

The Design & Engineering Academy at Bagnall School

Innovation School Plan April 2014

INNOVATION SCHOOL PLAN

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INNOVATION ACADEMY INFORMATION FORM

Proposed Innovation School Name:	The Design & Engineering Academy at Bagnall School
New/Conversion/Academy within a Academy:	Conversion
Proposed Academy Address (if known):	253 School Street, Groveland, MA
Lead Applicant Name:	Jeff Mulqueen
Lead Applicant Phone Number(s) :	978-363-2280
Lead Applicant Fax Number(s) :	
Lead Applicant Email Address:	jmulqueen@prsd.org

If conversion:

Existing School Name:	Dr. Elmer S. Bagnall School
Existing School Address:	Same as Above

Proposed Innovation Academy opening Academy year: 2013-14 2014-2015

Proposed duration of innovation plan (up to five years): 3 years 4 years 5 years

Academy Year	Grade Levels	Total Student Enrollment	Total number of Staff (including paraprofessionals and all support)
First Year	Pre-K to 6	556	73
Second Year	Pre-K to 6	558	74
Third Year	Pre-K to 6	560	74
At Full Enrollment	Pre-K to 6	665	80

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation Academy Name:	The Design & Engineering Academy at Bagnall School
Proposed City/Town Location:	Groveland, Massachusetts

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

Affiliation	Name	Vote (yes or no)
Lead applicants: Superintendent	Jeff Mulqueen	
Member: Teacher	Hilary Seager	
School committee member or designee:	John Willett	
Parent who has one or more children enrolled in the School:	Carrie Anderson-Paquette	
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Cathy Bevelaqua	
Teacher employed by district (selected from among volunteers)	Kristyn Zanardi	
Member: Principal	Elaine Champion	
Member: Parent	Stephanie Lee	
Member: Staff	Joanne Queenan	
Member: Staff	Jess Sousa	
Member: Staff	Brea Plummer	

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant
Member _____

Date _____

I. EXECUTIVE SUMMARY

The Pentucket Regional School District serves students in grades K-12 in the communities of Groveland, Merrimac, and West Newbury. The School District's mission is to become a World Class educational organization. Pentucket is reaching for a World Class future. Our World Class future is dependent upon the implementation of new ideas, creating new opportunities for staff and students, and personalizing the Pentucket experience.

Innovation Schools are among the district's strategic initiatives that will help us achieve our World Class future. As Pentucket moves along a pathway toward a World Class future, the work shifts in ways that require high levels of collaboration, inventive thinking, and innovation. The Design and Engineering Academy is a planned Innovative School that will serve the interests and needs of students.

The Pentucket Regional School System's Design & Engineering Academy's mission is to provide a rigorous and personalized academic program where all elementary students can thrive. Through STEAM project based learning, students will think critically about authentic problems and devise solutions by applying mathematical and scientific concepts. Students will take intellectual risks and engage in open-ended instruction. Adaptive leadership skills, such as collaboration and strategic thinking, will be integrated throughout the curriculum. Staff and students will share a unique opportunity to pursue their passion as they accelerate their learning.

Our intent is to create a Design & Engineering Academy in Groveland for students in grades PreK-6. Our focus will be design and engineering; however literacy development through reading and writing will continue to be an integral part of the curriculum. This will be done by strengthening teachers' knowledge of best practice in science, technology, engineering, arts, and mathematics (STEAM) content areas. We want to foster a learning organization in which teachers and students experience a collaborative learning environment. Educators will use their expertise, capacity, and resources to provide the services that our students deserve and need to accelerate their learning. Collaboration with parents and community partners will strengthen our capacity and the sustainability of the Academy to serve children who are enrolled in our Schools.

As with all Pentucket Schools, the Design & Engineering Academy will strengthen the district as a community asset. Strong communities have strong Schools. As the Academy supports the increased achievement and growth of students, the communities will prosper.

