

# 24<sup>th</sup> STREET ELEMENTARY LOCAL INITIATIVE SCHOOL

*Request for Proposal 2016-2017*

**Release Date:**  October 13, 2015



24<sup>th</sup> Street Elementary School  
2055 W. 24<sup>th</sup> Street  
Los Angeles, CA 90018  
(323) 735-0178

# REQUEST FOR PROPOSAL

## GENERAL QUESTIONS

### 1. Vision and Mission

**Vision:** 24<sup>th</sup> Street Elementary School is an exemplary public school that empowers lifelong learners who will become productive world changers.

**Mission:** The mission of Twenty-fourth Street Elementary School is to provide students with an exceptional public education that helps them develop critical thinking skills necessary for success in the 21st century. Through family and community partnerships, we strive to instill a dedication to improving our world through a commitment to social justice.

### 2. School Data Profile/Analysis:

In the 2012-2013 school year, parents used the rights in the Parent Empowerment Act to demand radical change at 24<sup>th</sup> Street starting in the 2013-2014 school year. The parents chose a re-start option, which meant that the school would stay a traditional LAUSD public school; however, every employee at the school would have to re-apply for their jobs. This meant that in 2013-2014 school year, only 14 employees returned to the school. The new staff came together to dramatically improve the performance of the school.

At the time of the re-start, 24<sup>th</sup> Street ranked as one of the ten lowest-performing elementary schools in LAUSD in three-year average API scores, and would have been the second lowest-performing school in the Central district if it had existed. Recent data from the CAASPP for the 2014-2015 SBAC assessment shows that now 24<sup>th</sup> Street's performance has risen, and when compared to other schools in the district, we would rank 362<sup>nd</sup> out of 399 in third-grade ELA; 383<sup>rd</sup> out of 499 in fourth-grade ELA; 372<sup>nd</sup> out of 498 in 3<sup>rd</sup> grade math, and 363<sup>rd</sup> out of 498 in fourth-grade math. Our school is no longer one of the lowest-performing schools in the district.

Now that we have CAASPP data, our school will use the Interim Assessment Blocks as well as the Comprehensive Interim Assessment to inform our instruction throughout the year. We will use similar data analysis strategies and planning as we have used to raise our DIBELS assessment scores. In the two years since the new staff has been at 24<sup>th</sup> Street, we have closed the gap with the district from a 12% difference in benchmark students (EOY 2013-2014) to a 2% difference in benchmark students (BOY 2014-2015).

The key to our success in improving our DIBELS data has been a focus on the foundational reading standards, implementation of small-group intervention during Universal Access Time, and mastery of effective teaching strategies from the 95% group, *Treasures*, and the Florida Center for Reading and Research. We have also closely monitored student learning through DIBELS progress monitoring assessments and diagnostic assessments such as the CORE phonics survey. We are now beginning to monitor students' reading comprehension through the TRC assessment. We will use a similar structure of assessment, analysis, planning, implementation, and reflection in our implementation.

Finally, one of our greatest successes has been the positive engagement of our parents. We have raised the percentage of parents who feel the school provides them with support to improve their child's learning from 59.7% in 2012-2013 to 91.3% in 2013-2014. We will continue to improve the opportunities for our parents to grow in their capacity to work as partners in our school's success.

All of these are the ways that we will measure our success in our mission and vision to be an exemplary public school. We will also use qualitative measures to evaluate our success in empowering students to be world changers. As empowered citizens, our students will be able to proficiently use the skills learned in a balanced literacy framework to express themselves, advocate for change, and critically think about the world around them.

Our primary goal is to rise to the top quartile of schools in the district, and we are focused on improving our proficiency rates as measured on the CAASPP. In 2014-2015 the percentage of our students who scored at or above standard were: 17% in third-grade ELA; 16% in fourth-grade ELA; 19% in third-grade math, and 14% in fourth-grade math. We are using this data and our performance in the different claims to adjust instruction and raise student performance.

Our next goal is to successfully implement a balanced literacy approach to instruction, so that our students are fully supported in the critical thinking skills they need to master the Common Core State Standards. We have been working with Growing Educators for the last two years to successfully implement Writer's Workshop. Our goal is to round out our literacy instruction through successful implementation of a full balanced literacy model that is supported by complementary instruction in ELD and the content areas.

