

BALDWIN HILLS ELEMENTARY &
GIFTED/HIGH ABILITY MAGNET

Pilot School Proposal



2015-2016

TABLE OF CONTENTS

Mission	1
Vision	1
School Data Profile/Analysis	3
Family and Community Engagement	7
Academic Culture	8
Professional Culture	9
Design Team Capacity	10
Pilot School Instructional Plan	12
Assessment Plan	18
Professional Development	21
School Schedule and Calendar	22
Staffing	22
Budget	23
School Governance	23
Rationale for Autonomous Model	24
Implementation	26
References	28
Attachments	29

Baldwin Hills Elementary and Gifted/High Ability Magnet
5421 Rodeo Road
Los Angeles, CA 90016
Phone: (323) 937-7223 Fax: (323) 937-6529
Web: <http://www.baldwinhillselementaryschool.com>

Dr. Letitia Johnson-Davis, Principal
Hector Vasquez, APEIS
Dr. Kim Benjamin, Categorical Programs Advisor and Magnet Coordinator

A. Mission Statement

The mission of Baldwin Hills Elementary and Gifted/High Ability Magnet (BHES & G/HAM), a culturally and linguistically diverse community, is to work in partnership with the children, families and community we serve in order to provide a strong academic, ethical, and culturally responsive education with measurable results. This is achieved by creating an environment where students' diverse cultures, backgrounds and languages are highly valued, thereby building a bridge between home and school. These "bridges," in turn, foster an atmosphere that enables educational ownership, life-long learning, higher-order thinking, problem solving, increased self-esteem, and the responsible citizenship necessary for success in a diverse, ever-changing world.

B. Vision Statement

Our vision at Baldwin Hills Elementary and Gifted/High Ability Magnet (BHES & G/HAM) is to become a replicable urban school model of proven effectiveness in providing an exemplary, public school education to all students.

We aim to accomplish this by creating a school that prepares students to be competitive in a global market using innovative methods that support the unique needs of an ever-increasing culturally and linguistically diverse population. We believe all children should feel valued, that all children can learn, and that experiences in the arts and sciences naturally inspire a love of learning in children.

We believe a Science, Technology, Engineering, Arts, and Mathematics (STEAM) focus supports this vision and meets our goals of equity and access, as it aligns well with the development of the 21st century skills and habits of mind that we aim to attain in today's urban educational system.

"The main objective of both art and science is discovery. Scientists and artists work creatively toward a product. Implications from recent brain research findings—like the exciting evidence that creativity can be taught—further support the integration of arts-related topics and skills into STEM courses. Integrating arts-related skills and activities into STEM courses is one very effective way to enhance student interest and achievement."

- David A. Sousa and Tom Pilecki
Authors of *From STEM to STEAM:
Using Brain-Compatible Strategies to
Integrate the Arts*

We hope to continue to close the achievement gap through innovative teaching practices that incorporate STEAM focused problem/project-based learning throughout the curriculum, in conjunction with teacher expertise, collaboration and community partnerships.

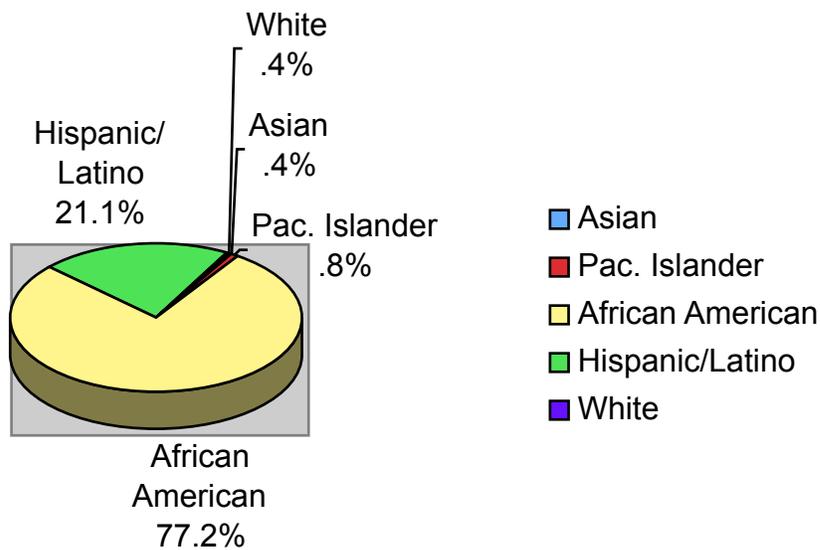
Our vision is grounded in the following beliefs and guiding principles:

- 1) ***Critical thinking and problem solving are essential.*** “With so many technological and informational advances, people will have an ever-increasing need to obtain, understand, analyze, and share information. It is likely that future workplace literacy will be synonymous with problem solving.” (Critical Thinking in the Elementary Classroom: Problems and Solutions by Vera Schneider) Consequently, critical thinking and creative problem solving are essential skills for success in today’s increasingly complex, interdependent and connected world.
- 2) ***Integration, not isolation.*** In the real world, learning does not occur in a vacuum. People often learn by making meaningful connections across disciplines simultaneously. Therefore, core subjects should not be taught in isolation but should be integrated when relevant to achieve a more holistic learning experience.
- 3) ***Authenticity gives relevance to learning.*** Children must be given authentic situations to make learning more relevant to their lives, as well as the time necessary to discover meaning at their own pace.
- 4) ***Access creates opportunity.*** It has been hypothesized that the major determinant for future “haves and have-nots” will be access to information and technology. A science, technology, engineering, arts, and mathematics focused curriculum will provide all students with the opportunity for increased literacy in 21st century skill areas, thereby supporting the development of the very skills necessary for success in a global economy.
- 5) ***Supportive relationships make learning challenging, engaging and meaningful.*** Relationships are fundamental. Building positive relationships with students, between home and school, within the community, as well as among staff are critical for student growth and achievement. To encourage this among students, we will focus daily on the HEARt CARD Virtues of: order, harmony, justice, truth, balance, propriety, and righteousness. Our students will also participate in morning community circles aligned with Restorative Justice practices.
- 6) ***Culture matters.*** Culturally relevant teaching practices acknowledge the learner’s culture and life experiences, thereby decreasing cultural negotiation within the classroom and encouraging “buy-in” on the students’ part. In order to decrease negative schooling experiences, it is important that students’ home cultures are valued, students’ home languages are validated, and communal responsibility (versus individual competitiveness) is emphasized. These practices support the development of cultural competence for all involved.
- 7) ***A staff culture of shared responsibility and accountability.*** As a school community, we believe in and practice the following Core Four values:
Commitment – We are focused.
Culture – We affirm.
Community – We are family.
Creativity – We are free thinkers.

C. School Data Profile/Analysis

Baldwin Hills Elementary opened its doors in 1943 and quickly established itself as a school with exceptional teachers and high educational standards. The Gifted/High Ability Magnet was added to the campus years later as a district effort to better integrate its schools, which was accomplished through the implementation of its magnet programs. Since that time the school has gradually transformed to one that is identified as serving predominantly Hispanic, Black, Asian, & other Non-Anglo populations (PHBAO School Program). Despite all of these changes, BHES & G/HAM has remained a school of distinguished reputation and continues to maintain the trust of the Baldwin Hills and greater Los Angeles communities.

Student Population - Ethnicity (2012-13)



*LAUSD Office of Data and Accountability, School Information Branch

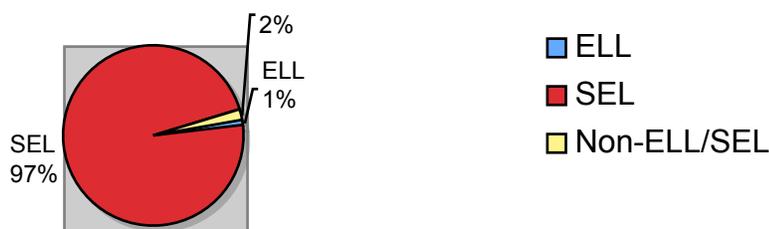
2012-2013 School Report Card - Percentage of students enrolled who were:

African American	78%	Gifted and Talented	9%
American Indian	0%	Students with Disabilities	9%
Asian	1%	English Learners	3%
Filipino	1%	Reclassified Fluent English Proficient	3%
Latino	19%	Economically Disadvantaged	71%
Pacific Islander	1%		
White	1%		

Although currently serving predominantly Hispanic, Black, Asian, & other Non-Anglo populations, Baldwin Hills has been successful in attaining an achievement level not often seen with Black and Hispanic student populations. This accomplishment has been partially due to the

school's emphasis on the validation of culture and home language, as the majority of students attending are either Standard English Learners or English Language Learners. Of those students classified as English Language Learners, about 10-25% get reclassified every year. Explicit staff training and expertise in the areas of English Language Development and Mainstream English Language Development through district-supported programs such as the Academic English Mastery Program, have made closing the achievement gap a reality at BHES & G/HAM.

