.nsrffharmony.org/>

<sup>5</sup> School Reform Initiative. (2014, August 4). Retrieved December 2, 2016, from <http://www.schoolreforminitiative.org/#>

<sup>6</sup>

the same professional language, mindsets, and belief in ALL children. We have come together now laser-like focus and intensity to ignite in our students the same flame that burns in us.

Dr. Michael K. Gayles  
Assistant Principal  
TW Browne Middle School

#### Growing Student Achievement

- As administrator over TW Browne's Data-Driven Instructional Systems, I helped TW Browne move from one of the lowest ranking middle schools in the state of Texas to being ranked second (among comparable schools) in the state in terms of student improvement.
- As administrator over TW Browne's Science Department, I led our scholars to double-digit STAAR passing rate gains for two-consecutive years and nearly doubled the level III Advanced rate for two-consecutive years.
- As part of the Instructional Leadership Team and North Dallas High School (Master Teacher/Cross-Curricular Instructional Coach), I helped lead the campus from Unacceptable to Acceptable status for the first time in 10 years.

#### Developing and Empowering Staff

- Led professional development for staff in: Data-Driven Instruction, Differentiated Instruction, Culture Systems, Classroom Management, and more.
- Provided Observation and Feedback for Teachers

#### Leading Change Management

- Member of School Transformation Leadership Team to create school academy structure.

#### Engaging Stake-Holders

- Led Parent Meetings
- Engaged with local industry leaders to form professional advisory board.

Shirley Preyan  
Teaching & Learning Facilitator  
TW Browne Middle School

#### **Growing Student Achievement**

- Taught and Led on 7<sup>th</sup> Language Arts Team that scored Top 10 in ACPs in IR4 School
- Led Math team to top Common Assessment scores in ISN Network in IR 5 School
- 90% STAAR passing rate in 6<sup>th</sup> Reading
- 80% STAAR passing rate in 7<sup>th</sup> Writing

#### **Developing and Empowering Staff**

- PD for 75+ staff members
- Supporting 15+ teachers at IR Campus

#### **Leading Change Management**

- Campus Turnaround Plan Member
- Developed student initiative to grow Index 3 and 4 scores

Andrew Benagh  
Campus Instructional Coach  
TW Browne Middle School

- As the AP Biology teacher at Townview Magnet Center, I grew the AP Biology program from an average of 30 students taking the course a year to an average of 170 students. I also increased the passing rate by double digits and was rated at proficient 1 by DTR for my TEI score card.
- As one of the Pre-AP Biology teachers at Townview Magnet Center, I had 100% passing rate on the STAAR test and had more student reach Level III: Advanced on the STAAR Test than the other academic biology teachers at Townview.
- As the Science Instructional Coach at TW Browne Middle School, I am part of a team that is on track to see double digit gains for the STAAR test.
- I have lead multiple PD's at Townview & TW Browne in best practices, PBIS, All In Learning training, and lesson planning.

**Taji Wright**

**Growing Student Achievement**

**Passing Rates:**

- Double digits gains 2 consecutive years on state science summative assessments (STAAR).

**College Readiness Rates:**

- Nearly doubled the percentages for meeting advanced level 3 scores two consecutive years.

**Student group achievement:**

- African American: Double digits gains 2 consecutive years on state science summative assessments (STAAR).
  - Hispanic: 87% passing rate of district midyear assessment for English Language Learners
  - LOW SES Scores
- Nearly double digits gains 2 consecutive years on state science summative assessments (STAAR).

**6. STUDENT RECRUITMENT**

Ignite aims to develop successful students regardless of zip code, ethnicity, gender, or socio-economic background. We will intentionally recruit a diverse student body, including students in the neighboring community and beyond. Our four-year implementation plan involves building the school one grade level per year. See Table C below.

Table C: Recruitment Effort	
Marketing Fall 2017	<ul style="list-style-type: none"> <li>Elementary School Recruitment Events</li> <li>Community Meetings</li> <li>Community Advisory Board (Local Businesses, Churches, Organizations, Families)</li> <li>Ignite Open Houses</li> <li>Dallas ISD School Fair</li> <li>Door-to-Door Neighborhood Recruitment</li> <li>Social Media</li> <li>Dallas ISD School Choice Website</li> <li>News Outlets</li> <li>Radio</li> <li>Printed Flyers</li> <li>Friends and Family</li> </ul>

## **II. INSTRUCTIONAL PLAN**

### **1. CURRICULUM AND INSTRUCTION**

Ignite. This key idea frames our vision for teaching and learning. Every lesson, small group, project, and book we place in our students hands is with the intent to ignite them towards a destiny that is waiting for them to impact the world through their future careers. Ensuring that our students will have the academic aptitude to pursue whatever dream they can conjure up for themselves is our focus.

Ignite is a personalized learning school. We utilize a one teach, two support co-teaching model in our A/B/C blocked blended rotational model classroom. (See Attachment 4) We awaken our students to who they are, how they learn, and where they may want to impact the world through SEL. We enlighten our students and allow them to explore their best-fit potential career opportunities through PBL. We believe that learning happens best when it is personalized to the needs of individual students. We accept the responsibility of performing the role of both academic facilitator and career coach for our students.

