



PSC 3.0

Commitments and Expectations Form

*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

We agree to:

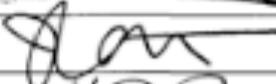
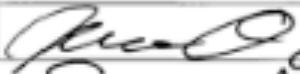
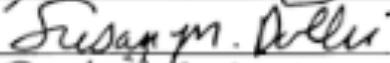
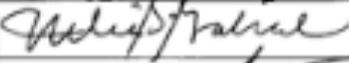
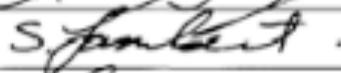
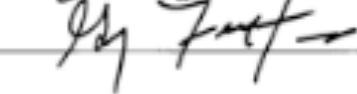
- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.



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We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

	LIBRA Academy-Pilot School
	Lisa Davis, Principal
	

Lisa Davis	
Jeannette Castro	
Kasandra DiPeri	
Jose Diaz	
Sue Dolhi	
Nelia Gabriel	
Adrian Garibay	
Shannon Lambert	
Gerardo Munoz	
MyChi Pham	
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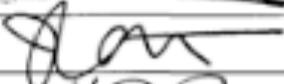
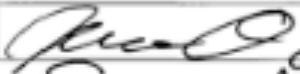
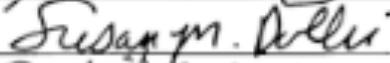
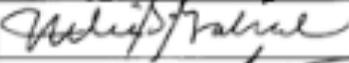
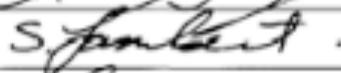
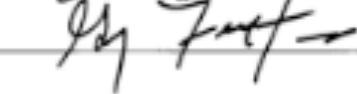
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Election to Work Agreement 2011-2012 LIBRA Academy



MISSION STATEMENT

At LIBRA Academy, our mission is to provide all our students with personalized attention and guidance through a four-year advisory course and small class sizes, so that each student is well known by all adults and a customized high school program can be planned based on our students' goals, interests, and abilities.

OUR VISION AND IDENTITY

We at LIBRA believe that, in order for our students to become productive citizens of a rapidly changing 21st century, we must first ignite our students' curiosity and allow them to explore a diverse range of college, career, and social interests. Our school will foster this investigation by taking a student-centered approach to establish a true love of learning by making every lesson and experience at LIBRA relevant to students' lives, communities, and futures. We will empower our students to investigate a highly diverse range of college and career goals through successful completion of college requirements, a dual enrollment program, real world projects, and internships. We will also encourage exploration by teaching the habits of character, mind and well-being in an advisory curriculum to create a family environment in which students develop the confidence to take academic and social risks. Finally, we will strive to create a community that seeks diversity and constantly endeavors to meet the needs of all of our partners, including parents, students, faculty, and community members.

INTRODUCTION

LIBRA Academy is a school in the Pilot Schools program described in the Collective Bargaining Agreement addendum between the Los Angeles Unified School District and the United Teachers of Los Angeles (UTLA). Employees of Pilot Schools are to receive wages and benefits as they would at any other Los Angeles Unified School District as specified in the UTLA contract for teachers. Our terms and conditions of employment are determined by LIBRA Academy Governing Board and ratified by the faculty. While not attempting to be exhaustive, this agreement states the more important terms and conditions. These terms and conditions will be subject to change from time to time as LIBRA Academy may make changes to its program and schedule during the year.

GOVERNANCE

As a Pilot School, LIBRA's Governing Board replaces the roles of the School Site Council and the Local School Leadership Council. The Governing Board is a shared decision making (SDM) body comprised on non-paid members that include the principal, teachers, parents, students, and

community members. All stakeholders of LIBRA Academy will have the opportunity to serve on the Board if elected, and/or participate on a sub-committee of the stakeholder's choice. This distributed leadership model will be highly encouraged at our school site. The Board will approve the annual Election to Work Agreement (EWA), school budget, and policies in order to maintain the vision of the school. Grievances will be handled according to the Memorandum of Understanding between LAUSD and the Public School Choice initiative. Teachers are expected to commit fully to the carrying out our vision and mission of LIBRA and participate in the development of a *collaborative, professional community*. In order to support this community, it is expected that LIBRA staff participate fully in all regular and supplemental job duties as described in the terms of employment.