II. STRATEGIC CHANGE CHART

Current School or District Practice	Proposed Change(s)	Expected Impact on Student Learning and Achievement
1. School schedule prevents adequate collaboration time for teacher teams	1. Schedule teams of teachers to provide additional collaborative work and learning time	1. Increased learning due to improved lesson design and collaborative analysis of student work and learning outcomes.
2. Principal as decision-maker in matters of staff assignment, scheduling, and other systems that support instructional core.	2. Creation of a Leadership Team including principal, primary and intermediate grade level teachers, special education teachers, and specialists/related service providers.	2. Improved learning through teacher ownership of decision-making process and shared expertise in decision-making.
3. Curriculum lacks coherence and vertical articulation.	3. Organize curriculum according to STEAM philosophy and model	3. Improved student learning through increased motivation and deeper understanding resulting from project-based learning.
4. Principal as leader of instruction and curriculum	4. Creation of Leadership Team	4. Improved student learning through broader leadership, autonomy, and accountability of curriculum, instruction, and assessment.
5. No foreign language learning opportunities for students	5. Foreign language learning opportunities for students beginning at age 7	5. Greater student learning due to opportunities to learn a second language, a practice shown to positively impact student achievement in other curriculum learning areas.
6. District determines professional development plans for student release time.	6. Academy Leadership Team determines use of time	6. Increased student engagement and learning through teacher development of STEAM
7. Superintendent and principal make hiring decisions	7. Academy Leadership Team participates in hiring of new staff	7. Student experiences improved through hiring focused on requirements of STEAM

III. PUBLIC STATEMENT

The Design & Engineering Academy at Bagnall School will adopt the STEAM framework. The Academy will serve the students of Groveland in grades PreK-6. STEAM is framework that is based on natural ways of learning and is customizable for all types of educators and students. STEAM is adaptable, benchmarked, measurable, and easily reinforces the standards in unique and engaging ways. STEAM ties the subjects to each other in an interdisciplinary way as well as to the business and professional world. It is a

career and life-readiness way of educating and learning that is adaptable to the rapidly changing global world we live in.

IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

A. Mission Statement

The Pentucket Regional School System's Design & Engineering Academy's mission is to provide a rigorous and personalized academic program where all students can thrive. Through STEAM project based learning, students will think critically about authentic problems and devise solutions by applying mathematical and scientific concepts. Students will take intellectual risks and engage in open-ended instruction. Adaptive leadership skills, such as collaboration and strategic thinking, will be integrated throughout the curriculum. Staff and students will share a unique opportunity to pursue their passion for learning and demonstrate leadership skills.

B. Vision Statement

The Design & Engineering Academy at Bagnall School will result in accelerated learning for every student by implementing a Science, Technology, Engineering, Art, Mathematics (STEAM) framework for teaching and learning. Teachers engage students with real life problems as they integrate challenging standards, adaptive leadership, and high levels of personal meaning. This contemporary educational platform provides all students with the foundation to apply creative solutions locally and globally, and recognize their unique role as meaningful contributors.

C. Statement of Need

Bagnall School is aligning with the district's World Class future to become the educational opportunity of choice for students and families in Groveland, the employment opportunity of choice for talented educators, and the investment opportunity of choice for the Town of Groveland. Bagnall School's learning community is committed to supporting every student having an active role in shaping the local and global community and realizing a future of his or her choosing. Students become effective agents in solving real-world problems when they are actively engaged with a dynamic program of studies that integrates the application of knowledge, adaptive leadership skills and high levels of personal meaning.

The impact of state and federal educational initiatives can have a heavy influence on Schools. Educator evaluation, a new state curriculum (Common Core), Innovation Schools, District-determined Measures, and new state assessments (PARCC) serve as examples of large scale changes influencing the work of all Pentucket Schools, including Bagnall School. These shifts are embraced and incorporated into the School's improvement strategies so that Bagnall School becomes a contemporary, high-powered

learning organization that invigorates educators with leadership opportunities, collaboration, and continuous learning. When everyone expects to do more, give more, and become more, great things happen.