One of our on-going struggles is student attendance. We have raised our students who attend school 96% of the time from 60.6% in 2012-213 to 64% in 2013-2014. Highly engaging instruction and student-centered content will help us to meet the district goal of 71% of students attending 96% of the year (less than seven absences). Balanced literacy will provide students an opportunity to make choices about their own learning, and will give our students the compelling desire to be in school every day.

### **Family and Community Engagement:**

24<sup>th</sup> St. Elementary has held a variety of events in order to support family and community engagement such as the Fall Festival, garden workdays, volunteer workdays, and book fairs. In addition to these community-building events, we place a great emphasis on academic partnerships through APTT meetings (Academic Parent Teacher Teams), where parents are taught a specific literacy or math strategy that they practice with their child at home, Student Led Conferences, and parent workshops. We regularly host Common Core Chats with the Principal and invite parents to join our teachers and administrators during instructional rounds. As a parent-trigger school, establishing a strong and purposeful relationship with the parents and larger community is extremely important to us. Our goal this year is for our PTA to reach 200 members (and it is almost there!). We have a strong Parent Center and fabulous parent volunteers. In the last year, we have been able to significantly improve our attendance with the help of our support staff, which consists of a PSA, School Psychologist, and Site Operations Coordinator. Our school website has been updated and provides parents with important calendar events and information. We consistently contact parents about events and dates in order to promote participation and minimize absences.

As we move towards a balanced literacy program, we would like to continue these crucial aspects of engagement, and begin to focus on supporting and celebrating literacy in our community. In order to build a community of readers we will bring the RIF (Reading is Fundamental) program to our school and host events such as "Donuts with Dads/ Muffins with Mom," where parents can come in and watch the classroom teacher demonstrate a specific skill or strategy that they can use to support their child's reading

at home, and then practice it in the classroom. We will invite parents to join us for writing celebrations at the end of each genre study and we will use these opportunities to explain what balanced literacy is and how they can support literacy in the home. On another note, we would like to also help families understand the importance of computer literacy, and support them in using many of the online resources we have available for their children, such as Reading A-Z. Ideally we would also like to host more evening workshops for working parents to attend. Hosting several family-friendly literacy-based events throughout the year will help make our school a welcoming place for families (i.e. encouraging students to wear book character costumes at the fall festival instead of regular Halloween costumes). We will measure our success with the LAUSD School Experience surveys, as well as parent attendance to these events.

### **3. School Culture and Climate**

#### **Academic Culture:**

24<sup>th</sup> Street Elementary School has a highly collaborate academic culture. Our faculty participates in professional learning communities so that teachers can work together as a grade level and plan how to better meet students' needs. We have monthly PLC meetings where teachers analyze data, reflect on instructional practices, and research current standards-based practices. It is during these times that we are able to build on our understanding of early literacy and develop our balanced literacy curriculum.

Our school also holds student-led conferences (SLC) twice a year. These conferences are opportunities for parents to see how their students are meeting grade-level standards, and for teachers and parents to communicate how to better support their child at home. 24<sup>th</sup> Street Elementary School has also held Academic Parent Teacher Team (APTT) meetings where PLCs choose a standard that the majority of their students are not meeting, and hold parent workshops to equip them with the tools necessary to close the achievement gap in the particular academic area. The APTTs consist of measuring student academic growth, creating parent support resources, and continuous intervention.

#### **Professional Culture:**

24<sup>th</sup> Street Elementary School also participates in monthly instructional rounds that include teachers, staff leadership team, parents, and district employees. Each month, the team identifies a few focus elements and visit classrooms to see evidence of these elements. The team then debriefs the evidence and relates their findings back to the staff, with the purpose of having our teaching staff constantly reflect and refine their teaching practices.

### **4. Design Team Capacity:**

Design Team Members:

Mary Ann Sullivan - Principal  
Olivia Martinez - Instructional Coach  
Margaret Thi - Teacher (3rd Grade)  
Leticia Rosales - Teacher (3rd Grade)  
Laurel Lang - Teacher (1st Grade)  
Rita Worley - Teacher (3rd Grade)

The Design Team was comprised of dedicated teachers and administrative volunteers who are committed to the highest achievement of our school, students, and community. Team members attended information sessions, met with members of the Local Options Oversight Committee, and worked collaboratively

within the school to understand and select the most appropriate model and waivers for their particular circumstances. The team was in charge of compiling and presenting pertinent information regarding the LIS model intent, process, and selected waivers to the school’s staff and parent community.