#### **a. INSTRUCTIONAL PROGRAM**

##### **Blended Rotational Model**

In all core subjects, students encounter a station rotation model where teachers serve as facilitators of student learning. (See Attachment 2)The classroom hosts 40 to 50 students being serviced by three educators. Teacher roles are as follows:

Educator A: Lead Teacher, Content Specialist, Teacher of Record

Educator B: Complementary Discipline Teacher, Support Teacher

Educator C: Teaching Assistant

The classroom holds three stations and a flex space. Teachers plan lessons and group students based on assessment data. Students are tiered into three groups for their rotational learning, restructured every two weeks as student progresses academically. Students rotate stations in thirty minute increments. (These time frames are flexible for the day's learning.) Each station functions as follows.

**Teacher Station:** direct teaching, remediation

**Computer Learning Station:** direct teaching, remediation, reinforcement, extension, student choice, assessment

**Collaboration Station:** extension, reinforcement, student choice

Note: The collaboration station promotes student agency as students choose from different learning options.

##### **BRM in Core Content Classrooms**

Classes operate on an ABC blocked schedule. (See attachment: 4) Students receive two 150-minute Math and ELA lessons per week on alternate A or B days. In Science and Social Studies courses students receive two 115-minute courses of engaging instruction.

**English Language Arts:** ELA classroom at Ignite take a whole literacy approach to learning. We anticipate the possible challenge of bilingual or below grade level readers. Our ELA classrooms include non-negotiable opportunities to build literacy through reading, writing speaking, and listening as outlined in Adolescent Literacy<sup>7</sup>. These skill are imperative for post-secondary life.

- 30 mins: I-Read
- 30 mins: Teacher Station
- 30 mins: Computer Learning-Achieve 3000, I-Station, NewsELA, No Red Ink
- 30 mins: Collaboration Station-Differentiated collaboration for LEP, SPED, and TAG learners
- 20 mins: Independent Practice (IP)
- 5 mins: DOL

**Math:** US students continue to make minimal gains between 4<sup>th</sup> and 8<sup>th</sup> grades.<sup>8</sup> We anticipate student gaps in number sense and computation skills.

- 30 mins: I-Compute
- 30 mins: Teacher Station
- 30 mins: Computer Learning-Think Through Math, AAA Math, Khan Academy
- 30 mins: Collaboration Station
- 20 mins: IP
- 5 mins: DOL

**Science:** Science courses will foster the inquiry and problem solving skills needed across content areas. Science stations are highly fluid in support of inquiry based learning and lab days.

<u>Inquiry Based Rotation</u>	<u>Science Lab Rotation</u>
<ul style="list-style-type: none"> <li>● 30 mins: Computer Learning</li> <li>● 30 mins: Collaboration</li> <li>● 30 mins: Teacher</li> <li>● 20 mins: IP</li> <li>● 5 mins DOL</li> </ul>	<ul style="list-style-type: none"> <li>● 15 mins: Direct Teach</li> <li>● 60 mins: Lab Collaboration</li> <li>● 15 mins: Lab Reflection</li> <li>● 20 mins: IP</li> <li>● 5 mins: DOL</li> </ul>

**Social Studies:** Social Studies courses foster student agency in choosing mediums from a playlist in ways to engage with concepts. Students utilize a myriad of secondary and primary sources that allow them to understand the multiple layers of history.

- 30 mins: Teacher Station
- 30 mins: Collaboration

<sup>7</sup> Beers, K., Rief, L., & Probst, R. E. (Eds.). (2007). *Adolescent literacy: Turning promise into practice*. Portsmouth, NH: Heinemann Educational Books, U.S.

<sup>8</sup> Pierson Yecke, C. (2005, September). *Mayhem in the Middle Mayhem in the Middle: How middle schools have failed America —and how to make them work*. Retrieved from edexcellence.net

- 30 mins: Computer Learning-Students encounter a playlist of items to choose from (audio tapes, YouTube videos, news articles, etc.)
- 20 mins: IP
- 5 mins: DOL

### **Competency Based Learning (CBE)**

Classrooms make use of technologies such as I-station, CK 12, and Think Through Math. These adaptive programs allow us to matriculate our students through competency based learning. Our students deepen their understanding of contents vertically. (See Attachment 3) If a student masters the sixth grade content for probability they continue their depth of learning on to 7th grade mastery. In the two week interval between assessments we aim for all students to master the grade level appropriate understanding. Each classroom includes a flex space available for functions such as remediation. If a student has yet to master the level of appropriateness to independently complete their assignment during independent practice time the teacher pulls this student into small group remediation.

### **Project Based Learning**

Project based learning provides the opportunity for our students to have a positive impact on the real world. At Ignite, we use job arena themed units to enlighten our students to the world of professional opportunities that await them. We recognize the limited depth of knowledge some of our students may have on professional opportunities available. To aid this, we verse our students in the multiple ways in which they could operate in the fields of health, government and law, sports and entertainment, hospitality and tourism, technology entrepreneurship, and education and training through the Buck Institute project based learning model. Each themed unit lasts for six week. We align the possible arenas of impact for students to the best fit TEKS of a specific core content. (See attachment...PBL Lesson plan)

For example, during the sports and entertainment career unit PBL is driven by science TEKS on force and motion (8.6A, 8.6C). At the same time, students engage with sports and entertainment in other content areas. This looks like, in ELA students read the memoirs of notable individuals who have impacted the the field in various ways. In social studies they study the parallel of sports history with world history and geography. These lessons support students in their project based learning while still enlightening them to other key understandings in order for students to be able to plan a life-vision for themselves.