Student learning at Bagnall School can be described generally as “high performance” when viewed through the lens of state assessment (MCAS) results. Student achievement levels trend near 80% proficiency across English Language Arts and Mathematics for students by grade 6. This level of performance on MCAS surpasses state achievement measures. Student Growth Percentiles (SGP) indicate traditionally strong teaching and learning at Bagnall in both English language arts and mathematics. Student Growth Percentiles generally occur within the expected range, between 40 and 60 percentile. Despite the high levels of success in grade 6, varying degrees of success can be seen at different grade levels (MCAS 2009-2013). Some discrepancy is evident in language arts when comparing the performance of males to females. A longitudinal view of results demonstrate high, albeit flat performance levels, with long-term gaps in achievement between the general student population and students with disabilities and other students who have high levels of need. In light of the somewhat stagnant performance levels, the district’s five strategic objectives support next steps for improvement at Bagnall School. Creating a new, World Class future for Bagnall School will require innovative practices linking adult actions to student outcomes and resource investments strategically aligned to strengthen the instructional core.

A review of the TELL MASS Survey data included comparisons to district and state response levels. Responses to questions about Teacher Leadership and School Leadership at Bagnall School demonstrate a consistent pattern of low ratings when compared to levels of response from the district and / or state. Teacher Leadership provides information about the degree to which the capacity of the professional staff is accessed to leverage high levels of School performance. Responses are related to questions about the degree to which educators contribute to decision-making at the School. A review of data indicates that Teacher Leadership is an area in need of improvement. More specifically, teachers need to contribute professionally to the decisions and leadership at the School. School Leadership provides information about the degree to which the School leader is effective. Developing a strong School vision, sharing decision-making, and promoting a climate of trust and mutual respect are among those elements that contribute to effective leadership. A review of data indicates that School Leadership is an area in need of improvement. Levels of trust, respect, and consistent support are among those specific areas in need of improvement.

Bagnall School is classified as a Level-2 School on the basis of progress toward meeting a performance target of 75% on MCAS for all students and for students in the high needs subgroups. The lowest performing Schools in the state are classified into Levels 3, 4 or 5. As a Level-2 School, Bagnall School must be in compliance with state requirements for improvement, including the incorporation of the 11 Essential Conditions for School Effectiveness into the School improvement plan. The 11 Essential Conditions for School Effectiveness are necessary conditions for Schools to educate their students well.

D. Primary Proposed Partnership

The Pentucket Regional School District and the Design & Engineering Academy will partner with Georgette Yakman to implement the STEAM Framework. STEAM promotes deeper understandings and transference of knowledge. The basis of the framework states that “Science and Technology are interpreted through Engineering and the arts all based in a language of Mathematics.” STEAM students not only learn to be literate in each discipline, but they become lifelong learners, who are much more capable of being functionally literate and advancing society.

Implementation of the STEAM Framework will be completed over a 5 year time frame. Through training, consultation, and oversight, the STEAM organization will help teachers develop project-based interdisciplinary units of study. STEAM will provide staff with access to the professional and research-based network. Staff will be trained in various teaching styles, differentiated instruction, including co teaching when related to cross-curricular projects. Professional development includes STEAM, project based learning, and integrated learning and learning styles.

Additional opportunities for partnerships will be explored with institutions of higher education, such as Northeastern University or UMass Lowell, and affiliations with the private business sector, such as GE, Raytheon, National Grid, and Phizer. Local partnerships will be explored to strengthen the arts and sciences.

V. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE ACADEMY PERFORMANCE AND STUDENT ACHIEVEMENT?

A. CURRICULUM, INSTRUCTION, ASSESSMENT

1. Curriculum

Our primary instructional goals are to improve the capacity of all students attending the Academy to acquire the challenging content knowledge of the Common Core Frameworks, to develop adaptive leadership skills such as communication and strategic thinking, make personal meaning, and to use what they learn in meaningful ways to positively impact their world. This will be accomplished through comprehensive, interdisciplinary project based units. The curriculum will be aligned to the Common Core Frameworks and supported by effective practices such as differentiated instruction and 3-Tiered instruction.