Mary Ann Sullivan is 24th Street Elementary School’s principal. She holds a Masters in Educational Leadership, in addition to her extensive experience within LAUSD. She began as a classroom teacher and Literacy Coach/Intervention Support, spent several years as a Response to Instruction and Intervention Expert, and then became an Elementary Literacy Coordinator. Ms. Sullivan took part in piloting TRC assessment, studying Transitional Kindergarten through the California Department of Education, researching intervention through syllable instruction as part of the Target Grant for Third Grade Teachers, and researching effective K-2 foundational reading skills instruction for the Early Literacy Academy. She also led the restart of 24th Street Elementary following the enactment of the Parent Empowerment Law.

Olivia Martinez is 24th Street’s Instructional Coach. She holds a Masters of Education, a Reading Specialist Certificate, and is National Board Certified in Literacy. She worked as a classroom teacher for 1st through 4th grade for 9 years, an Intervention Coordinator for 4 years, and is on her third year as an Instructional Coach. Ms. Martinez also has previous experience in the successful design and proposal of an LIS model for Glassell Park Elementary.

Leticia Rosales is a highly experienced upper elementary classroom teacher. Her dedication and commitment to education is evidenced by her Leadership roles at 20th Street School, where she headed the Response to Instruction and Intervention Team for two years, conducted Professional Developments, coached award-winning math teams, and co-founded the Student Council.

Margaret Thi, Laurel Lang, and Rita Worley are third-year teachers who completed their Masters of Education through the University of California, Los Angeles’s Center X. Center X is a graduate program specifically committed to fostering socially just and equitable public education. They are part of the original staff hired for 24th Street’s historic restart following the invocation of the Parent Empowerment Law.

Each design team member engaged stakeholders in their input on the LIS plan through various formats: parent workshops, School Site Council meeting, ELAC meeting, and through the PTA. Parents and community members strongly support the teachers to make the instructional decisions necessary to help their students succeed.

## LOCAL INITIATIVE SCHOOL INSTRUCTIONAL PROGRAM

The Plan should clearly outline the school’s educational philosophy and reflect the School Plan’s mission and vision throughout this section For each waiver include a brief statement as to how the waiver is aligned to and will advance the school plan. Mark the specific waivers requested. If you do not request a waiver you do not need to respond to the prompt.

Applicants interested in the Local Initiative School model should review the LAUSD-UTLA Local School Stabilization and Empowerment Initiative as part of their preparation in writing their plan. Additional resources are also available at <http://achieve.lausd.net/Page/2578>.

LIS Waiver #	Description	Selection Status
1	Re-adoption in the Local Initiative School program of any current special conditions and/or waivers already applicable to the school such as School	We are selecting this waiver:

	Based Management (SBM).	Yes	No
		X	<input type="checkbox"/>
<p><b>If you have selected yes, please address the following prompts:</b>  Describe the special conditions/waivers that are applicable to your school because it was a LEARN, SBM, iDesign etc., or other reform initiative.</p> <p>24<sup>th</sup> St. Elementary would like to keep the current waivers that are applicable to our school. Due to the history of the school, in regards to the restart plan, our school community believes that consistency is a key component to our current and future success.</p>			

2	<p><b>Methods to improve pedagogy and student achievement</b>  Local initiative Schools have the flexibility to choose and/or develop methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs.</p> <p><b>How will the school use instruction autonomy?</b></p> <ul style="list-style-type: none"> <li><b>Your response should address the following:</b> Describe the proposed instructional program and the strategies that will be implemented. Explain why these instructional methods are well-suited to address the needs of the student population served by the school. Describe how the education program will meet the needs of all students. Explain how this connects to the current levels of student achievement as described in the data analysis section and how it aligns with the school’s vision and mission. Discuss any special academic/curricular themes the school will feature.</li> <li>Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the pedagogy.</li> </ul>	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	X