English Language Learner & Standard English Learner Population (2011-12)

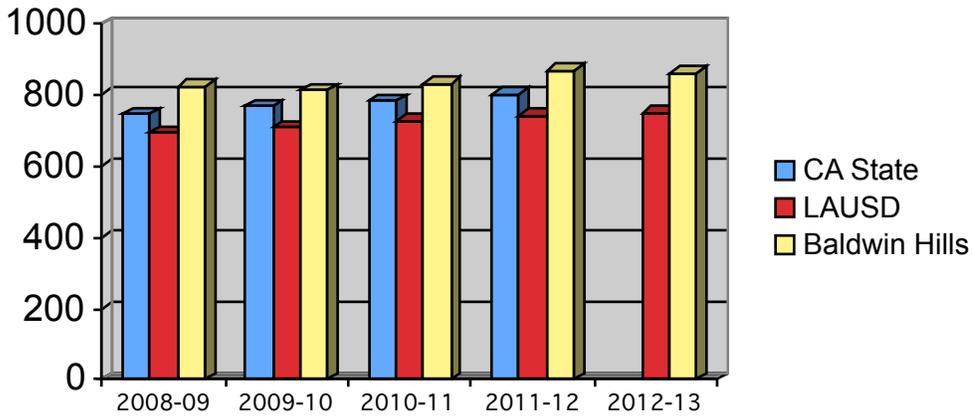


*LAUSD Office of Data and Accountability, School Information Branch

Though Baldwin Hills has maintained a higher Academic Performance Index than schools with similar demographics, upon close examination of the California Standards Testing data over the most recent testing periods, a disturbing trend can be observed: there was significant decline in both English Language Arts and Mathematics scores across all populations. We believe this decline resulted from the negative fiscal implications of budget cuts, which affected staffing and overall funding. Consequently, there was an elimination of the CATCH Program, loss of school volunteers, elimination of after-school interventions as well as summer school, and inadequate professional development training to support teachers in implementing newly adopted programs.

We hope to reverse this recent trend by actively soliciting greater parent and community engagement and partnerships by increasing outreach efforts, implementing a STEAM centered curriculum utilizing project and problem-based learning while continuing to affirm culture, along with increased staff collaboration around planning, assessment, curriculum and instruction through the establishment of professional learning communities (PLCs).

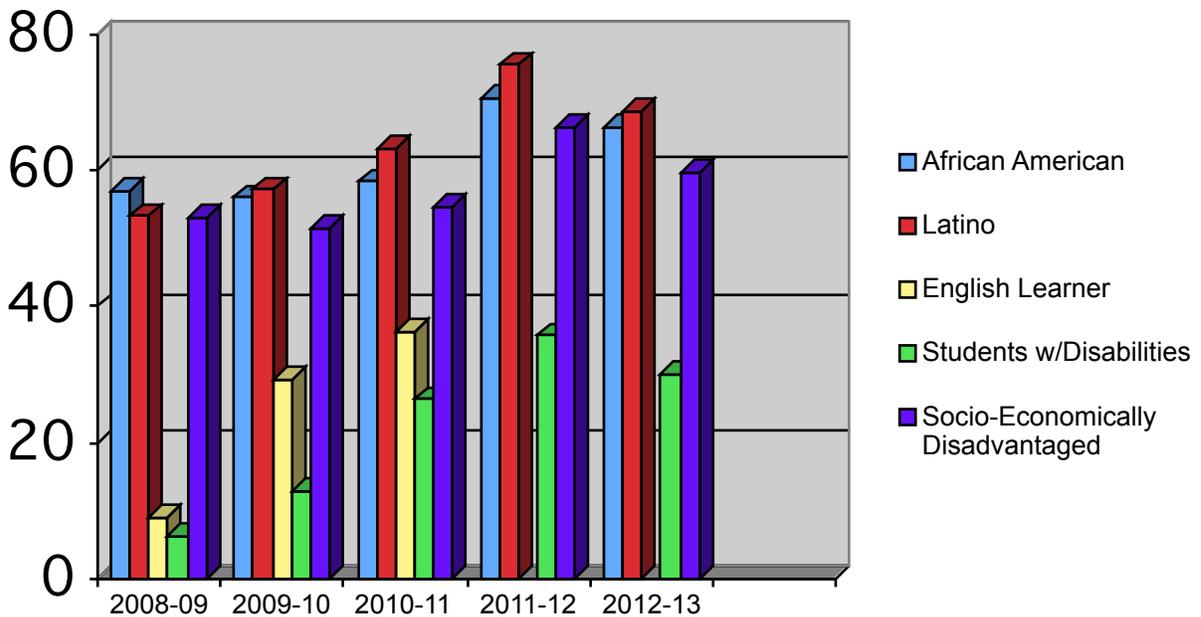
CST API Performance Comparison



	2008-09	2009-10	2010-11	2011-12	2012-13
CA State	746	769	783	801	Not available
LAUSD	694	709	729	744	750
Baldwin Hills ES	822	812	829	870	863

*California Department of Education

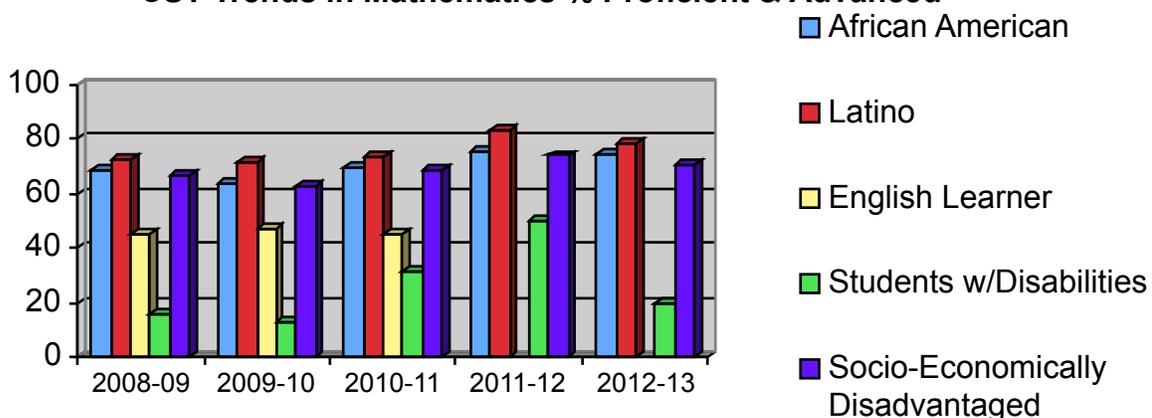
CST Trends in ELA % Proficient & Advanced



	2008-09	2009-10	2010-11	2011-12	2012-13
African American	57%	56.1%	57%	68.7%	65.9%
Hispanic/Latino	53.2%	57.1%	63.3%	75.5%	68.6%
English Learner	9.1%	29.4%	36.4%	----	----
Students w/Disabilities	6.3%	12.9%	26.3%	35.7%	30%
Socio-Economically Disadvantaged	53%	51.5%	54.6%	66.3%	59.8%

*Schoolinfosheet.lausd.net

CST Trends in Mathematics % Proficient & Advanced



	2008-09	2009-10	2010-11	2011-12	2012-13
African American	68.5%	63.5%	69.5%	75.1%	74.1%
Latino	72.3%	71.4%	73.5%	83.7%	78.4%
English Learner	45.5%	47.1%	45.5%	----	----
Students w/Disabilities	15.6%	12.9%	31.6%	50%	20%
Socio-Economically Disadvantaged	66.3%	62.5%	69%	74%	70.2%

*Schoolinfosheet.lausd.net

Needs and Challenges

In order to improve teaching and learning at BHES & G/HAM, it is necessary that we address the following:

Instructional:

- STEAM Curriculum to address the need to build 21st century skills and enhance student interest in learning
- Project and Problem-Based Learning to make learning more authentic, personal, and collaborative
- Professional Learning Communities (PLCs) to provide a collaborative environment where teachers receive necessary growth and development supports

Behavioral

- School-wide practice of community circles and Restorative Justice practices to support positive schooling experiences that encourage communal responsibility

Operational

- Scheduling and calendars that reflect instructional and teacher collaboration needs

BHES & G/HAM aspires to develop learners who are well prepared to meet the needs and challenges of the 21st century. We believe that the five chosen foci provide a pathway to attaining the vision we have for our school community. We also believe that an emphasis on communal responsibility and experiences with STEAM and problem/project-based learning (PBL) will adequately prepare our students for success in all of the 21st Century Student Learning Outcomes, which include: (1) Life and Career Skills, (2) Learning and Innovation Skills – 4 Cs; and (3) Information, Media and Technology Skills. The establishment of PLCs will address the learning supports required to achieve the stated student learning outcomes.

In order to provide quality PBL experiences and STEAM instruction, it is necessary that teachers receive sufficient training and supports in these areas. This would mean additional collaborative planning time that is not currently provided in the traditional model. It would also necessitate additional, targeted professional development in the areas of STEAM, PBL's and effective PLCs, as well as, the development of a new model for providing instruction that integrates subjects as opposed to teaching subject specific blocks. These changes will require drastic modifications to our current calendar in order to sufficiently meet these demands.

D. Family and Community Engagement

BHES & G/HAM holds longstanding family and community partnerships that are integral to our daily operations. School-based opportunities include various fundraising efforts by our Friends of Baldwin Hills' booster club. Our School Site Council collaborates to write and monitor our SPSA and monitor the expenditures associated with the single plan for achievement. Additionally, the cumulative efforts of our parent volunteers in such capacities as parking valets, gate supervision, garden-club and room parents allow for a safe and pleasant environment wherein our students thrive.

The partners of our larger community provide further support. These partners include PS Arts, The National Society of Black Engineers, CLIMB Inc., Lula Washington Dance Theater, Operation Hope, USC and UCLA, Omega Psi Phi fraternity and Delta Sigma Theta Sorority. Throughout the year these agencies respectively offer a variety of activities that provide core subject enrichment. These activities include but are not limited to in- classroom lessons, performances, counseling sessions, assemblies and field trips.

BHES & G/HAM continuously seeks new opportunities for its families and community partners to participate. This year we are establishing a Parent Teacher Organization that will further our fundraising efforts on behalf of our students. We are also beginning a new partnership with Loyola Marymount University that will offer Art Therapy sessions as an alternative approach to the counseling sessions provided by USC.