The instructional goals will be met through the use of STEAM multidisciplinary project based units. STEAM allows for diversification of teaching methods and more engaging self-directed projects. It uses purposeful integration of specialists subjects like Art, Music, and Physical Education. Through the integration and connection of many subjects, students develop a deeper understanding of all subjects. High levels of personal meaning will be reflected in student portfolios.

Many Schools choose to revolve their STEAM curriculum framework around themes. Some examples of STEAM themes are Power & Energy, Elements & Processes, Life & Movement, Transportation, Communication, Music, and Inventions. Themes will be developed by the faculty with the support of STEAM consultants.

Visual Thinking Strategies will be used to support the development of K-6 students' language skills, critical thinking, and writing skills. Teacher facilitated discussions of art images are documented to have a cascading positive effect on teachers and students. "It is perhaps the simplest way in which teachers and Schools can provide students with key behaviors sought by common core standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy and collaborative interacting among peers." Through VTS rigorous group problem solving process, students cultivate a willingness and ability to present their own ideas while respecting and learning from the perspectives of their peers. There is evidence that VTS causes the growth of critical thinking. It enables the transfer of critical thinking to other contexts and content.

2. Instruction

Teacher created units of instruction will have high rigor to allow growth for all students. These units of instruction will focus on high-impact outcomes that integrate challenging standards, adaptive leadership, and high levels of personal meaning. By integrating the arts with science we are setting the stage for a more exciting and successful classroom where students have ownership over their learning. Making connections among all subject areas leads to a meaningful learning experience where all students are engaged. Given the interdisciplinary nature of the STEAM curriculum, we expect more flexibility in meeting students' individual learning needs.

By allowing students to work on open-ended projects that integrate multiple subject areas they increase their creativity and independence. Skills developed through the arts include creativity, problem solving, critical thinking, communication, self-direction, initiative, and collaboration. All of these skills will be needed by every student to be successful as an adult in an ever-changing world.

Lower teacher to student ratios may be possible due to the design and implementation of new grouping strategies. Designing multidisciplinary units also creates opportunities to integrate the STEAM philosophy into every part of the day.

Technology will be used, such as Net Texts and Ten Marks, to support blended learning.

3. Assessment

The Academy will continue to look at student performance with assessments such as the DIBELS, Fountas and Pinnell Benchmark Reading Assessment, Ten Marks mathematics, and newly developed District-Determined Measures of student learning. Assessment information will be used to plan instruction for improved student learning and higher

achievement. Teachers will continue to be involved in collegial conversations, professional development, peer observations, and planning that will improve practice and accelerate student learning.

Training will be provided by the STEAM consultants to create assessment practices that are compatible with STEAM. Assessments will be aligned to the District determined measures.

B. ACADEMY SCHEDULE AND CALENDAR

The Design & Engineering Academy will continue to follow the calendar of the Pentucket Regional School District. This calendar includes early release days for students in order to allow for additional time for teacher collaboration, planning and professional development. We will seek autonomy in designing how this release time is used for the staff's learning and professional development.

The Leadership Team will collectively design staffing patterns and assignments that best match teachers' skills and knowledge to student learning needs. This will include creating teams of teachers that have complementary skills and personal and professional qualities.

Instructional Teams will meet during the School day to develop units of instruction. Substitute teachers will be provided during this time. Instructional teams across the district will be given the opportunity to collaborate.

Giving greater control and flexibility to teachers in establishing their schedules is an important component of providing the autonomy that brings greater motivation to improve.

C. STAFFING

The Design & Engineering Leadership Team seeks to be part of the hiring process to fill positions within the Academy. In addition to classroom teaching positions, we will participate in the hiring of a certified STEAM coordinator, whose primary functions are serving as the Leadership Team chair, a curriculum specialist, a grant writer, and a community liaison. He or she should be well versed in Career Pathways, Project Based Learning, and Technology Integration both in relation to educational and Engineering Technologies. Another position to be filled is a teacher of a second language, who will provide this important curriculum component to students.