3	<p><b>Locally determined curriculum</b> (aligned to Common Core State Standards and District minimum curriculum standards)  Local initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</p> <p>24<sup>th</sup> St. Elementary will implement a Balanced Literacy approach during the English Language Arts block of instruction. Teachers will supplement the district-adopted curriculum with the Lucy Calkins Units of Study in Writing and Reading as well as a leveled reading program based on the work of Fountas and Pinnell.</p> <p>The supplemental curriculum will not only accelerate students’ reading and writing skills but also develop deeper conceptual knowledge in preparation for meeting CCSS. Autonomy will be beneficial in this respect insofar as the development of these kinds of lessons will require re-sequencing of content standards and development of performance-based assessments that measure student mastery in ways that are different from more traditional multiple choice and constructed response assessments.</p> <p>The invocation of the restart plan has made it necessary to implement changes that will have a lasting impact on the school. Based on the extensive research and professional literature supporting Balanced Literacy, as well as a shared view of the purpose of reading and writing in</p>	We are selecting this waiver:	
		Yes	No
		X	<input type="checkbox"/>

a larger context of the school setting, we feel that our students will greatly benefit from this curriculum. Our leadership team has helped to provide extensive professional development and support in these areas (i.e. Growing Educators, Early Literacy Academy). Curricular themes such as early literacy, foundational reading skills, and social justice all work within a balanced literacy approach and will help our staff and parents lead our school towards accomplishing the 24<sup>th</sup> St. vision.

We will use several accountability measures to evaluate the effectiveness of this curriculum. Measures may include both state and district- based assessments as well as school-created measurements.

	<b>Assessment</b> Local Initiative Schools have the flexibility to choose and/or develop local interim benchmark assessments, tests, and pacing plans, aligned with and equivalent to District requirements (e.g., Gifted and Talented Education (GATE), algebra placement) and complying with any State and Federal requirement.	We are selecting this waiver:	
		Yes	No
		X	<input type="checkbox"/>
4	<b>How will the school use assessment autonomy? Your response should:</b> <ul style="list-style-type: none"> <li>Describe the school-wide assessment plan that will be used to monitor progress toward the identified instructional goals and to make instructional decisions.</li> <li>If you are planning to develop your own assessment, describe the process of development and explain what type of assessments you will use (formative and/or summative). Include a timeline that outlines your plans to develop assessments for the school in the implementation plan.</li> <li>Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the school’s assessment plan.</li> </ul> 24 <sup>th</sup> St. will use various measures to monitor progress towards the identified instructional goals and to make instructional decisions.		
	<b>Writing Assessments</b>  For each genre teachers will collect the following work samples/assessments  Formative <ul style="list-style-type: none"> <li>(1) On Demand at beginning of the Unit</li> <li>(2) Process pieces</li> </ul> Summative <ul style="list-style-type: none"> <li>(1) On Demand at the end of the Unit</li> </ul> <b>Reading Assessments</b>  DIBELS & TRC – BOY, MOY, EOY  IAB (3 <sup>rd</sup> & 4 <sup>th</sup> ) throughout the year		

District expectations and pacing of instruction and assessment often limit how effectively classroom teachers can teach the required content and intervene to assist students who are not performing at benchmark. This waiver will allow our school to change the timeline of assessments in order to provide rigorous instruction and intervention based on data. Assessments will yield more accurate and valid achievement as students are tested less frequently and given more time to master the required core content. Furthermore, testing of content not taught in class will be limited, as all assessments will be aligned to instructional blocks created by the teachers. Teachers and support staff will have adequate time to analyze data and prepare effective interventions for students who do not meet benchmark standards. Teachers will be able to adequately reflect on their practice and report to parents as they improve collaborative efforts to accelerate learning for individual students. Therefore, opportunities for parents to participate in specially designed interventions for their children will increase with this waiver as well.

In addition, we will use the autonomy under Local Initiative Schools to evaluate all district assessments for validity and purpose at the beginning of the year, and decide which assessments will be implemented. Many of these are formative assessments aimed at providing teachers and other staff with information that can be used to improve student achievement and guide collaborative (PLC) planning and discussions tied to targeted academic intervention. Although many district assessments are valid in tracking student progress, this waiver will allow us to choose which ones we will use in order to provide the best alignment between instruction and assessment at our school.