The Maker Space and I-90 are additional channels of life for PBL at Ignite.

- I-90 is a weekly PBL 90-minute block. (See Attachment 4). During I-90, all teacher are PBL teachers. Students do real work to present their solution to the driving question.
- The Maker Space will serve as a practical extension to the thought work of the PBL I-90 experience. Students operate in the Maker Space as necessary with personal choice and agency to create items such as:
  1. prototypes to actualize their work
  2. 3D prints or models
  3. graphic design products

4. audio-visual products
5. websites

When students leave Ignite in the 8th grade, they walk away with two things: a life vision and a Capstone project that solves a real-world problem that exist in their endorsement of choice as they head to high school. Students decide which field of interest they want their Capstone to impact.

### **b. SOCIAL EMOTIONAL LEARNING**

The first pillar to our approach is to awaken the child to who they are as an individual. We complement this work through use of the Carol Dweck’s Growth Mindset and Second Step’s curricula. These programs integrate the CASEL 5 competencies in character based lessons that promote both healthy habits of discussion and personal reflection. This work primarily lives in morning huddle and advisory time. See Attachment...bell schedule.

At Ignite, daily advisory time is the responsibility of all teachers. Students begin their SEL in the morning huddle. After morning huddle student continue their SEL in advisory. Students are grouped into advisory sections based off common Myers Briggs traits (houses).



SEL is especially vital to our school model. Our students need to know who they are in order to make informed decisions about the life paths they may want to take. Students need the self-management to involve student choice and agency to complete their task in the Maker Space. They will need to know how to navigate their daily successes and failures as they matriculate through their daily work at Ignite. They will need a deep understanding of relationship skills to work in collaborative environments with other individuals during their I-90 PBL block. In our Journey to Impact, we outline the specific SEL lessons that lead to these necessary skills. (See Attachment 1) These SEL skills are critical to their long-term success in work and life.

### **c. ASSESSMENT**

We believe in the vast potential of every child. We also accept the responsibility of providing the necessary support for every student to be successful on both local and state exams. Academic assessments are the main source of data for the Student Learner Profile. We aim to ensure that our students possess the academic aptitude to reach whatever dreams they aspire towards. We view assessments in three ways, summative, formative, performance based.

Summative

- BOY/MOY/EOY MAP diagnostic
- ACP



- STAAR
- District Common Assessment
- Bi-Weekly Benchmarks

Formative

- MRS
- Computer Based Assessments
- DOLs

Performance Based Assessments

- Buck Institute PBL Rubric
- I-Grow SEL Rubric
- 6+1 Traits of Writing
- Graded Discussions

### **Learner Profile**

All assessment data goes into the student learner profile. The student learner profile is the driver of decisions for teaching and learning. It houses what both the student and teacher must know to best serve students. It includes the following information:

- Core Content Data Profile
- Lexile Level
- Career Interest rank list
- Personality Assessment results
- Learning Style
- I-Grow SEL Data
- Tech Literacy Growth
- Buck PBL Rubric Scores

The House Leader/Advisory teacher serves as the career coach and mentor for the student. This teacher accepts the responsibility of leading this student towards their aspiration. The student learner profile will be the basis for discussion between House Leader and student.

## **2. STAFF CAPACITY**

Educators serving students at Ignite will need to demonstrate three critical skills

- content mastery
- differentiation in response to data
- responsiveness to feedback

Additionally, teachers will need to demonstrate the values we are seeking in educators

- teamwork

- ownership
- growth mindset
- flexibility
- creativity and innovation

For hiring, our candidates will undergo an assessment center with specific activities designed for teachers to demonstrate these capacities. The hiring process is listed in Table D below.

Table D : Hiring Assessment Center			
Phone Interview Questions	<p>Explicit presentation of the school model and commitments required. Assess values alignment via scenario-based questions.</p> <ol style="list-style-type: none"> <li>1. Tell me about a time you have a conflict with a team member.</li> <li>2. Tell me about a student that was not successful in your classroom.</li> <li>3. Tell me how you responded to piece of feedback you were given.</li> <li>4. Tell me about a time when things were going wrong in your instruction and the adjustments you made.</li> <li>5. Tell me about an instructional strategy or resource that you created to address the needs of you students.</li> </ol>		
Critical Skill	Content Mastery	Responsive to Feedback	Differentiation Based on Data
Activity	<p>Paired with another candidate, applicants will collaboratively plan a lesson on a standard of their agreement to present to the instructional team in a simulated classroom.</p> <p>Teachers will have one hour for planning.</p>	<p>After delivery of the lesson, teachers will be asked to write and deliver feedback to one another in a fishbowl set up.</p> <p>After receiving the feedback, each teacher will redo a portion of the lesson connected to the feedback recommended by the partner candidate.</p>	<p>Candidates will be given a data packet. Teachers will need to prioritize a standard and plan a 15 minute re-teach lesson. Teachers will have 30 minutes for the activity.</p> <p>At the 15 minute mark teachers will be informed that they have received three GT/TAG students. Candidates will be instructed to make necessary changes.</p>
Values Assessed	Teamwork Flexibility Creativity and Innovation	Growth Mindset Team Work Flexibility	Creativity and Innovation Ownership Flexibility

### 3. TYPICAL STUDENT DAY

For the course of student data we will follow Maya through her day.