Bagnall Leadership Team

The district and Design & Engineering Academy at Bagnall School will take action to attract, develop, and retain an effective School Leadership Team that implements a well-designed strategy for accomplishing a clearly defined mission and set of goals, in part by leveraging resources and obtaining staff commitment to improving student learning. The School Leadership Team a) ensures staff understanding of and commitment to the Academy's mission and strategies, b) supports teacher leadership and a collaborative learning culture, c) uses supervision and evaluation practices that assist teacher development, and d) focuses staff time and resources on instructional improvement and student learning through effective management of operations and use of data for improvement planning and management.

The Design & Engineering Academy at Bagnall School Leadership Team will consist of 13 voting members as follows:

- 9 Professional Staff including
 - Principal
 - STEAM Coordinator
 - Teachers
 - 2 Primary (PreK-3) Teachers (members can not be from the same grade)
 - 2 Intermediate (4-6) Teachers (members can not be from the same grade)
 - Special Education Teacher
 - Specialist/related service provider
 - Association Representative
- 2 Parent Representatives
- 2 Community/Business Partners

Quorum: 7 members

Terms of office:

- Members – Beginning in September of 2014, 50% of the parent and faculty members will be elected for 1 year terms while the other 50% will be elected for 2 year terms. Each year thereafter, all parent and faculty members will be elected for 2 year terms ensuring a balance of opportunities for new members and continuity of experienced members. The purpose of this process is to ensure that team memberships reflect the experience and history of the Leadership Team's work. Any vacancies created during the year will be filled through timely elections.
- Officer – The chair shall be the STEAM coordinator of the Academy. The principal will serve as chair until a STEAM coordinator is hired.

Election and Selection of Members:

Membership of the Leadership Team will be determined in the following ways:

- The Academy's association representative will be responsible for soliciting nominations and conducting elections for the faculty representatives. Nominations can be accepted from full time contracted teachers.
- The respective Parent Teacher Organizations will be responsible for conducting elections for the parent representatives. The Leadership Team will select the community representatives. Elections will be conducted in September of each year.

The decision making process will be rooted in consensus. Facilitated by the principal, we will use a "Fist to Five" process as a means to preserve transparency. In this process, five fingers means a very strong agreement, four means strong agreement, three indicates "I can live with this decision", two indicates agreement with reservation, one indicates disagreement, and closed fist means no and blocks consensus. Fist motions must provide reasons for the decisions. Should consensus not be met, further discussion will take place. The Academy's chair will be ultimately charged with altering or negotiating proposals as well as carrying out daily operations.

D. PROFESSIONAL DEVELOPMENT

The Design & Engineering Academy's focus will be ensuring the capacity of all staff to effectively implement the STEAM Framework. The Academy will need autonomy in this area in order to ensure staff has the training and support they need. Staff needs to be trained in the STEAM curriculum in order to successfully integrate challenging standards, adaptive leadership skills, and high levels of personal meaning into high powered units of study.

Professional Development needs to be connected to the STEAM curriculum to ensure a successful implementation.

- Train staff in STEAM instructional unit development
- Train staff in systematic instruction (3-tiered instruction)
- Train staff in assessment practices that are compatible with STEAM
- Train staff in Visual Thinking Strategies (VTS)

The Design & Engineering Academy staff will participate in a 2 Day STEAM training. Staff will also be trained in using the VTS School Program.

E. DISTRICT POLICIES AND PROCEDURES

The Design & Engineering Academy will operate within the district's established policies and procedures. Autonomies are sought in the areas of budget, scheduling, staffing, and professional development.

F. BUDGET

We anticipate that the School district will continue to provide funding for student materials based on the per pupil formula used now. The Design & Engineering Academy's Leadership Team will need autonomy to allocate the money in a way that we see best meets the priorities for effectively implementing the STEAM curriculum. The Leadership Team will determine how to allocate the funds across the Academy.

The Design & Engineering Academy budget will support STEAM certification and will include additional professional development and curricular materials that are needed to implement the STEAM curriculum.