	<b>Local Schedule and Strategies</b> Local Initiative Schools have the authority and option to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers. All of the above are subject to District-mandated annual number of school days and minimum annual instructional minutes, calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction. All State and Federal mandates remain applicable, as well as court orders and consent decrees.	We are selecting this waiver:	
		Yes	No
		X	<input type="checkbox"/>
5	This waiver will allow the teachers and staff to continue working on improving the school by developing our understanding of balanced literacy and its impact on all subject areas. All changes will adhere to all mandated state and federal guidelines. The change in the local schedule will allow us to have more Early Release Tuesdays. During the additional Tuesday Banked Time/Professional Development time, teachers and staff will continue to gather and attend to improving instruction for all students. It will also allow us to reach the school's goals for improving achievement in all subgroups as stated in the Single School Plan for Student Achievement. This time will be devoted to professional development that leads us towards increased student achievement. A professional development cycle that includes time for whole staff learning and collaboration as well as grade-level planning time will allow teachers time to		

develop the skills necessary to propel our students forward in all areas.

The current scheduling of inconsistent Early Release Tuesdays has caused confusion for parents. Therefore, modifying the school schedule to have a more regular calendar of Early Release Tuesdays will lead to more certainty and better communication with parents. Teachers will adhere to the district mandated annual number of school days and minimum annual instructional minutes; therefore no alternative language will replace contract language.

We will use PD evaluations at every meeting to receive feedback on the effectiveness of these meetings and help plan for future professional development.

6	<b>School Internal Organization Plan</b> Local Initiative Schools have the freedom to organize their school’s internal organizational plan, such as division into academies, small learning communities, houses, etc., within the assigned population according to the needs of the students and faculty of the school. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	X
<b>If you have selected yes, please address the following prompts:</b> <ul style="list-style-type: none"> <li>• Please detail the new organizational structure that you propose for your school along with the rationale that supports the new structure.</li> <li>• Discuss the impact on student learning and achievement that you expect to see as a result of transitioning to this new structure.</li> <li>• Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the new organizational structure.</li> </ul>			

7	<b>Professional Development</b> Local Initiative Schools have the authority and option to design local professional development plans aligned with the school’s Instructional Plan/Single Plan for Student Achievement to meet the needs of the students and faculty of the school, except as to training related to legal/compliance mandates. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
		X	<input type="checkbox"/>
24 <sup>th</sup> Street School plans to provide professional development that promotes the academic success of our diverse learners, collaborating and actively engaging administrators, teachers, and staff in the implementation of our school plan. Aligned with our school mission and vision statement, administrators, teachers, and staff will collectively provide ongoing input of the various professional development being offered at our school, allowing all parties involved to communicate, through professional development evaluations, their needs to best accelerate student achievement as well as professional growth. The reflection of grade-level and staff needs assessments, conducted periodically throughout the academic year, will yield additional professional development that may be implemented as necessary or as permitted by our school calendar. Having this waiver enables teachers’ needs, students’ needs, assessment results, and staff to adhere to achieving our mission and vision statement. All professional development will adhere to state and Federal mandates, including the implementation of the Common Core State Standards and the Single Plan for Student Achievement (SPSA).			

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8	<b>Budget</b> Local Initiative Schools have general fund budget control pursuant to the District’s evolving site-based budgeting which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries and subject to other applicable related District requirements such as those governing “guided purchases”. <i>(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</i>	We are selecting this waiver:	
		Yes	No
	<input type="checkbox"/>	X	
<b>How will the school use budget autonomy? Your response should:</b> Identify specific priority areas and the reasons they are necessary for the school to achieve its mission. Describe any plans for additional fundraising and what areas will be supplemented or supported by these funds.			

9	<b>A Requirement for “mutual consent”</b> Local Initiative Schools may have a requirement for “mutual consent” by school and applying employees with respect to filling of UTLA-represented and AALA-represented site-based openings at the school. This means no District-mandated priority placements but the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. All State and Federal mandates remain applicable, as well as court orders and consent decrees. (Review Section I-G in the LSSEI agreement which gives detail regarding the local selection process)	We are selecting this waiver:	
		Yes	No
	X	<input type="checkbox"/>	
24 <sup>th</sup> Street School will require the use of “mutual consent” to fill site-based openings. A hiring committee, consisting of stakeholder members, will conduct interviews of prospective employees to ensure that the employee shares the school’s mission, vision, and core beliefs. Once all parties involved determine “mutual consent” and account for the student population of said opening, the prospective employee will either be hired or rejected. The use of “mutual consent” will allow school leaders, who are held accountable for achievement results to have more input in hiring their staff.			