8:00-8:30: Maya is greeted at the door by a staff member who knows her by name. After a quick chat about her new haircut, Maya heads to the gymnasium. Heading down the hall, Maya passes a wall of pictures of individuals who have had a positive impact on the world from each house personality. She lingers at the photo of Sonia Sotomayor, a fellow Explorer like her. She enters the gymnasium and sits in her house area until 8:30.

8:30: A hand is raised in the center of the gymnasium. Maya follows suit by raising her hand and putting her attention on the speaker. House roll call begins. She waits patiently to hear the Explorer House chant led by one of the members from her house. She responds enthusiastically. She hears a greeting from her principal. She is reminded that she is a unique individual who will make a positive impact on the world. She learns that today's SEL lesson will be on showing empathy to others. She is directed to consider what she thinks empathy means. She shares her answer with Lucy, a fellow member of her house.

8:45: Maya is dismissed to her advisory break out session for her SEL lesson on showing empathy. The advisory group leader begins the SEL lesson for the day. She disagrees with Juan, a student in her POD courses. She knows it is safe to disagree with him; she raises her hand to express her opinion. Juan agrees to respectfully disagree.

9:20: Maya's enters her ELA classroom for the day. She is reading the Autobiography of Frederick Douglas. This book was recommended to her by her House Leader. She chooses to sit in the desk to read her book. She glances at the I-Read focus question for the day. "What lesson is your character learning throughout your story?" She considers the lessons Frederick Douglas is learning and jots it down in her notebook.

9:50: Rotation 1 begins. Maya is in Tier 2 in her ELA class. She begins in the computer learning station. She engages in an I-station lesson how historical setting influences theme. (6.3C). She isn't understanding the concept well and calls over a teacher for more clarification on what the word "convey" means. The teacher helps her understand the meaning and she continues working.

10:20: She rotates into the teacher rotation group. She works with her teacher to analyze the setting and theme of a fictional text, highlighting text evidence that builds the theme. The teacher reminds them that in Social Studies they are exploring government careers and how countries around the world have differing governments or "settings" that contribute to each country's development.

10:50: Maya heads to her last ELA rotation. She collaborates with classmates analyzing a theme in two texts. She writes a thematic analysis statement that she shares with her collaboration partners. They assist each other in editing and revising via peer feedback.

11:20: Maya begins her independent practice for the day. She ask if is she can receive additional help. She is moved to the remediation table with four other students who also need assistance. She receives a homework assignment for extra practice.

11:55: Maya heads to lunch. On the lunchroom there are conversation cards with various situations that require empathy, a nod to her SEL lesson for the day. She discusses the SEL lessons with friends at her table.

12:35: Maya enters her Art course. After being greeted by her teacher, she picks up on a project she has been working on by heading to the Maker Space to continue creating her infographic to describe a new form of government that solves the problem of educational inequity.

2:10: Maya enters her social studies course. She begins rotation one in the computer learning station. She decides from her playlist between watching a Youtube or Flocabulary video, listening to an audio tape, or reading a passage on forms of government. Maya chooses the Flocabulary video because they make her laugh and helps her remember key terms. She pauses the video a few times to jot down some notes.

2:55: Maya moves to the collaboration station. With four other students she engages in thought partnering to design a new form of government to address the issue of educational and economic inequities in Myanmar. (SS 6.11A, 6.12A, 6.13A, 6.114A).

3:45: Maya receives her DOL for today’s learning. She glances over at the computer, rapping Flocabulary in her head. She thinks to herself that she never liked social studies in the past, but is intrigued by how Flocabulary helped her learn the concepts of government. She can’t seem to stop thinking about how to help the kids in Myanmar.

4:00: Maya is escorted outside to the bus area. On the way she asked her social studies teacher “Do you think kids in Myanmar might like Flocabulary too?”

### III. PERFORMANCE PLANNING EXERCISE

Indicators	Baseline (district 2015 data)	Year 1 Target	Year 2 Target	Essential Strategies to Achieve Targets	Measures for Evaluating Success
Reading Proficiency	58% of 6th, 56% of 7th graders achieved proficiency on the Reading STAAR	By May 2018, 80% or more of Ignite scholars will demonstrate proficiency as measured by STAAR	By May 2019, 90% or more of Ignite scholars will demonstrate proficiency as measured by STAAR	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Thematic Units</li> <li>• Evolving Student Memoirs</li> <li>• SSR</li> <li>• iStation</li> <li>• Achieve 3000</li> </ul>	STAAR (MAP) (ACP)
Writing Proficiency	55% of 7th Graders achieved proficiency on		By May 2019, 80% of 7th Ignite 7th grade scholars will demonstrate proficiency as measured by STAAR	<ul style="list-style-type: none"> <li>• Whole Literacy Instruction</li> </ul>	STAAR