BHES & G/HAM also benefits from the support of Herb Wesson our neighborhood councilman, the local police and fire department, Southern California Edison and local businesses such as Target, Chase Bank, McDonalds, and Albertsons (Ralphs). These partnerships distinguish us from other schools and are fundamental in our efforts to become a pilot school.

In our efforts to build parent capacity, we offer numerous opportunities throughout the year that expand the parenting education and experiences of our parents. We have math, science, literacy and arts nights. We also conduct Targeted Student Population meetings such as, Title 1, GATE, and MPI overview for ELs. This year we are hosting an ESC West Magnet Fair for elementary schools that will illuminate our “Excelling” Magnet and further generate stakeholder investment, pride and interest. We provide parent education classes, and opportunities for parent representatives to attend parent conferences.

E. School Culture and Climate

Academic Culture

At BHES & G/HAM, our students are empowered to govern their own behavior through our integration of the HEARt CARD virtues. Instead of *external* discipline, we are creating an environment where students are reflective and are *internally* monitoring their choices, as they use the 7 core virtues to guide them: *Order, harmony, justice, truth, balance, propriety, righteousness (reciprocity)*.

These virtues are expressed through daily practice as a way to measure desirable thought, emotion, speech, and conduct within daily life. Not only are we nurturing the development of our students’ character, we are also staying true to affirming culture through this practice.

Students at BHES & G/HAM begin each morning with goal setting and virtue reflection as a school community. By learning to relate these virtues to the conduct of our everyday lives, we are actively empowering our students with an understanding of who they are, what they can achieve, and the limitless potential they have to impact the world. Within the classrooms through the Community Circle process, students are given an opportunity to express themselves to acknowledge their thoughts, feelings, and concerns. This enables teachers to gauge students’ emotional status for the day and make adjustments accordingly.

Students at BHES & G/HAM know, through our incorporation of the HEART CARD Virtues, they are following in the tradition of being culturally responsive. This incorporation is intentional and the messaging is consistent amongst all staff within the BHES & G/HAM community.

The following represent a sampling of expected behaviors that coincide with each of the guiding virtues for our school. These are to be defined, modeled, reinforced, practiced, role-played, and praised whenever made manifest and visible.

ORDER	HARMONY	JUSTICE	TRUTH	BALANCE	PROPRIETY	RIGHTEOUSNESS
Peaceful transitions	Sharing supplies with a peer	Taking turns	Being true to yourself, your virtues	Keeping one's heart light	Offering, sharing	Responsibility for self
Full uniform	Working together for the benefit of the group	Listening to "both sides of the story"	Admitting mistakes	Righting a wrong	Mannerable speech	Doing the right thing
Thorough preparation	Helping others	Com-promise	Accepting responsibility for one's actions	Work/play balance for students	Thinking before reacting	Respect your space and the space of those around you
Tidy desk, work-space	Seeking to right a wrong	Seeking fairness	Courage to speak truth no matter the circumstances	Work/home balance for adults	Practicing selflessness	Situational appropriateness-> right action/right context
Rituals, routines, procedures	Being in tune with self, others, communal space	Consequences that are specific to the behavior	Reflective progress monitoring: "I don't understand."	Sharing classroom duties	Making appropriate choices	Reflecting on how to be/remain in right-standing within your community

Professional Culture

"Shared leadership...is less like an orchestra, where the conductor is always in charge, and more like a jazz band, where the leadership is passed around...depending on what the music demands at the moment and who feels most moved by the spirit to express the music." Schlechy 2001

BHES & G/HAM envisions a professional culture that is collaborative, open, honest, and respectful: a culture where teachers are willing to share and model their area of expertise. In addition, teachers have high expectations for all students and have a personal desire to improve.

This culture will reinforce the instructional program by providing teachers the opportunity to model best practices for one another. In order to sustain this culture throughout the school, teachers will be able to observe one another with a specific goal or best practice in mind chosen by the teacher that is being observed. After a lesson, both teachers will have time to reflect and discuss the observed lesson, giving both positive feedback as well as suggestions in areas that could use additional development. At BHES & G/HAM, we believe that student learning is more valuable than personal ease.

As a staff, we are also committed to the following Core Four values:

- 1) Commitment - We are focused on our own professional growth and development as well as that of our students. Consequently, we commit to ongoing participation in professional development during the summer and academic year to improve our teaching practice. We are also prepared to return to school 1-2 weeks before the school year begins to collaboratively plan for the year and prepare our rooms for our students' arrival.
- 2) Culture – We affirm and value our students, their families and one another.
- 3) Community – We are family and understand that we are only as strong as our weakest link. Consequently, we hold collaborative efforts in the highest regard and actively seek and offer peer assistance and support to one another.
- 4) Creativity – We are free thinkers and are eager to experiment with contemporary brain-based approaches to increase student engagement, understanding, and ultimately achievement. We are open-minded and embrace change as we endeavor to revolutionize today's urban educational system.

We practice these values and sustain them through the identification of staff members who have exemplified any one of the four on a weekly basis. These “praises” are included in our staff's weekly bulletin. This practice not only acknowledges staff who are honoring our values, but provides a constant reminder to all of our culture goals.

F. Design Team Capacity

BHES & G/HAM's selection of the design team was primarily based on interest. All staff, families, and community members who expressed an interest were invited to participate. The selected teachers stated a desire to actively participate in the brainstorming, writing, review, and editing of the proposal. Parents participated by being present at planning meetings and actively contributing their ideas and insight.

Melissa Ali (writer) - Melissa Ali started her career in education as a consultant to provide culturally responsive and self-esteem building curriculum to urban elementary schools. To date she has been teaching elementary school for the past 22 years with culturally responsive curriculum as the backbone of her program. She has held leadership positions throughout her career, and volunteers as an educational advocate in the city of Los Angeles through the Arts.

Kim Benjamin, Ph.D. (writer) – Dr. Benjamin is a dedicated teacher with 26 years of classroom experience. Her degrees in psychology, education, and human development provide a sound foundation as an educator.

Meteka Bullard (writer) – Meteka Bullard currently teaches first grade in the Gifted/High Ability Magnet. She is a National Board Certified teacher and was formerly an itinerant dance teacher with LAUSD. She has 14 years teaching experience and has been honored as an LAUSD Teacher of the Year and received the UTLA Platinum Apple Award. She is currently pursuing her second masters degree in Public School Organization and Leadership from Columbia University.

Letitia Johnson-Davis, Ed.D. - Dr. Letitia Johnson-Davis has over 15 years of experience in the field of education and has taught grades K-5 within both northern and southern California school districts. She has had laudable success in the development, implementation, and training of culturally responsive pedagogy. Her doctoral research examined this approach as she observed the reading acquisition of first grade African American boys in culturally neutral and culturally responsive classrooms. Grounded in utilizing this powerful pedagogical model, Dr. Johnson-Davis is an instructional leader, committed to meeting the needs of traditionally underserved student groups.

Marie Germaine - Marie Germaine is a National Board Certified Teacher who has worked with the Baldwin Hills School community for sixteen years. She has served in a variety of leadership roles such as: the union chapter chairperson, grade level chairperson, Career Day chairperson, Family Night co-facilitator, and Ecology Club co-facilitator. She supports the forward advancement of our school community in its purpose to provide the essential and fundamental skills our students need in order to become academically and socially advanced.

Stacey Joy (editor) - Stacey Joy is a National Board Certified Teacher and L.A. County Teacher of the Year who has worked in the Gifted Magnet School for 17 years, and she has taught in LAUSD for 29 years. Stacey Joy has a Master's Degree in Education Administration, has been a LAUSD Teacher of the Year twice, and has also served as a mentor, coach, and instructional advisor through UCLA's Teacher Ed Program.

Julie Montgomery (writer) - Julia Montgomery is a fourth/ fifth grade teacher. This is her tenth year teaching upper elementary and her 26th year in education. She has taught District Interns, New Teacher Academy, and works at UCLA Center X with the California Reading and Literature and Math Projects.

Jheri Murdock - Jheri Murdock is the Parent/Community Representative and Co-President of The Friends of Baldwin Hills Booster Club. She has been a part of the Baldwin Hills community since 1970. She is a Baldwin Hills' Alumnus (1970-1975), served as a parent volunteer while both of her daughters attended the school from 2001-2007, and served on numerous school and local district governance councils. Ms. Murdock is the recipient of several LAUSD Volunteer Service Awards. She is dedicated to the success of all students and provides the necessary support to all stakeholders.

Tracy Pharris - Tracy Pharris has been an educator for 21 years and currently teaches second grade. She has a Bachelor of Arts Degree in Child Development, a Masters Degree in Education: Teaching and Curriculum, and is a National Board Certified Teacher. She has experience as a Literacy Coach and Categorical Programs Advisor. Mrs. Pharris is technology savvy and is always willing to help her colleagues in the area of technology.

Jacquelyn Walker - Jacquelyn Walker has been teaching for over 20 years, 16 years at Baldwin Hills Elementary School. She holds a Masters Degree in Educational Leadership, Administrative Credential. Her teaching passion includes Language Arts instruction, particularly cultural relevant and linguistic pedagogy of English Learners and Standard English Learners. She has

been an Academic English Mastery Program Facilitator for all of her career at Baldwin Hills Elementary School. Jacquelyn Walker currently teaches fifth grade.