SALARY, BENEFITS, SENIORITY, AND MEMBERSHIP IN BARGAINING UNIT

LIBRA teachers will continue to accrue seniority within the district as they would if working elsewhere in the Los Angeles Unified School District. Anyone hired as a LIBRA teacher will receive the salary and benefits established in the LAUSD-UTLA Collective Bargaining Agreement. Teachers will continue to be members of the UTLA bargaining unit. Teachers will also be bound by the terms outlined in the LIBRA Work Election Agreement.

TERMS OF EMPLOYMENT

- I. Working Hours
 - A. The 2011-2012 school schedule is an innovative modification of a block schedule, which combines both 90-minute and 60-minute class periods throughout the week. This schedule is subject to change based on student needs and program modifications.
 - B. The schedule also incorporates a 3-day per week **Advisory class** that is created and implemented by teachers.
 - C. The schedule is modified to allow weekly 90-minute professional development sessions during school hours.
 - D. Teachers are expected to attend two faculty meetings after school each month.
 - E. Teachers are expected to participate in a 3-5 day planning retreat before the Fall semester and a 1-2 day retreat before the second semester.

- II. Student and Parent Contact
 - A. Teachers are expected to establish rapport with their advisory students and help develop an advisory curriculum.
 - B. Teachers are expected to keep in contact with parents concerning the progress of their children, making suggestions for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well.
 - C. Teachers are expected to keep records of meetings and calls to parents.
 - D. Teachers are expected to attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes.

- III. Instructional Requirements
 - A. Professional development time is to be used on curriculum planning and revision, reflection on student progress, review of assessments, and analysis of teaching strategies.

- B. All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams.
 - C. Teachers are expected to consistently demonstrate the qualities of open-mindedness, flexibility, creativity, and compassion while interacting with students and fellow faculty members.
- IV. Extra Curricular Activities
- A. Teachers are expected to attend major fundraisers and social events.
 - B. Teachers are expected to attend a minimum of one 8th grade recruitment fair.
 - C. Teachers are expected to plan one family event, fieldtrip, fundraiser, or professional development session each year.
 - D. Teachers are expected to be involved in at least one standing committee, ad hoc committee, or program during the year.
 - E. Teachers are expected to attend the new parent orientation and the new student lottery.
- V. Communication
- A. Teachers are expected to maintain contact with students, teachers, and other faculty members via email, websites, GoogleDocs, and cell phones.
 - B. Teachers are expected to respond to emails and other communications within 48 hours.
- VI. Other Duties and Responsibilities
- A. Teachers may be required provide additional duties as determined for safety and security of our students, such as gym, yard, and passing period supervision or coverage of classes.
 - B. In the event of a teacher's absence, staff is to follow the appropriate procedure for requesting a substitute and notifying the school office and/or principal regarding absences. All procedures and compensation for period coverage and substitute requests will adhere to the LAUSD-UTLA Collective Bargaining Agreement.
 - C. In addition to the previously mentioned responsibilities, all staff will be expected to follow all mandated District and Education Code policies and procedures for promoting a safe school environment. In-service will be provided on all school policy procedures as needed.
- VII. Compensation
- A. Compensation for additional duties and responsibilities will be determined by the governing board during budget development and pending sufficient allocation of funds.

PERFORMANCE EVALUATIONS

All certificated personnel will be evaluated yearly based on the *California Standards for the Teaching Profession* to make appropriate recommendations for guidance, assistance, and peer support.

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals are chosen from the California Teaching Standards. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and by teachers observing other teachers. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher.

DISPUTE RESOLUTION

As a pilot school, LIBRA will use the Internal Appeals Process (IAP) that appears in the Memo of Understanding (MoU) between LAUSD and UTLA.