	the Writing STAAR			<ul style="list-style-type: none"> <li>• Face-to-Face Writing Conferences</li> <li>• Evolving Memoir Project</li> <li>• I-Read: Weekly Editing and Revising Practice</li> <li>• 6+1 Traits of Writing Rubric</li> </ul>	
Math Proficiency	60% of 6th, 43% of 7th graders achieved proficiency on the Mathematics STAAR	By May 2018, 80% or more of Ignite scholars will demonstrate proficiency as measured by STAAR	By May 2019, 90% or more of Ignite scholars will demonstrate proficiency as measured by STAAR	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Thematic Units</li> <li>• I-Compute (SSC)</li> <li>• Number Sense</li> <li>• Think Through Math</li> <li>• NMSE Resources</li> </ul>	STAAR (MAP) (ACP)
Science Proficiency	61% of 8th Graders achieved proficiency on the Science STAAR	By May 2018, 80% or more of Ignite scholars will demonstrate proficiency as measured by the Spring ACP	By May 2019, 90% or more of Ignite scholars will demonstrate proficiency as measured by the Spring ACP	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Inquiry Based Science</li> <li>• NMSE Resources</li> <li>• PLTW Resources</li> </ul>	ACP (MAP) (STAAR)
Social Studies Proficiency		By May 2018, 80% or more of Ignite scholars will demonstrate proficiency as measured by the Spring ACP	By May 2019, 90% or more of Ignite scholars will demonstrate proficiency as measured by the Spring ACP	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Game-Based Learning</li> <li>• Drama-Based Learning</li> <li>• Debate</li> </ul>	ACP (MAP) (STAAR)
Student Growth	61% of Dallas ISD students met or exceeded progress	By May 2018, at least 80% of Ignite Scholars will meet or exceed expected academic growth.	By May 2019, at least 90% of Ignite Scholars will meet or exceed expected academic growth.	<ul style="list-style-type: none"> <li>• Student Profiling Goal-Setting and Progress Monitoring</li> <li>• Competency-Based Instruction</li> <li>• Multiple Modes of Instruction (Blended Classroom, PBL, Work-Based Learning)</li> <li>• Tiered Interventions</li> </ul>	Index 2 (Until implementation of A-F System)
Achievement Gaps	Dallas ISD earned an Index 3 Score	By May 2018 Ignite will close the achievement	By May 2018 Ignite will close the achievement gap between the school's	<ul style="list-style-type: none"> <li>• SEL</li> <li>• Culturally Relevant</li> </ul>	Index 3

	<p>of 39. In terms of STAAR proficiency, there was a 30%+ Gap between African American students and White students on Math and Reading STAAR. Between Hispanic and White students there was 21% Reading proficiency Gap and 14% Math Proficiency Gap</p>	<p>gap between the school's lowest achieving student groups and the district's highest achieving student groups to 15 percentage points or less as measured by combined Level 2 and 3 scores on STAAR</p>	<p>lowest achieving student groups and the district's highest achieving student groups to 10 percentage points or less as measured by combined Level 2 and 3 scores on STAAR</p>	<ul style="list-style-type: none"> <li>• Biography Studies</li> <li>• Culturally Relevant Academic Coursework</li> <li>• Tiered Interventions</li> <li>• Competency-Based Instruction</li> </ul>	<p>(Until implementation of the A-F system)</p>
College-Readiness		<p>By May 2018, at least 50% of Ignite Scholars will achieve college-readiness as measured by Level 2 Final performances on STAAR.</p>	<p>By May 2019, at least 70% of Ignite Scholars will achieve college-readiness as measured by Level 2 Final performances on STAAR.</p>	<ul style="list-style-type: none"> <li>• Competency-Based Instruction</li> <li>• Tiered Interventions</li> <li>• Student Profiling Goal-Setting and Progress Monitoring</li> </ul>	<p>Index 4 (Until Implementation of the A-F system)</p>
Campus Culture and Climate		<p>By Spring 2018, Ignite will achieve ratings of 70% or higher in all four Climate Survey Domains including a score of at 80% or higher in the College-Going Culture Domain</p>	<p>By Spring 2019, Ignite will achieve ratings of 80% or higher in all four Climate Survey Domains including a score of at 90% or higher in the College-Going Culture Domain</p>	<ul style="list-style-type: none"> <li>• Morning Huddle</li> <li>• Student Houses</li> <li>• PBIS</li> <li>• Parent Workshops</li> <li>• Community/ Industry Partnerships</li> <li>• Advisory Board</li> </ul>	<p>Staff Climate Survey  (Student Surveys)  (Family and Community Surveys)</p>
Technological Literacy		<p>By May 2018, at least 50% of Ignite scholars will achieve Technological Competency as</p>	<p>By May 2019, at least 70% of Ignite scholars will achieve Technological Competency as measured by the I-Tech SEL Rubric</p>	<ul style="list-style-type: none"> <li>• Learning.com Easy Tech Curriculum</li> <li>• Learning.com Inquiry Curriculum</li> </ul>	<p>I-Tech Rubric  (Based on ISTE Standards)</p>

		measured by the I-Tech Rubric		<ul style="list-style-type: none"> <li>• Digital Literacy Solutions Curriculum</li> <li>• Blended Classroom</li> <li>• PBL</li> <li>• Maker Space Activities</li> <li>• Tech Literacy Profiling, Goal-Setting, and Progress Monitoring</li> </ul>	
SEL		By May 2018, at least 50% of Ignite scholars will achieve SEL Competency as measured by the I-Grow SEL Rubric	By May 2019, at least 70% of Ignite scholars will achieve SEL Competency as measured by the I-Grow SEL Rubric	<ul style="list-style-type: none"> <li>• 2nd Step Curriculum</li> <li>• Growth Mindset Book Study</li> <li>• SEL Profiling, Goal-Setting and Progress Monitoring</li> <li>• Personality Assessments</li> <li>• Learning Style Inventories</li> <li>• Career Assessments</li> <li>• Career Coaching</li> <li>• Biography Studies</li> <li>• Student Vision/Impact</li> <li>• Portfolios</li> <li>• Capstone Projects</li> <li>• PBL</li> </ul>	I-Grow SEL Rubric (Based on CASEL Competencies)