VI. CAPACITY OF APPLICANT GROUP

The Design & Engineering Planning Committee consists of 11 members. The Committee includes administrators, School faculty, community members, and parents. The Committee has met to create and revise the Innovation Plan.

Planning Committee members:

Dr. Jeff Mulqueen	Superintendent
Hilary Seager	Teacher
John Willett	School Committee Member
Carrie Anderson-Paquette	Parent
Cathy Bevelaqua	Teacher and Association Representative
Kristyn Zanardi	Teacher
Elaine Champion	Principal
Stephanie Lee	Parent
Joanne Queenan	Teacher
Jess Sousa	Special Education Teacher
Brea Plummer	Teacher

VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

The Design & Engineering Academy prospectus was submitted for review by the Screening Committee on March 31, 2014. Once approved by the Screening Committee, the Innovation School Planning Committee was formed to compose the Innovation Plan. The composition of the group followed the guidelines provided by the state.

The multi-year process is outlined below:

2013-2014

- Create a partnership with Georgette Yakman to train staff in STEAM Framework
- Investigate Visual Thinking Strategies
- Present Innovation Academy Plan to staff for feedback

2014-2015

- Each team is trained to develop instruction units aligned with STEAM and Net Texts
- Document a plan for evaluating the effective implementation of new learning
- Initiate the implementation of structures and resources to address priorities supporting the implementation of STEAM
- Each team develops 1 -2 instructional units aligned with STEAM and Net Texts

2015-2016

- Collect data regarding the implantation of professional development and make adjustments as needed
- Use performance data and results of feedback mechanisms to monitor progress and improve teaching and learning
- Each team develops 2 instructional units aligned with STEAM and Net Texts

2016-2017

- Each team has a total of 4 developed instructional units
- Implement training to support differentiated instruction
- Refinement of instructional units leading to demonstrated student learning
- Refinement of instructional units to ensure accelerated student learning

2017-2018

- Use data to refine instructional practices
- Refinement of instructional units leading to demonstrated student learning

2018 – 2019

- Implement continuous improvement

VIII. MEASURABLE ANNUAL GOALS*

Autonomy: Curriculum, Instruction, Assessment

Goal # 1

All teachers will collaboratively design, assess, and refine units of study that integrate challenging content standards, adaptive leadership skills, and high levels of personal meaning.

Connection to School Improvement/Capacity-Building Plan:

Strategic Objective # 1: Develop powerful units of instruction by integrating challenging standards, adaptive leadership skills, and high levels of personal meaning to ensure the success of each student.

Strategic Objective #2: Implement 3-Tiered Instruction to accelerate the learning of every student.

Dates	Action	Measure
2014-2015	One - two units designed and taught by each classroom teacher.	<ul style="list-style-type: none"> - Student performances on assessments (standardized; performance-based; DDM) improves. - Students take action related to learning for two units. - High Needs students' learning improves.
2015-2016	Two additional units designed and taught by each classroom teacher. Student learning assessed using performance based assessment and rubrics aligned with content, adaptive leadership skills, and actions taken by students.	- Improved achievement and growth of students toward intended outcomes.
2016-2017	One additional unit designed and taught, if needed, resulting in four completed units per team. Refinement of instructional units to ensure accelerated student learning.	- Student performances on assessments (standardized; performance-based; DDM) continues to evidence growth.

Autonomy: Academy Schedule

Goal # 1

Design Academy schedule that allows at least 5 prep times in addition to 2 common planning periods each week for teaching teams including special education staff.

Connection to Academy Improvement/Capacity-Building Plan:

Strategic Objective #4: Implement systematic educator evaluation that results in the continuous improvement of adults and increases the collective capacity of the system to deliver World Class results.

Dates	Action	Measure
2014-2015	Schedule designed by Leadership Team.	Greater student learning resulting from teachers collaboratively designing learning, and examining student work. High needs learners will show growth in particular.
2015-2016	Schedule designed by Leadership Team.	Maintenance of high level student learning resulting from teachers collaboratively designing learning, and examining student work.
2016-2017	Schedule designed by Leadership Team.	Maintenance of high level student learning resulting from teachers collaboratively designing learning, and examining student work.