10	<b>Process for determining teacher assignments</b> Local Initiative Schools may adopt local processes/methods for determining teacher assignments to grade levels, departments, subjects and classes, (looping, team-teaching, ungraded instruction, multi-age classrooms, etc). All State and Federal mandates remain applicable, as well as court orders and consent decrees.	We are selecting this waiver:	
		Yes	No
	<input type="checkbox"/>	X	
<b>How will the school use staffing autonomy? Your response should:</b> Describe the alternative process that will be used for determining teacher assignments.			

11	<b>Process for determining Appointed Positions</b> Local Initiative Schools may adopt local process/methods for selecting teachers as grade level or department chairs, coordinators, deans,	We are selecting this waiver:	
		Yes	No

	instructional coaches, etc.	<input type="checkbox"/>	X
<b>Your response should:</b> Describe the alternative process that will be used for selecting teachers to grade levels, subjects, classes, etc.			
12	<b>School Discipline Guidelines</b> School's student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	X
<b>If you have selected this waiver, please address:</b> How you will implement this waiver and what it will look like in practice?			
13	<b>Health and Safety Matters</b> Local Initiative Schools have the freedom to create alternate approaches to school health and safety matters.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	X
<b>If you have selected yes, please address:</b> Explain what alternate approaches you plan to use and how they will lead to improved student achievement.			
14	<b>Separate Waiver Plans</b> Local Initiative School's adoption of separate waiver plans such as Pilot program (but subject to that program's RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program's requirements)—in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	X
<b>If you have selected yes, please address the following prompt:</b> Describe how you will implement this waiver and what it will look like in practice?			
15	<b>Additional Waivers</b> Local Initiative Schools may request local authority waivers in addition to those described above. Such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective. Identify the additional waivers necessary to support and ensure the successful implementation of the school plan. Please contact LOOC at 213 241-8700 if selecting additional waivers.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	X
<b>How will the school use the additional waivers? Each waiver should be addressed separately. Your response should:</b> Describe how the school will use each of the additional waivers selected to advance your school's Mission and Vision. How will this waiver support other aspects of your plan?			

## LIS IMPLEMENTATION PLAN

It is important that Design Teams have a thorough plan for the implementation of the school. Design Teams should provide an implementation plan for the school that includes a timeline of major activities to be conducted from year one to year three. The timeline should address such aspects as staff selection (principal, if applicable, and teachers), student recruitment and enrollment, curriculum and assessment development (if applicable), student support, family and community engagement, facility operations, ensuring that all are in place by the time the school opens. Design Teams should ensure that their budget aligns with all programming, staffing plans, student enrollment projections, etc. Design teams may choose to respond in narrative form or use the attached template pages not to exceed the 30 page total.

<b>YEAR ONE</b>			
<b>Month</b>	<b>Action</b>	<b>Staff Members Responsible</b>	<b>Mode(s) of Implementation</b>
Ongoing	Monthly Instructional Rounds	Teachers, Parents, Leadership	Classroom Observations
	Bimonthly PLC Meetings	Teachers, Instructional Coach, TSP Advisor	Teacher Professional Development
	Monthly Parent Workshops	Leadership Staff	Parent Workshop
March 2016	Write SPSA/Create Professional Development Calendar	School Site Council Members	School Site Council Meeting
April 2016	Create budget 2016-2017	School Site Council, ELAC	School Site Council Meeting
May 2016	Training Hiring Committee Hire Staff based on available openings	Hiring Committee	Interviews
July 2016	Teachers attend Growing Educators Morning Sessions (GEMS) Professional Development	15 Teachers identified by need/experience	Professional Development
<b>YEAR TWO</b>			

<b>Month</b>	<b>Action</b>	<b>Staff Members Responsible</b>	<b>Mode(s) of Implementation</b>
August 2016	-Parent Orientation to balanced literacy during pupil free day  -Back to School Night	Administration, Teachers	Parent Workshop
October 2016	Growing Educators Professional Development  Book Character Fall Festival	All Teachers	Professional Development  Community event
December 2016	Growing Educators Professional Development	All Teachers	Professional Development
March 2017	Growing Educators Professional Development	All Teachers	Professional Development
May 2017	-Growing Educators Professional Development  -Training Hiring Committee  Hire Staff based on available openings	All Teachers  Hiring Committee	Professional Development  Interviews