IV. Request for Autonomies

Autonomy Requested	Rationale
Staffing	<ul style="list-style-type: none"> <li>• We seek to redefine one administrator as Dean of Instruction, so that this specialized administrator can provide focused instructional support in our more intricate teaching and learning ecosystem.</li> </ul>
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• We seek to create a new class called Impact 90 (I-90) which is a weekly 90 minute PBL class. In this class students will experience the concentrated thought work necessary develop and live out their personal visions.</li> </ul>

	<ul style="list-style-type: none"> <li>To allow for the practical hands-on creative work of PBL: we seek to create a hybrid Art/Technology Class (Makerspace)</li> <li>We seek to purchase digital and literary resources unique to our BRM and Advisory Lessons.</li> <li>To support PBL we seek to purchase hardware and software unique to our Maker Space.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>To build staff capacity in the skills required to deliver Personalized Learning: <ul style="list-style-type: none"> <li>Ignite is seeking to provide one hour of PD after the school day, once per week.</li> <li>Ignite intends to make use of digitally based PD beyond that provided by the district.</li> <li>Ignite seeks to provide one week of PD for instructional staff during the summer before the district defined teacher report date.</li> <li>Ignite intends to send cohorts of instructional staff to out-of-state PD for exemplar school visits, as well as PBL and Technology training.</li> </ul> </li> </ul>
<b>Schedule</b>	<ul style="list-style-type: none"> <li>To effectively employ the BRM, PBL, and our other unique instructional elements, Ignite seeks to use: <ul style="list-style-type: none"> <li>ABC modified Block Schedule</li> <li>An extended school day</li> </ul> </li> <li>To effectively partner with the families and inculcate students to the unique thinking and systems of Ignite, we seek extend the school year by three days in the form of a 3-day Ignite-Camp before the designated district report date.</li> </ul>
<b>Internal Organization</b>	<ul style="list-style-type: none"> <li>In order to foster quality relationships among students, to strengthen relationships between staff and students , and to promote SEL, Ignite seeks to: <ul style="list-style-type: none"> <li>Organize students into Houses based on student and staff common Myers Briggs profiles.</li> </ul> </li> </ul>

## V. Implementation Plan and Budget Exercise

### a. IMPLEMENTATION PLAN TEMPLATE

<b>YEAR ONE TIMELINE: Year 0</b>					
<b>*PROPOSAL ELEMENTS</b>	<b>TASKS/ACTIVITIES</b> What tasks or activities are needed to implement the priority or strategy?	<b>RESPONSIBILITY</b> Who will lead the implementation?	<b>RESOURCES</b> What resources and support will be needed for implementation?	<b>START / END</b> When should it start and how much time is needed to implement?	<b>STATUS</b> Not yet started / In progress / Completed
<b>CURRICULUM &amp; INSTRUCTION</b>	Obtain Licenses for: Schoolology Growth Mindset Second Step Content-Specific Learning Platforms	Principal	Funding for Software Purchases	Spring 2018	Not Yet Started
	Purchase Computers Maker Space Hardware and SEL Books	Principal	Funding for Hardware Purchases	Spring 2018	Not Yet Started



	Create Master Schedule (6th Grade)	Entire Leadership Team	Assistant Principal	Fall 2017 - Spring 2018	In Progress
<b>ASSESSMENT PLAN</b>	For 6th Grade:  Create DDI/Assessment Calendar	Entire Leadership Team	All In Learning License plus Clickers	Summer 2018	Not Yet Started
	Design Instructional Calendars				
	Design Interim Assessments				
	Purchase Content Test Banks and Review Materials				
	Obtain Map Assessment License	Principal	Funding	Summer 2018	Not Yet Started
<b>PROFESSIONAL DEVELOPMENT</b>	PD Lessons to Prepare:  Blended Learning Co-Teaching Thematic Units DDI PBL Schoology	Assistant Principal	Collaboration with Department of Teaching and Learning	Spring-Summer 2018	Not Yet Started
	SEL PD Plan to Prepare:  "Growth Mindset" "Second Step" "Naviance"	Counselor	None	Spring-Summer 2018	Not Yet Started
	PD to Attend:  Summit Base Camp (Personalized Learning)  Buck Institute PBL Training  iNACOL Blended Learning Conference  National School Reform Faculty Training	Entire Leadership Team	Funding for Travel	Summer 2017-Summer 2018	In Progress