Goal # 2

Reallocate teacher release time to facilitate student learning and improvement of STEAM related curriculum design and pedagogy.

Connection to Academy Improvement/Capacity-Building Plan:

Strategic Objective #4: Implement systematic educator evaluation that results in the continuous improvement of adults and increases the collective capacity of the system to deliver World Class results.

Dates	Action	Measure
2014-2015	Schedule designed by Leadership Team. Three days prior to Academy beginning allocated to STEAM program introduction and unit development and VTS training. Release days during year dedicated to on-going unit development and assessment and STEAM development.	Greater student learning resulting from teachers increasing understanding and competency of STEAM curriculum.

2015-2016	Schedule designed by Leadership Team. Release days during year dedicated to on-going unit development and STEAM training.	Greater student learning resulting from teachers increasing understanding and competency STEAM curriculum.
2016-2017	Schedule designed by Leadership Team. Release days during year dedicated to on-going unit development and STEAM curriculum.	Greater student learning resulting from teachers increasing understanding and competency of STEAM curriculum.
<p>Goal # 3 Teachers provide students with opportunities for learning beyond the Academy day.</p> <p><i>Connection to Academy Improvement/Capacity-Building Plan: Strategic Objective # 5: Strengthen systems of support for the instructional core.</i></p>		
Dates	Action	Measure
2014-2015	Teachers use Ten Marks to differentiate student learning and to provide learning outside of class.	Student learning in mathematics improves.
2015-2016	Teachers use Net Text when developing units.	Student learning of content knowledge and communication skills improves. Student engagement increases.
2016-2017	Teachers use digital technologies to connect students to curriculum beyond the Academy day.	Student engagement increases.

Autonomy: Staffing

<p>Goal # 1 Members of the Leadership Team will participate in all hiring decisions for the Design & Engineering Academy to ensure alignment of new staff with the principles and mission of the Academy and with the knowledge and skills required.</p> <p><i>Connection to Academy Improvement/Capacity-Building Plan: Strategic Objective # 4: Implement systematic educator evaluation that results in the continuous improvement of adults and increases the collective capacity of the system to deliver World Class results.</i></p>		
Dates	Action	Measure
2013-2014	Leadership Team formed. Request hiring of STEAM Coordinator.	Students engage in quality project-based learning.

2014-2015	Leadership Team participates in hiring of all new staff. Evaluate quality criteria for new staff hires and adjust as needed.	Students continue to engage in high quality learning due to consistency of work by staff regardless when hired.
2015-2016	Request hiring of second language teacher Evaluate quality criteria for new staff hires and adjust as needed.	Students begin to learn second language.
2016-2017	Evaluate quality criteria for new staff hires and adjust as needed.	

Autonomy: Professional Development

<p>Goal # 1 All teachers learn to design interdisciplinary STEAM units and assess complex learning in reliable and valid ways.</p>		
<p><i>Connection to Academy Improvement/Capacity-Building Plan:</i> <i>Strategic Objective # 1: Develop powerful units of instruction by integrating challenging standards, adaptive leadership skills, and high levels of personal meaning to ensure the success of each student.</i></p> <p><i>Strategic Objective # 4: Implement systematic educator evaluation that results in the continuous improvement of adults and increases the collective capacity of the system to deliver World Class results.</i></p>		
Dates	Action	Measure
2014-2015	Teachers participate in 2-day STEAM training and one day VTS training.	Students engage in project-based learning.
2015-2016	Teachers design professional development based on self-assessment of needs. Teachers participate in ongoing training.	Student learning through inquiry improves as staff increases knowledge and competency in planning, teaching, and assessing project-based teaching.
2016-2017	Teachers participate in ongoing STEAM training and consultant site visits.	Student learning through inquiry improves as staff increases knowledge and competency in planning, teaching, and assessing project-based teaching and learning.

IX. REQUIRED ATTACHMENTS

- Resumes from each Innovation Plan Committee member
- Current School Improvement Plan