G. Pilot School Instructional Plan

1. Curriculum and Instruction

BHES & G/HAM's aim is to create an academically rigorous, culturally responsive instructional program that can propel students to meet their limitless potentials. We will focus on three primary instructional tenets: STEAM, problem/project based learning, and culturally responsive pedagogy. These tenets respond to the needs of the student population that BHES & G/HAM currently serves for several reasons. First and foremost, our students are culturally and linguistically diverse and have rich funds of knowledge and cultural frames of reference that should be tapped into and embraced meaningfully within the school community. Through utilizing culturally responsive pedagogical practices by way of not only instructional strategies, but also curricular content, students will be able to make connections between who they are, what they bring and the Common Core State Standards being taught within school. Secondly, we believe students truly benefit from problem and project based learning because they provide an effective and enjoyable way to learn and develop deeper learning competencies required for success in college, career, and civic life. We embed small group instruction to ensure our students receive targeted, focused attention on areas of strength as well as support on areas for growth and development; we choose to meet this challenge through embedding a Blended Learning program model where our students receive instruction both from the teacher as well as through robust, online instruction. Lastly, embedding STEAM within our instructional program attends to the different learning modalities and the innate gifts, talents and sensibilities that our students possess.

All BHES & G/HAM instructional practices are aligned with Common Core State Standards. Embracing California's Partnership for 21st Century Skills, BHES & G/HAM focuses on the 4 C's in our instructional design: Critical Thinking, Communication, Collaboration, and Creativity. Instructional delivery will be comprised of whole group, small groups, cooperative groups, and online experiences to meet students' needs, and to accelerate student achievement. Ongoing progress monitoring will be embedded in our instructional cycle, for our steadfast goal is to be college and career ready and one marker for this is made manifest in assessment data. BHES & G/HAM will utilize ongoing assessments to track student mastery and to inform instructional practice. Curriculum tools that support rigorous, STEAM-centered, problem and project-based learning that are culturally relevant will be implemented.

BHES & G/HAM currently offers multi-age Special Education programs that utilize the Unique Learning System. Unique Learning Systems is an online, interactive, standards-based curriculum specifically designed for students with special needs. This curriculum provides a way for special education instruction to include all students in the same activity with different levels of expectation. In addition, all students are given mainstreaming opportunities within the general education population to establish relationships and exposure with their peer groups.

Literacy Curriculum Overview

BHES & G/HAM proposes to implement a balanced literacy approach to instruction in English/Language Arts. A balanced literacy program includes read-alouds (reading to students), shared reading (reading with students), guided reading (reading in small groups), independent reading (reading by students), literature circles/book clubs, shared/interactive writing, independent writing, and word study (phonemic awareness). Included is a conference approach, between student and teacher and between peers, to the learning of reading and writing. The intent is to understand a learner's individual abilities and misconceptions in these areas in order to provide instruction towards meeting grade level standards. BHES & G/HAM also recognizes that literature is a necessary component in any balanced literacy program. Therefore, the school plans to provide ample high quality classroom libraries for student use and teacher instruction. Our literacy curriculum is congruous with the English Language Arts Common Core State Standards.

BHES & G/HAM teachers will implement a research-based, comprehensive, and balanced approach to literacy, integrating foundational and reading comprehension skills throughout the curriculum (kindergarten - grade 3). In grades four and five, literacy is also integrated throughout the curriculum focusing on vocabulary development, reading comprehension, and literary analysis. Writing instruction (conventions, strategies, genre) will also be infused in the content areas. As noted, culturally responsive pedagogical practices will be employed as one of the core instructional tenets of BHES & G/HAM and is perhaps most visible within our English/Language Arts and Social Studies curricula.

BHES & G/HAM will use a combination of the district-approved curricula and a mélange of resources for English/Language Arts (ELA) instruction. To support literacy instruction at each grade level, in alignment with newly adopted Common Core State Standards, BHES & G/HAM will select grade-level appropriate, culturally responsive as well as STEAM-centered literature titles that coincide with our school-wide themes (Self, Family, Community, State, Nation, and World). BHES & G/HAM's purposeful use of culturally responsive and STEAM-centered literature will provide students opportunities to interact with rich, responsive literature, make meaningful connections, and further build their skills as readers, attending to grade level standards for vocabulary development, reading comprehension and literacy analysis. Each grade level's culturally responsive unit selections will be connected to writing topics that measure writing skills, comprehension, and student progress as writers, where students are guided through the writing process. Common Core Standards-based reading comprehension assessments will measure student growth with grade-level reading. In addition, speaking and listening ELA strands will be addressed through enveloping culturally responsive poetry at each grade level, likewise tied to the unit themes. Opportunities for presentation and performance of these oral language pieces will be integrated throughout. Additionally, students will be given the opportunity to create projects using technology, visual, and performing arts to display and demonstrate their learning. Vocabulary development, reading comprehension, literacy analysis, and writing conventions/strategies/genres are the focus ELA strands with the core literature and writing blocks. Culminating activities will occur about every six weeks.

To support reading acquisition in the lower grades, along with reading intervention in the upper grades, BHES & G/HAM will form and run differentiated reading groups. Our rationale for doing so is that we need to: a) provide students structured, systematic literacy instruction at instructional reading level, b) meet student literacy needs in flexible, dynamic groups guided by formative assessments, and c) deliver reading instruction rich in multi-modal

methodology: visual, tactile, kinesthetic. Differentiating instruction through using brain-based learning methodology has proven to help emergent readers. Likewise, explicit phonics instruction is an integral component of reading instruction, while comprehension skills and strategies should be explicitly taught as well (National Institute of Child Health and Human Development, 2006). Phonics, phonemic awareness, and word analysis are the core ELA strands being attended to within differentiated reading group instruction.

Social Studies Curriculum Overview

For social studies, BHES & G/HAM will create a curriculum that views history from a culturally and linguistically diverse lens. We will support this rich, relevant instruction at each grade level, in alignment with newly adopted Common Core State Standards. BHES & G/HAM will select grade-level appropriate, culturally responsive experiences/histories/accounts that coincide with our school-wide themes (Self, Family, Community, State, Nation, and World). Common Core standards will be emphasized as students learn to utilize and evaluate primary and secondary resources orally and in writing. Children will examine the various contributions of linguistically and diverse populations to our country in an effort to develop a greater understanding and appreciation of themselves, their families, their community, their country and the world. For all grade levels, family histories will be incorporated into the social studies curriculum, as will historical texts, music, art, and primary sources such as interviews and personal accounts of historical events. Teachers will also employ technological resources such as the National Archives and UCLA's online resources available through the Institute for Democracy, Education and Access, as well as hands-on experiences including visits to museums and guided walking tours of the surrounding community.

An example of a culturally responsive Social Studies learning experience is what follows:

Students have a CHOICE between the following two Home/School Unit projects:

1. Where in the Nation Is My Family From?

Focus Standard: Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

Students can research their family's state of origin. What landmarks does that state have? What weather patterns does that state have? How are these different from what we have in California? How did your family get from that state to California? Be prepared for an oral and digital presentation.

2. What Heroes/Heroines Does This Nation Have that Look Like Me (Ethnic Culture)?

Focus standard: Students understand the ways in which American Indians and immigrants have helped define Californian and American culture.

Students can research a hero/heroine (mathematician, scientist, engineer) that has made a contribution to this nation, who shares the same cultural background of the student. This may include the person's contributions, their picture/photograph, the important events in this person's life and why you found this person to be so interesting. How would our lives be different had this person not stepped up for what they believed to be right? Be ready to clearly present what you learned.

STEAM Curriculum Overview

Every student at BHES & G/HAM will be provided an academically rigorous approach to science, technology, engineering, arts, and math (STEAM). Our STEAM instruction will invoke process skills versus rote learning, prompting students to be problem solvers and deep thinkers for the 21st century. Mathematically literate students understand how to analyze, reason, and communicate ideas effectively. They can pose, formulate, solve, and interpret solutions mathematically and creatively in science, technology, and engineering situations. In addition, students will explore the connection between the arts, science, technology, engineering, and math. Our STEAM curriculum will teach independent innovations, as well as encourage discovery, creativity, and exploration, all while fostering the skills needed in our global society.

Science Instruction

BHES & G/HAM believes that science is an active, thinking-focused enterprise. We believe that scientific knowledge advances when learners observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into an established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). BHES & G/HAM contends that the best way for students to appreciate the scientific enterprise, to learn the essential and necessary scientific concepts, and to develop the ability to improve scientific thinking is to actively construct ideas through their own.

Scientifically literate students understand how to use Life, Earth/Space, and Physical science content skills and processes to understand the natural world. Students understand the scientific need for existing technologies, how new advances in scientific understanding can be engineered, and how mathematics is used to communicate scientific information. To nurture this development, BHES & G/HAM will utilize standards-based modules to provide students hands-on, project-based inquiries across the sciences (life, earth and physical), as well as using guest speakers, professionals in the field, field trips, and student showcases. Students will investigate key science topics with a problem and project-based learning approach.

Technology

BHES & G/HAM recognizes that technology is the use of science and engineering to invent useful ways to solve problems. Technology is an integral part of our world today and computers and other technology should not be viewed as add-ons but as tools that are a vital part of a child's learning experience. Technology, in its various forms, is an indispensable tool that BHES & G/HAM will leverage to enable our teachers to provide small group instruction across all content areas. BHES & G/HAM will embed technology to provide our students a blended learning approach to instruction in two core ways: 1) Blended Learning with the "face to face driver model" where online learning is utilized to individualize instruction to meet student needs (supplement, remediate, advance) and 2) Blended Learning with the "rotation model" where students transition from teacher-led classroom instruction to online instruction and vice versa (Nagel, 2011).