	Visit Exemplar Schools	Entire Leadership Team	Funding for Travel	Fall 2016 - Ongoing	In Progress
<b>STAFFING</b>	Identify, hire, and recruit 6th Grade staff by	Principal	Collaboaration with HCM	Spring 2017 - Spring 2018	In Progress
<b>FAMILY &amp; COMMUNITY ENGAGEMENT</b>	Establish Relationships with Industry Partners College Partners High School Partners Elementary School Partners	Entire Leadership Team	None	Fall 2016 - Ongoing	In Progress
	Establish Advisory Board	Entire Leadership Team	Collaboration with Department of College and Career Readiness	Fall 2017 - Spring 2018	Not Yet Started
	Establish family training schedule and services	Counselor	Collaboration with Office of Family and Community Engagement	Spring 2017-Fall 2018	Not Yet Started
	Marketing/ Student Recruitment	Entire Leadership Team	Collaboration with Office of Family and Community Engagement	Fall 2017-Summer 2018	Not Yet Started

**YEAR ONE TIMELINE: Year 1**

<b>*PROPOSAL ELEMENTS</b>	<b>TASKS/ACTIVITIES</b> What tasks or activities are needed to implement the priority or strategy?	<b>RESPONSIBILITY</b> Who will lead the implementation?	<b>RESOURCES</b> What resources and support will be needed for implementation?	<b>START / END</b> When should it start and how much time is needed to implement?	<b>STATUS</b> Not yet started / In progress / Completed
<b>CURRICULUM &amp; INSTRUCTION</b>	Renew Technology Licenses  Create Master Schedule (6th and 7th Grade)  Design Year 2 Instructional Plan	Entire Leadership Team	Collaboration with Offices of Transformation and Innovation, Personalized Learning, College and Career Readiness, Teaching and Learning	Fall 2018 - Spring 2019	Not Yet Started
	Implement Year 1 Instructional Plan	All Staff		Fall 2018 - Spring 2019	Not Yet Started

<b>ASSESSMENT PLAN</b>	For 7th Grade:  Create DDI/Assessment Calendar  Design Instructional Calendars  Design Interim Assessments	Leadership Team		Summer 2019	Not Yet Started
<b>PROFESSIONAL DEVELOPMENT</b>	Buck Institute (PBL)  Summit Base Camp (PL)  iNACOL Blended Learning Conference	6th Grade Teacher Team	Funding For Travel	Summer 2018- Summer 2019	Not Yet Started
	For 6th Grade Team  Blended Learning Co-Teaching Thematic Units DDI PBL Schoology "Growth Mindset" "Second Step" "Naviance"	Assistant Principal	Collaboration with Department Teaching and Learning	Summer 2018 - Spring 2019	Not Yet Started
<b>STAFFING</b>	Identify, hire, and recruit year 2 Grade staff Hire family and community engagement specialist	Principal	Collaboration with HCM		Not Yet Started
<b>FAMILY &amp; COMMUNITY ENGAGEMENT</b>	Parents Trainings Home visits Town hall meetings Student Community Family Surveys Elementary School Student Recruitment Events	Family and Community Engagement Specialist	Collaboration with Office of Family and Community Engagement	Ongoing	Not Yet Started
	Marketing/ Student Recruitment	Entire Leadership Team	Collaboration with Office of Family and Community Engagement	Ongoing	Not Yet Started

**YEAR ONE TIMELINE: Year 2**

<b>*PROPOSAL ELEMENTS</b>	<b>TASKS/ACTIVITIES</b> What tasks or activities are needed to implement the priority or strategy?	<b>RESPONSIBILITY</b> Who will lead the implementation?	<b>RESOURCES</b> What resources and support will be needed for implementation?	<b>START / END</b> When should it start and how much time is needed to implement?	<b>STATUS</b> Not yet started / In progress / Completed
<b>CURRICULUM &amp; INSTRUCTION</b>	Implement Year 2 Instructional Plan	All Staff	Collaboration with Offices of Transformation and Innovation, Personalized Learning, College and Career Readiness, Teaching and Learning	Fall 2019 - Spring 2020	Not Yet Started
	Develop Year 3 Instructional Plan	Entire Leadership Team			Not Yet Started
<b>ASSESSMENT PLAN</b>	For 8th Grade:  Create DDI/Assessment Calendar  Design Instructional Calendars  Design Interim Assessments	Entire Leadership Team		Summer 2020	Not Yet Started
<b>PROFESSIONAL DEVELOPMENT</b>	Buck Institute (PBL)  Summit Base Camp (PL)  iNACOL Blended Learning Conference	7th Grade Team	Funding for Travel	Summer 2019- Summer 2020	Not Yet Started
	For New Grade Team  Blended Learning Co-Teaching Thematic Units DDI PBL Schoology "Growth Mindset" "Second Step" "Naviance"	Assistant Principal  Year 2 Teachers	Collaboration with Department of Teaching and Learning	Summer 2019 - Spring 2020	Not Yet Started
<b>STAFFING</b>	Identify, hire, and recruit year 3 staff	Principal	Collaboration with HCM	Fall 2017-Spring 2018	Not Yet Started

	Hiring for Mindset (See Staff Beliefs, Staff Values, and Responsive Classroom) and Capacity via teach and teaming simulations assessment center				
<b>FAMILY &amp; COMMUNITY ENGAGEMENT</b>	Parents Trainings Home visits Town hall meetings Student Community Family Surveys Elementary School Student Recruitment Events	Family and Community Engagement Specialist	Collaboration with Office of Family and Community Engagement	Ongoing	Not Yet Started
	Marketing/ Student Recruitment	Entire Leadership Team	Collaboration with Office of Family and Community Engagement	Ongoing	Not Yet Started