Additionally, as California has shifted to Common Core Standards so too have our methods of standardized assessment; BHES & G/HAM will prepare students for the next generation,

Smarter Balanced assessments through utilizing robust online programs that push students' thinking around problem solving and critical thinking. BHES & G/HAM's commitment to technology responds to the digital age in which our students reside, advances in-class learning, and is an essential tool for teaching information literacy, critical thinking, independent and life-long learning; its use connects with our larger mission and will be used to offer individualized instruction, provide assessment data to inform instructional practices and to foster independent learning, as we work to ensure our students are equipped with the skills necessary to succeed in the 21st century.

Engineering

Students at BHES & G/HAM will engage in Engineering is Elementary (EiE) Unit explorations each academic year (K-6). This curriculum asks students to bring their funds of knowledge to the engineering context. Students are encouraged to share their initial thinking around problems posed and to reflect on how their thinking changes as new information is brought forth during the project. This curriculum asks students to be problem solvers and to actively engage in the process of constructing their learning with one another. To support learners as they traverse the engineering design process, EiE has created 5 steps that are woven through each of the units/projects of investigation: Ask, Imagine, Plan, Create and Improve.

Arts Instruction

The Arts program at BHES & G/HAM will be in alignment with both California state and national standards. This program will be school-wide and encompasses four core disciplines – Visual Arts, Theater, Dance, and Music.

Instruction and exposure to a variety of arts disciplines are vital to a child's education, providing a common core of knowledge that helps students appreciate and understand history and cultures, develop critical and creative thinking, and aids them in problem-solving and self esteem. Methods of arts instruction are based on experiential, reflective, child centered activities. Just as with all other instruction at BHES & G/HAM, the Arts program will align with the school vision and mission; in other words, these classes will maintain the same level of academically rigorous, culturally responsive instructional practice as any other content area.

The visual arts component of our Arts program is designed to engage our students' minds and inspire their creativity as they develop new skills and tap into talents previously unearthed. Through our art classes, students will develop skills that can be utilized across the curriculum. Art classes at BHES & G/HAM will link directly to music, history, and social studies classes. An array of techniques, mediums and modalities will be employed to provide our students with the opportunity to express artistically, learn relevant 21st century literacies, and gain self-confidence.

Music classes at BHES & G/HAM will be based on the PS Arts curriculum, which teaches the five strands of music – rhythm, melody, harmony, form, and expressive qualities – through speaking/singing, playing, moving, and finally, creating one's own music. This curriculum employs instruments, folk music, and folk stories from around the world, especially Africa, Asia and the Americas (Central, North, South). In essence, this curriculum requires students to

experience dramatic play while acting out folk stories, singing, dancing, and playing instruments from around the world.

BHES & G/HAM 's Arts Program is envisioned to be sound and successful, with the support and direction of a School Arts Committee, a parent-initiated oversight committee that allows for parent and staff collaboration to guide arts instruction at the school.

Mathematics Instruction

Key features in BHES & G/HAM's approach to the teaching of mathematics include problem solving for everyday situations, developing readiness through hands-on activities, establishing links between past mathematical experiences and explorations of new concepts, sharing of ideas through discussion, cooperative learning through partner and small group activities, practice through games, participation in math projects, ongoing assessment, and a home-school partnership. Common Core Content Standards in the area of Mathematics for the grade levels served will guide content addressed.

Mathematics Programs

BHES & G/HAM (K-5) Math program will include, but will not be limited to Envision Math and Pearson Successnet. We will supplement the core with Engage NY, AIMS, and other online resources.

SPED Program

Baldwin Hills Elementary School will adhere to the guidelines and mandates of The Individuals with Disabilities Education and Improvement Act (IDEIA) in regards to the provision of services for Students with Disabilities (SWD). A continuum of placement options that is least restrictive will meet their individual needs. SWD attending Baldwin Hills Elementary will be included within the instructional curriculum according to their individual needs as outlined in their Individualized Education Plan/s (IEP). Students will be assessed based on their current IEP goals and the grade level standards that they address. There will be ongoing monitoring of student progress. Administration will have a clear understanding of the student needs. Administration will ensure adequate staffing of personnel based on the needs of the students with disabilities and the student population of the school. Special educators will have adequate professional development and technical assistance based on the needs of the teachers. This will include the proper procedures for conducting meetings for Individualized Educational Plans (IEP) and writing proper and district approved IEPs, based on the Policies and Procedures Manual of L.A.U.S.D. and the Modified Consent Decree.

To meet the needs of all at-risk and special education students, the language arts curriculum will follow the L.A.U.S.D. prevention/intervention framework. Students will receive intensive reading intervention using L.A.U.S.D. approved reading programs such as Voyager, Burst, and Triumphs, Imagine Learning (Treasures Intervention Component). These programs address multi-learning modalities which is crucial in the education of students with special needs and at-risk students. The reading intervention program provides daily small-group reading instruction at an age appropriate level with built-in assessments and progress monitoring tools. The district approved math intervention program used is TouchMath which is a multi-sensory program that

uses touch points to engage students of all abilities and learning styles. TouchMath's step-by-step approach gives students with disabilities the opportunity to gain a greater concept of basic math fundamentals in counting, adding, subtracting, place value, multiplication, division, money, time, word problems, shapes, and pre-algebra. These intervention programs will be used during the students' intensive instructional time block. Baldwin Hills is committed to following the District's Special Education Policies and Procedures Manual and the terms required by the Modified Consent Decree.

To meet the needs of students with moderate to severe disabilities BHES & G/HAM currently offers an alternative curriculum. The Unique Learning System is a multi-age Special Education program. Unique Learning System is a complete standards-based curriculum that provides a way for special education to include all students in the same activity, with different level of expectations. BHES & G/HAM also incorporate a buddy program and community based learning. In addition, all students in the Special Education Program are given the mainstreaming opportunity within the general education population to establish relationships and exposure with peer groups.

Enrichment Activities

Students at BHES & G/HAM will participate in enrichment activities before instruction begins each morning. Offerings will include, but not be limited to technology-assisted instruction in the computer lab, Train of Thought Chess in the Library, and Theater in the Auditorium.

Technology Assisted Instruction will include review, remediation, or acceleration in Mathematics and Reading. Students will be allowed to work at their own pace with apps previously introduced in their classroom technology program.

Train of Thought Chess will provide students the opportunity to learn and practice playing the game of chess. Chess teaches its players to think of the possibilities and overcome the difficulties of the game. Train of Thought teaches our students in a culturally and linguistically diverse way, the discipline to use these principles of chess in their lives, not only to help them overcome challenges, but to propel them into excellence. This program will be offered as a part of our academic program as well as an enrichment activity.

Theater will focus on improvisational skills to promote quick thinking, nurture self-confidence, and improve students Mainstream English Development (MELD) Skills. The Arts Prototype program will provide instruction and guidance to our students on theater skills.

2. Assessment Plan

BHES & G/HAM believe that assessment is designed to support and guide instructional practices, the learning process, and to help students achieve personal mastery. It is a tool to recognize accomplishment and certify that knowledge and understanding have been gained. Assessment also exposes those areas where understanding is still incomplete and enables teachers, students and parents to focus their efforts where they will produce the greatest benefit. Standards, not standardization, are the basis of assessment. Students are acquainted with

exemplary work and have an understanding of what their aspirations should be for any given task, activity, or project. The goal is to encourage students to do their personal best and show them their own growth throughout the learning process. BHES & G/HAM's assessment methods inform all areas of instruction and are connected with the Common Core state standards at each grade level. BHES & G/HAM understands that using assessments effectively and efficiently is crucial to monitoring student progress and overall growth and mastery of content.

As aforementioned, our steadfast goal for students is developing problem solvers and critical thinkers that are college and career ready. In addition to the state-mandated spring standardized assessment window to measure student progress towards career and college readiness, BHES & G/HAM will assess students at the beginning and middle of the year as well as utilize interim assessments informally to track student mastery and to inform instructional practice. Students will also be expected to compile, evaluate, and present their learning through end of the year digital portfolios.

Assessments have been selected for their ability to measure student understanding of the content and their alignment to the CCSS. The questions vary in their level of rigor in measuring student mastery of the standards to gauge what students know and what needs to be addressed next.

BHES & G/HAM will commence with utilizing technology to prepare students for state standardized testing. Beginning-of-The-Year assessments will be evaluated to set a starting point for instruction. Middle-of-The-Year assessments will monitor ongoing progress and next steps. End-of-The-Year assessments will consist of monitoring at risk students, as well as school-wide creation of digital portfolios to document students' year long learning progressions and provide information to students' future teachers.

Students' digital portfolios will provide a creative means of organizing, summarizing and sharing artifacts, information, and ideas about teaching and/or learning, along with personal growth. (Electronic Portfolios: Students, Teachers, and Life Long Learners by eduscapes.com). Digital portfolios will demonstrate their learning through writing samples, documents, voice reflections, graphics, and videos, making them highly representative of a varied body of work. The reflective process of portfolio development will be as important as the final product. Aside from the obvious advantage of being a web-based space to collect student work, portfolios will also serve many other purposes like tracking progress over time, keeping track of the work done towards meeting Common Core State Standards, teaching students technology skills, and easily keeping in touch with parents. Student portfolios will be made accessible to parents for review and provision of feedback. (4 Ways to Make Digital Portfolios With Students by Katie Lepi)

Interim Assessment Calendar for ELA and Math:

Assessment Dates	Instructional Weeks Prior to Assessment	Analysis Meetings	Action Plan Meetings
September 1-8, 2015	N/A: pre-assessments, diagnostics	September 9-10, 2015	September 11, 2015
September - December	Teacher determined	Ongoing - Monthly	Ongoing - monthly
January 25-26, 2016	First Semester	January 27-28, 2016	January 29, 2016
February - April 2016	Ongoing based on content	Ongoing - monthly	Opening - monthly
April/ May	State Mandated Testing	April - May	May 2016

Assessment Analysis

The assessment window requires quick turnaround for our children that need to be pushed to meet grade level expectations and beyond. The instruction must meet our children where they are and propel them to lofty aims; there is no time to waste, therefore both whole-group as well as small-group re-teaching will be utilized to ensure students reach mastery and beyond with standards. Standards are meaningless until you define how to assess them; therefore instruction is meaningless until you explicitly define how it meets students' needs. To focus on student needs, the Interim Assessment analysis allows teachers to celebrate student progress and then look at where mastery of skills has not been demonstrated, which is made evident in incorrect answers. Teachers look at the incorrect answers and the questions to determine why students got the answers wrong; this informs how the re-teaching occurs and for whom. The action plans that the teachers develop will specifically address student miscues and are guided by collaborative feedback both by grade level colleagues and through the teacher's PLCs. At BHES & G/HAM, we believe that assessments provide the beginning, not the end for instruction; therefore the re-teaching plans that teachers design are indispensable, for this is where all are purposefully working towards accelerating student learning.

In addition to our Assessment cycle, BHES & G/HAM will employ the following methods of assessment: *Standardized Testing (Administered Yearly)*, *Periodic (Ongoing)*, *Pre- and Post-Tests (Ongoing)*, *Curriculum/Publisher-provided Tools*, *Observation (Daily)*, *Self-Assessment*, *Rubrics*, *English Language Development Folders (Ongoing)*, *Mainstream English Language Development (Ongoing)*.

BHES & G/HAM's assessment process depends on collaboration between teacher, student and parent. The teacher's role is to determine a child's individual learning needs based on frequent, designated assessments; the students' role is to document their own learning through a variety of self-evaluation strategies; and the parents' role is to support their child through the home-to-

school connection and develop open communication with their child’s teacher and community at large. Students have been provided the opportunity to develop their critical thinking and problem-solving abilities through Train of Thoughts Chess program on a bi-weekly basis, thus providing teachers with time to meet to collaborate and analyze student data. Additionally, 60 of the 100 mandated physical education minutes will be taught by a credentialed psychomotor teacher in order to allow teachers to meet weekly for collaborative planning. Through this process, all stakeholders are responsible for helping students achieve success throughout the school year. BHES & G/HAM recognizes that overall school performance is a reflection of the cumulative success of individual students. With the BHES & G/HAM community working together, we can propel our students to lofty aims.

3. Professional Development

At BHES & G/HAM, we believe that quality professional development is key to teacher growth and directly impacts student success and achievement. Understanding this as a key-contributing factor for maximizing student achievement, we plan to establish professional learning communities (PLCs) that utilize the DataWise Improvement Process to analyze data and guide teaching and instruction. The goals of our PLCs are to ensure students are learning by focusing on good teaching, establishing and fostering a culture of collaboration, and focusing on results.



Our PLCs will consist of grade-level teams, as well as, vertical teams that concentrate on essential learning that spirals through the grades. Grade-level teams will have common collaborative planning time by utilizing non-classroom staff (Train of Thought Chess) at designated times throughout the week to provide teachers an additional 45 minutes of collaborative planning and/or time to engage in peer observations. Additionally, we plan to hire a credentialed psychomotor teacher to both meet the physical education needs of our students while freeing up time for grade-level teams to meet for another hour a week. Combining the psychomotor and non-classroom staff release time will provide teachers with 1 hour and 45 minutes weekly of collaborative planning time. A portion of Tuesday professional development time will be used for vertical team planning and collaboration (Attachment E).

We are fortunate to have several teachers on staff who are former literacy and/or math coaches, National Board Certified, or experts in various curricular areas. Our intention is to utilize their expertise as needed to further support and develop their peers. Using staff development funds to

free a grade level once a year for a day of intensive collaborative planning, or to send teams of teachers to trainings in a “train the trainers” model are also methods we intend to use for optimal growth and training, as “One of the key elements of being a PLC is a commitment to job-embedded staff development.” (The Time and Commitment to Collaborate at the Elementary Level by Virginia Mahlke) The major focus of these initial trainings will be the effective implementation of STEAM, classroom organization and expectations for problem/project based learning, and K-5 curricular mapping.

4. School Schedule and Calendar

Generally, the academic calendar and school schedule will remain consistent with the District’s, but be arranged quite differently. Grade-level teams will plan collaboratively to teach in blocks that integrate several curricular areas. Utilizing the embedded cross-curricular integration suggestions found in the Next Generation Science Standards, teachers will have a model for scheduling their instructional blocks (Attachment F). Students’ will view their subjects holistically instead of in isolation, as this increases time for instruction, cooperative learning, and activities that appeal to students’ learning styles and intelligence. Teachers will also return one week prior to the beginning of the academic year to allow for collaborative planning, classroom organization, assessments, and community building. Presently we have a community gathering that occurs before the academic year begins to encourage parents to informally meet their child’s teacher, as well as generate a strong home-school connection between the families and staff of the BHES & G/HAM.

We further plan to adopt after-school enrichment activities in addition to singular intervention focused curriculum that is implemented presently. We also propose returning to breakfast in the cafeteria. In years two and three we would like to fully explore before class intervention and enrichment activities for those students that arrive to school early.

5. Staffing

BHES & G/HAM’s staffing will mostly remain unchanged, with the exception of re-allocating funds to accommodate a psychomotor teacher. A certified psychomotor teacher will allow for increased teacher collaboration and planning time. Currently we employ the following: 19 teachers, 1 resource teacher, 1 librarian, 1 psychologist, 1 speech therapist, 1 adaptive physical education teacher, 1 PSA counselor, 1 nurse, 1 office manager, 1 office technician, 1 APEIS, 1 principal, 1 categorical programs advisor/magnet coordinator, 1 visual arts teacher, 1 dance teacher, 1 theater teacher, 1 PS Arts teacher, 1 cafeteria manager, 1 food service worker, 4 campus aides (5th campus aide paid by Booster), 1 computer lab technician, 3 T.A.’s (in process of adding 2 more), 6 SPED aides, 1 educational resource aide, 1 plant manager, and 1 building grounds worker. The proposed staffing plan will ensure adequate instruction by maintaining current operations, while adding a component that enables collaborative time for teachers through the addition of a psychomotor teacher.

Staff will be given an opportunity to review annually whether they would like to continue as an educator at BHES & G/HAM. Likewise, staff will have the opportunity to reflect as to whether the administrative staff will be asked to return. BHES & G/HAM will form a hiring and

interview committee with representation from the various stakeholder groups (administration, teachers, support staff, and parents). This group will develop criteria for future employment at the school, administer interviews, and make hiring recommendations. Some of the criteria for new teaching staff selection will include interviewing with the selection committee, conducting a demo-lesson with selected class(es) to be observed by members of the selection committee, and interviewing with a parent committee before final determination is made. This will ensure competency in our school’s focus areas of STEAM, problem/project-based learning, and culturally relevant pedagogical practices, as well as provide greater insight into potential hires’ mindsets about collaboration and continuous teacher growth.

6. Budget

BHES & G/HAM will use budget autonomy to meet the needs of the school’s mission and vision. Adding a credentialed psychomotor teacher to our staff will provide the requirements for physical education while enabling additional collaborative and planning time for teachers. A credentialed psychomotor teaching professional will be able to accommodate the needs of multiple classes. This plan supports the development of our teachers, which in turn, will have a direct impact on our students learning and academic success. Fiscal autonomy will also help us support teacher growth and development based on their individual needs, as opposed to a “one-size fits all” model, including but not limited to CCSS, STEAM, technology in the classroom, etc. Lastly, budgets will be used to provide parent workshops designed to build their awareness of educational opportunities available to students and provide strategies to help their children succeed in school. We will establish a fundraising and grant-writing committee to help meet the additional budgetary needs in order to fulfill our school’s mission and vision.

Year	Details	ADA (in seat attendance)	General Fund Cost	Revenue
2014-2015	If BHES & G/HAM had gone pilot for this current school year, with 400 students enrolled		\$2,488,270	
2015-2016	Accurate numbers are unavailable as of October 14, 2014.			

**http://lausdbudget.lausd.net/budgetsummary/budget/budgetdevelopment/1227401_School%20Budget%20Summary.pdf*

7. School Governance

BHES & G/HAM shall be governed by a Governing School Council (GSC), which will consist of the principal, teachers, parents, and interested community partners. GSC members will be selected annually through the elective process. The School Site Council will automatically make up a subset of the GSC, with the majority of members being GSC members. The membership will be between 12 to 15 members altogether. The GSC shall be responsible for:

- 1) Setting and maintaining the mission and vision of BHES & G/HAM
- 2) Approving the annual budget

- 3) Recommending selection of the principal and overseeing the annual internal evaluation of the principal
- 4) Communicating regularly with the Intensive Support and Innovation Center (ISIC)
- 5) Ensuring compliance with all federal and state mandates, court orders, and safety policies related to BHES & G/HAM's operations
- 6) Ensuring BHES & G/HAM has a written and approved dispute resolution process in place that includes an Internal Appeals Process (IAP)
- 7) Ensuring that there is an annual written and approved Election-to-Work Agreement (EWA) that every UTLA member signs prior to the beginning of each school year
- 8) Annually reviewing the school's progress on indicators of student engagement and achievement, and ensuring a plan is in place to address gaps

The GSC at BHES & G/HAM will also be responsible for establishing subcommittees to help fulfill the school's mission and vision. Some of those committees will include principal evaluation (to be made up of select GSC members), English Learner Advisory Committee (ELAC), grant writing, community outreach, marketing, technology, STEAM, problem/project based learning (PBL), art, SPED, professional development/PLCs, safety, career day, holiday, and fundraising. It is expected that every teacher who agrees to work at BHES & G/HAM **actively** lead and/or co-lead at least one committee as part of the shared leadership and accountability envisioned for successful operation and increased student achievement. Teacher leaders for the various subcommittees will be expected to regularly communicate the work and progress of their committee(s) to the GSC.