**YEAR ONE TIMELINE: Year 3**

<b>*PROPOSAL ELEMENTS</b>	<b>TASKS/ACTIVITIES</b> What tasks or activities are needed to implement the priority or strategy?	<b>RESPONSIBILITY</b> Who will lead the implementation?	<b>RESOURCES</b> What resources and support will be needed for implementation?	<b>START / END</b> When should it start and how much time is needed to implement?	<b>STATUS</b> Not yet started / In progress / Completed
<b>CURRICULUM &amp; INSTRUCTION</b>	Create Master Schedule (6th-8th Grade)  Develop Year 4 Instructional Plan	Leadership Team	Collaboration with Offices of Transformation and Innovation, Personalized Learning, College and Career Readiness, Teaching and Learning	Fall 2020 - Spring 2021	Not Yet Started
	Implement Year 3 Instructional Plan	All Staff		Fall 2020-Spring 2021	Not Yet Started
<b>ASSESSMENT PLAN</b>	Review 6th, 7th, 8th Grade Assessment Plans	Leadership Team		Spring 2021	Not Yet Started
<b>PROFESSIONAL DEVELOPMENT</b>	Buck Institute (PBL)  Summit Base Camp (PL)	8th Grade Team	Funding for Travel	Summer 2020-Summer 2021	Not Yet Started

	iNACOL Blended Learning Conference				
	For 8th Grade Team  Blended Learning Co-Teaching Thematic Units DDI PBL Schoolology "Growth Mindset" "Second Step" "Naviance"	Assistant Principal,  Year 3 Teachers	Collaboration with Department of Teaching and Learning	Summer 2019 - Spring 2020	Not Yet Started
<b>STAFFING</b>	Ongoing Staffing Decisions	Principal	Collaboration with HCM	Ongoing	Not Yet Started
<b>FAMILY &amp; COMMUNITY ENGAGEMENT</b>	Parents Trainings Home visits Town hall meetings Student Community Family Surveys Elementary School Student Recruitment Events	Family and Community Engagement Specialist	Collaboration with Office of Family and Community Engagement	Ongoing	Not Yet Started
	Marketing/ Student Recruitment	Entire Leadership Team	Collaboration with Office of Family and Community Engagement	Ongoing	Not Yet Started

**b. BUDGET EXERCISE**

Priority/Expense	Rationale	Projected Costs	Frequency	Sustainability Plan
<b>Curriculum &amp; Instruction</b>				
Schoology	School Operational Platform	100 X 5.50 = \$550.00	Yearly Fee	After school choice funding and support expires, the plan is sustainable with current general operating budget.
Growth Mindset	Social & Emotional Learning. Book by Carol Dweck to support teachers ability to build capacity in scholars through SEL.	\$14.00 X 12 = \$168.00	One time purchase	\$14.00 per book for a teachers & Admins.
Second Step	Social & Emotional Learning 6th-8th grade bundle		One time purchase	After school choice funding and support expires, the plan is

	Additional material	\$1,179.00 200.00		sustainable with current general operating budget.
Content Specific for online adaptive learning	On-Line Learning (Math, ELA, Science, Social Studies) Part of the Blended learning	\$20,000	Recurring cost for licensing fee.	After school choice funding and support expires, the plan is sustainable with the current campus Title One Budget
Map Testing	Assessing Scholars			
<b>Professional Development</b>				
iNACOL Conference. Oct. 15th -18th, 2017	Blended Learning Conference in North Carolina. Include: Entry fee (\$1,000/person), flight, hotel, rental car, food.	\$2100/person 4 people \$8,400.00	One time purchase	School Choice funds will support the conference, no ongoing support will be needed.
Buck Institute Conference. Napa Valley, California June 20-22, 2017	PBL Conference: Required for implementation of Project based learning. Include: Entry fee (\$4,000/person), flight, hotel, rental car, food.	\$5,000/person 4 people \$20,000	One-Time purchase	
Transportation for students	Site visits to partnership location for scholar's exposure to potential careers.	\$20,000		After school choice funding and support expires, the plan is sustainable with the current campus Title One Budget
Staff Professional Development	Summer/Weekend/ Extended day planning and supplemental pay	\$20/hr x 40 hours 40,000		After school choice funding and support expires, the plan is sustainable with the current campus Title One Budget
<b>Computers/ Software</b>				
Dell Desktop Computers 7000 Series	5 desktop computers for Maker Space	1,200 X 5 = \$6,000	One-Time Purchase	After school choice funding and support expires, the plan is sustainable with current general operating budget.
Lenovo Laptop	One Laptop for every two students (100 students/50 laptop)	\$400 X 50 = \$20,000	One-Time Purchase	After school choice funding and support expires, the plan is sustainable with current general operating budget.
<b>Miscellaneous</b>				
Makerspace Set-up	Furniture, Interactive Classroom Kits, tables, chairs, tools, art supplies.	\$75,000	One-Time Fee	After school choice funding and support expires, the plan is sustainable with current general operating budget.

School Supplies	Paper, printer Ink, composition books, planners, & etc..	\$20,000	Recurring purchase	Sustainable with current general operating budget and Title One budget
	<b>Total:</b>	197,547		