GSC members will be required to participate in retreats and other planning sessions every August to develop community and learn to work together to form consensus and develop policies. All new policy/policies will be communicated to staff via the weekly bulletin, email and/or staff meetings. Policies will be communicated to students at assemblies and to their parents and guardians through a combination of written communication in the form of letters, monthly newsletters, BHES & G/HAM's website, parent meetings and robo-calls.

H. Rationale for Choosing Pilot School Model

BHES & G/HAM is unique and has a reputation for being a gem among LAUSD schools because of our success educating African-American and Latino children. Though high achieving, we believe there should not be a ceiling on achievement and that we can do more if given the autonomy to make decisions that directly impact the children we know so well and teach. In years past, we have been mandated to adopt programs that have not met the needs of our advanced students or challenged them to develop further. Additionally, our teachers are passionate about improving their practice and receiving professional development that is actually beneficial to them through the implementation of PLCs and a school schedule that accommodates that model.

Pilot School autonomy will enable us to address these deficiencies and "lift the ceiling" on our students' achievement. Our vision for students' advancement would come to fruition through the development of the proposed curriculum, instruction, assessment plan, and professional development. For example, having a waiver from traditional scheduling will allow us to create

curricular-integrated teaching blocks to allow for problem and project-based learning, and also free teachers up for the additional collaborative planning and data analysis that the proposed model requires. Through community engagement, we will leverage disciplinary expertise to the mutual benefit of all involved. Autonomies with scheduling, the academic calendar, staffing and budget are necessary to support our proposal.

Our staff is highly qualified and accomplished, averaging about fifteen years in teaching experience altogether. Many of our teachers are former coaches, LAUSD Teachers of the Year, and National Board Certified Teachers. We have one teacher on staff that was a Los Angeles County Office of Education Teacher of the Year and many with advanced degrees and administrative credentials. Knowing this and feeling that our staff's expertise has been underutilized, a team of teachers was inspired to lead an effort to convert our school into a Pilot School. This particular autonomous model would give stakeholders (teachers, parents, and community members) more discretion, thereby firmly establishing local control and decision-making power at the school site in a way that will positively affect student outcomes.

Our goal is to create a learning community where everyone is valued, has a vested interest, and takes ownership, while providing our students with the 21st century skills and habits of mind necessary for success in today's and tomorrow's world. Conversion to a Pilot School Model with a STEAM focused curriculum and problem/project based learning approach supports the aforementioned goals. Our committed staff desires greater teacher voice, increased collaboration amongst stakeholders, and shared accountability between the principal, staff, and community for the betterment of our students.

IMPLEMENTATION

YEAR ONE TIMELINE:					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES What tasks or activities are needed to implement the priority or strategy?	RESPONSIBILITY Who will lead the implementation?	RESOURCES What resources and support will be needed for implementation?	START / END When should it start and how much time is needed to implement?	STATUS Not yet started / In progress / Completed
CURRICULUM & INSTRUCTION	Grade levels establishing themes around essential questions that would facilitate development of problem solving lessons through projects with STEAM emphasis. Professional development for teachers on STEAM.	Selected members of the school governance council, including teachers and principal.	Monies for professional development. Additional collaborative and planning time for teachers. Community partners.	Summer 2015 (continuous).	Culturally relevant pedagogy already started. Select teachers have begun STEAM training.
ASSESSMENT PLAN	Continue with DIBELS, pre-assessments and diagnostics, various formative and summative assessments, and state-mandated testing. Implement student compiled (digital) portfolios.	Teachers and principal.	DIBELS, iPads, CCTP support, and district supplied curricular resources.	August 2015 (continuous).	DIBELS, pre-assessments and diagnostics, various formative and summative assessments, and state-mandated testing in progress. Digital portfolios not yet started.
PROFESSIONAL DEVELOPMENT	Develop professional learning communities and calendars that allow for additional teacher collaboration and planning. Train teachers on using DataWise process.	Selected members of the school governance council, including teachers and principal.	Additional time for teacher collaboration, Tuesday PD time, and community partnerships. Adoption of DataWise Improvement Process.	October 2014 (continuous).	In progress.
SCHOOL SCHEDULE & CALENDAR	Additional week added to staff calendar and adding early morning intervention.	School governing council.	Monies to support both additions.	August 2015	Not yet started.
STAFFING	Remains the same with the exception of adding a psychomotor teacher.	School governing council.	Reallocating monies from our school budget.	May 2015 – August 2015	Not yet started.
BUDGET	Monies remain consistent with changes made though reallocating funds.	School governing council.	Continued support from the booster club and friends of Baldwin Hills, as well as, maintaining current spending allotments by district.	August 2015 – May 2016	Not yet started.
GOVERNANCE	Election of members for school governing council.	The design team.	Active participation of selected teachers, parents, principal, and community partners.	May 2015 – May 2016	Not yet started.
FAMILY & COMMUNITY ENGAGEMENT	Adopting additional parent organization, parent leading public relations, establishing annual fundraiser, and soliciting community partnerships.	School governing council.	Development of additional parent organizations, as well as, outreach and marketing committees.	September 2014 (continuous).	In progress.

YEARS TWO AND THREE TIMELINE:					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES What tasks or activities are needed to implement the priority or strategy?	RESPONSIBILITY Who will lead the implementation?	RESOURCES What resources and support will be needed for implementation?	START / END When should it start and how much time is needed to implement?	STATUS Not yet started / In progress / Completed
CURRICULUM & INSTRUCTION	Continue with grade levels establishing themes around essential questions that would facilitate development of problem solving lessons through projects with STEAM emphasis. Continue professional development for teachers on STEAM.	Selected members of the school governance council, including teachers and principal.	Monies for professional development. Additional collaborative and planning time for teachers. Community partners.	Summer 2016 (continuous).	Culturally relevant pedagogy already started. Select teachers have begun STEAM training.
ASSESSMENT PLAN	Continue with DIBELS, pre-assessments and diagnostics, various formative and summative assessments, and state-mandated testing. Implement student compiled (digital) portfolios.	Teachers and principal.	DIBELS, iPads, CCTP support, and district supplied curricular resources.	August 2016 (continuous).	DIBELS, pre-assessments and diagnostics, various formative and summative assessments, and state-mandated testing in progress. Digital portfolios not yet started.
PROFESSIONAL DEVELOPMENT	Continue with professional learning communities and calendars that allow for additional teacher collaboration and planning.	Selected members of the school governance council, including teachers and principal.	Additional time for teacher collaboration, Tuesday PD time, and community partnerships. Adoption of DataWise Improvement Process.	Ongoing.	In progress.
SCHOOL SCHEDULE & CALENDAR	Possible adjustments to schedule and calendar based on effectiveness of year one.	School governing council.	Monies to support both additions.	August 2016	Not yet started.
STAFFING	Remains the same as year one. Possible adjustments if necessary.	School governing council.	Reallocating monies from our school budget.	May 2016 – August 2017	Not yet started.
BUDGET	Monies remain consistent with changes made though reallocating funds from year one. Possible adjustments if necessary.	School governing council.	Continued support from the booster club and friends of Baldwin Hills, as well as, maintaining current spending allotments by district.	August 2016 – May 2017	Not yet started.
GOVERNANCE	Election of members for school governing council.	School governing council.	Active participation of selected teachers, parents, principal, and community partners.	May 2016 – May 2017	Not yet started.
FAMILY & COMMUNITY ENGAGEMENT	Continue with new parent organization, parent leading public relations, establishing annual fundraiser, and soliciting community partnerships.	School governing council.	Development of additional parent organizations, as well as, outreach and marketing committees.	Ongoing	In progress.

References

- Boudett, K., City, E. and Murnane, R. (2013). *Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Boston, MA: Harvard Education Press.
- Drago-Severson, E. (2004). *Helping Teachers Learn: Principal Leadership for Adult Growth and Development*. Thousand Oaks, CA: Corwin/Sage Press.
- Johnson, L. and Lamb, A. (2007). "Electronic Portfolios: Students, Teachers, and Life Long Learners." *Eduscapes*. Retrieved from <http://eduscapes.com/tap/topic82.htm>
- Ladsing-Billings, G. (1994). *The Dreamkeepers*. San Francisco, CA: Jossey-Bass/John Wiley & Sons, Inc.
- Lepi, K. (2013). "4 Ways to Make Digital Portfolios With Students." *Edudemic*. Retrieved from <http://edudemic.com/digital-portfolios-students/>
- Mahlke, V. (2014). "The Time and Commitment to Collaborate at the Elementary Level." *AllThingsPLC*. Retrieved from <http://www.allthingsplc.info/blog/view/the-time-and-the-commitment-to-collaborate-at-the-elementary-level/266>
- Nagel, D. (2011). Report: 6 Blended Learning Models Emerge. *T.H.E. Journal*, 38 (5).
- National Institute of Child Health and Human Development. (2006). *Report of the National Reading Panel*. Retrieved from <http://nichd.nih.gov/publications/nrp/findings>
- Schneider, V. (2002) "Critical Thinking in the Elementary Classroom: Problems and Solutions." *EPS Update: Educators Publishing Service*. Retrieved from http://eps.schoolspecialty.com/EPS/media/Site-Resources/downloads/articles/Critical_Thinking-Schneider.pdf
- Sousa, D. and Pilecki, T. (2013) *From STEM to STEAM: Using Brain-Compatible Strategies to Integrate the Arts*. Thousand Oaks, CA: Corwin/Sage Press.
- Partnership for 21st Century Skills. "Framework for 21st Century Learning." Retrieved from <http://www.p21.org/our-work/p21-framework>
- Schlechty. (2001). "Culture, Curriculum, Change! Promoting educational change through cultural and curriculum studies." Retrieved from <http://culturecurriculumchange.wordpress.com/educational-quotes/>

ATTACHMENTS

1. Attachment A - Letter of Intent
2. Attachment B - Elect-to-Work Agreement
3. Attachment C - Staff Voting Results
4. Attachment D - School Site Council Bylaws
5. Attachment E - Sample Teacher Training and Professional Development Calendar
6. Attachment F - Sample Daily Schedule
7. Attachment G - Letters of Support
8. Attachment H - Meeting Agendas, Sign-Ins, and Notes
9. Attachment I - Staff Notices and Communication

ELECT-TO-WORK AGREEMENT

SCHOOL NAME: Baldwin Hills Elementary and Gifted/High Ability Magnet

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: _____

1) Introduction

I, _____ am voluntarily electing to work at Baldwin Hills Elementary and Gifted/High Ability Magnet. I am signing this Election-to-Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

Baldwin Hills Elementary and Gifted/High Ability Magnet is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). I shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, I may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by Baldwin Hills Elementary and Gifted/High Ability Magnet and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Election-to-Work-Agreement states the more important terms and conditions.

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

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

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

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

3) Terms of employment

For the 2015-2016 school year, the school day for the students will begin at 8:05am and end at 2:30pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for students

Attachment B

on Tuesdays will begin at 8:05am and end at 1:30pm. The school day for teachers will be 7:45am to 2:45pm on Mondays, Wednesday, Thursdays, and Fridays. The school day for teachers on Tuesdays will be 7:45am until 3:30pm, with 1:30 to 3:30pm reserved for professional development. The school year for students will consist of 180 instructional days. Teachers will work 185-190 days according to the following schedule:

- The first and last days for students will be the same as at other traditional schools in the LAUSD.
- All teachers will report to work 1-2 weeks prior to the official academic year start date for collaborative planning and preparation for students' arrival.
- All teachers will report to work on pupil free days designated by the traditional calendar.
- All teachers are expected to develop STEAM centered problem and project-based learning opportunities in their classes.
- All teachers are expected to develop lessons that creatively integrate core subjects.
- All teachers are expected to participate in collaborative time by bringing student work samples and lesson plans for discussion.
- All teachers are expected to attend no fewer than 2 professional development days outside of work.
- All teachers must conduct themselves in a professional manner consistent with the vision and mission of the school.
- As part of Baldwin Hills Elementary and Gifted/High Ability Magnet's collaborative, professional community, all teachers will be expected to actively participate on at least one school committee.
- In addition, supplemental hours and tasks necessary to complete the mission of the Baldwin Hills Elementary and Gifted/High Ability Magnet may be required. Teachers will receive compensation for additional hours worked above and beyond those required by the UTLA Collective Bargaining Agreement.

4) Responsibilities

Specific job responsibilities are as outlined in the teacher's job description as outlined in the UTLA contract, including other duties assigned by the Administrator.

5) Performance Evaluation

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

Baldwin Hills Elementary and Gifted/High Ability Magnet has a peer review process to support teachers. This process is based on peer observations and curriculum review by the principal and members of the grade level team. It is intended to respect the professionalism of teachers, support their growth, and encourage honest, open dialogue throughout the teaching staff.

6) Dispute Resolution

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

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

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process. Unless altered in future EWA's, Baldwin Hills Elementary and Gifted/High Ability Magnet will follow the due process outline in the UTLA Collective Bargaining Agreement.

7) Release from the School

I may request a voluntary transfer to another school at the end of any school year or choose not to sign the Election-to-Work Agreement by April 15th. Similarly, Baldwin Hills Elementary and Gifted/High Ability Magnet may decide not to offer me a position and the Election-to-Work Agreement for an upcoming school year, in which case I will be placed into a vacancy for which I am qualified at a school within the geographic area in which Baldwin Hills Elementary and Gifted/High Ability Magnet is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

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

9) Signatures

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

Attachment B

Employee Name / Employee #

Date

Principal

Date

Pilot Vote for Baldwin Hills Elementary and Gifted/High Ability Magnet

October 14, 2014

The number of people who are eligible to vote:

Voted yes:

Voted no:

Abstained from voting:

Chapter Chair: Marie Germaine _____

Principal: Letitia Johnson-Davis, Ed.D. _____

Sample Teacher Training Program

Type of Training	Suggestion Level	Description
On site Professional Development	Mandatory	This training will target the needs of the entire staff as indicated through classroom walk-throughs, observations, evaluations, and teachers' expressed needs. It will be differentiated in order to meet the varied learning needs and goals of the staff.
Summer STEAM School	Strongly Suggested	This School will provide opportunities for new learning and curriculum development. This training will be presented off-site through grant opportunities and/or professional development funds.
STEAM, NSTA, CUE and/or CUELA Conferences	Recommended	Attendance at conferences will provide opportunities for new learning and curriculum development. This training will be presented off-site through grant opportunities and/or professional development funds.
Project Lead the Way (PLTW) Launch Professional Development	Recommended	The PLTW Launch Professional Development model is designed to create dynamic learning experiences for teachers through robust and flexible instructional support and ongoing professional community. To support and strengthen instructional practices and content knowledge related to each PLTW Launch Module, PLTW Launch teachers participate in a three-phase professional development model.

Sample Monthly Professional Development Calendar

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1 and 3	9-10am *Kindergarten (collaborative planning)	9-10am *SPED (collaborative planning)	9-10am *2 nd Grade (collaborative planning)	9-10am *3 rd Grade (collaborative planning)	9-10am *4 th Grade (collaborative planning)
	12:20-1:20pm *1 st Grade- Level (collaborative planning)	1:30-3:30pm On-site PD and vertical grade-level planning	1-1:45pm *4 th Grade- Level (collaborative assessment analysis)	1-1:45pm *2 nd Grade (collaborative assessment analysis)	10:30- 11:30am *5 th Grade (collaborative planning)
					1-1:45pm *Kindergarten (collaborative assessment analysis)
2 and 4	9-10am *Kindergarten (collaborative planning)	9-10am *SPED (collaborative planning)	9-10am *2 nd Grade (collaborative planning)	9-10am *3 rd Grade (collaborative planning)	9-10am *4 th Grade (collaborative planning)
	12:20-1:20pm *1 st Grade- Level (collaborative planning)	1:30-3:30pm On-site PD and vertical grade-level planning	1-1:45pm *3 rd /SPED Grade-Level (collaborative assessment analysis)	1-1:45pm *5 th Grade- Level (collaborative assessment analysis)	10:30- 11:30am *5 th Grade (collaborative planning)
					1-1:45pm *1 st /SPED Grade-Level (collaborative assessment analysis)

Sample Daily Schedule

First Grade	Fourth Grade
<p>Block A</p> <p>Science – Earth & the Solar System ESS1.B. Students will be outdoors to observe location of the sun, take turns tracing silhouettes, labeling the shadow with the time. Students will make observations about how position of shadow and make inferences about the shadows.</p> <p>CCSS Foundational Skills: Phonemic Awareness, Phonics, & Reading Comprehension through Literature, <u>Bear’s Shadow</u>. Discussion of story and concepts.</p> <p>ELA/ Literacy – Students will compare and contrast literature and science. Students will participate in a shared writing project (misconceptions of shadows, sunrise, and sunsets.) W1.7.</p>	<p>Block A</p> <p>Science – Earth Systems – Plate Tectonics & Large Scale Systems ESS2 B. Students will build a simulation of how an earthquake occurs. Students will observe and record findings.</p> <p>Integration of Social Studies Geography to connect to regions and other geographic features. Students will look for patterns in earthquakes and volcanoes and the relationship to geography.</p> <p>ELA/ Literacy – Use technology and research skills to produce a short research project about how California’s Mountain Ranges and Coastal location relate to the pattern of earthquakes and volcanoes. Students will produce a multi media presentation using graphics and realia RI 4.7 & W 4.7 &4.8</p>
<p>Block B</p> <p>Science – Students will check silhouettes, position of the sun, draw new silhouettes, and label the time.</p> <p>Math - Students will organize collected data from investigation. Students will communicate findings, ask and answer questions about the data. 1.MD.C.4</p>	<p>Block B</p> <p>Students will work with measurement in relation to the Science and Social Studies discussed in Block A. Students will record measurement equivalents in a two-column table.4.MD.A.1</p>
<p>Block C</p> <p>Students will conduct the final observation related to sun position and shadow progression, record findings and add to their math data collection. Students will draw conclusions about what they observed and connect to earlier literature read.</p> <p>Visual Arts - Students make shadow pictures using paper, crayons, glue, and scissors.</p>	<p>Block C</p> <p>Building Models of California to accompany research of earthquakes and volcanoes using multiple media (clay, paint, paper). Models will represent mountain ranges and other geographic features.</p>