VOLUNTARY TRANSFER

A staff member who wishes to voluntarily excess himself or herself from LIBRA Academy at the end of the school year shall notify the principal in writing no later than March 15th of the same year he or she desires a voluntary release from LIBRA Academy. Voluntary releases are pending principal’s approval provided the transfer will not adversely affect the instructional program. *See Article XI, Section 5.0 UTLA-District Agreement.*

DISMISSAL (Excessing)

A staff member may be released from their duties at LIBRA if he/she is unable to support and implement the vision and the mission of LIBRA. The release of a teacher will be determined in collaboration with the principal’s direct observations and findings and input from the Governing Board. Excessing criteria and due process will be will be carried out in accordance with the Bargaining Unit Agreement and pilot school autonomy.

SIGNATURES

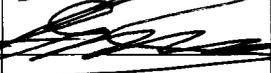
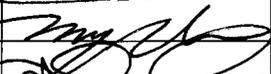
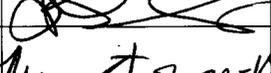
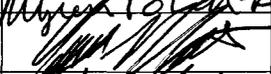
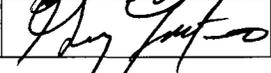
I voluntarily elect to work at LIBRA Academy. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Signature: _____

Date: _____

Principal’s Signature: _____

Date: _____

8. Adrian Garibay		(323) 826-3854	adrian.garibay@lausd.net	LIBRA
9. Gerardo Munoz		(323) 826-3854	gxm5745@lausd.net	LIBRA
10. MyChi Pham		(323) 826-3854	mtp0818@lausd.net	LIBRA
11. Juana Solorio		(323) 826-3854	jrs1120@lausd.net	LIBRA
12. Myrna Tovar		(323) 826-3854	mtberes@aol.com	LIBRA
13. Carmen Romero		(323) 826-3854	cromer4@lausd.net	LIBRA
14. Gary Filtzanidis		(323) 826-3854	gaf5354@lausd.net	LIBRA

Public School Choice 3.0 Performance Plan

PSC School Site: SRHS#7 Marquez HS

Design Team Name: LIBRA *Academy*

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
CST ELA								
1	% of all students scoring FBB/BB	12%	14%	10%	Individualized Intervention w/ targeted skills development	Ongoing formative & summative assessments	9%	7%
	<i>English Learners</i>		11%	10%	Read alouds, Bloom's book reports & vocabulary squares	Periodic Assessment growth towards proficiency	9%	7%
	<i>Special Education</i>		25%	15%	Tactile projects	"	14%	13%
	<i>African American</i>		0%	0%	Culturally relevant texts	"	9%	7%
	<i>Latino</i>		14%	10%	"	"	9%	7%
	<i>White</i>		n/a	0%	"	"	9%	7%
	<i>Asian</i>		n/a	n/a	"	"	9%	7%
	<i>Economically Disadvantaged</i>	12%	14%	10%	In-class assignments	"	9%	7%
2	% of all students scoring Prof or Adv	57%	54%	58%	Enrichment classes & supplemental projects	Ongoing formative & summative assessments	60%	63%
	<i>English Learners</i>		17.1%	25%	Self-selected texts & assignments, think-pair-share, & graphic organizers	Periodic Assessment growth towards proficiency	30%	35%
	<i>Special Education</i>		25%	35%	"	"	38%	40%
	<i>African American</i>		100%	100%	"	"	60%	63%
	<i>Latino</i>		53%	58%	"	"	60%	63%
	<i>White</i>		n/a	100%	"	"	60%	63%
	<i>Asian</i>		n/a	n/a	"	"	60%	63%
	<i>Economically Disadv.</i>	100%	54%	58%	"	"	60%	63%
CST MATH								
3	% of all students scoring FBB/BB	49%	31%	25%	Math Lab &	Ongoing	20%	15%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					Individualized Intervention w/ targeted skills development	formative & summative assessments		
	<i>English Learners</i>		37%	30%	Graphic & linguistic responses to different types of problems	Periodic Assessment growth towards proficiency	25%	20%
	<i>Special Education</i>		75%	30%	“	“	25%	20%
	<i>African American</i>		0%	0%	“	“		
	<i>Latino</i>		31%	25%	“	“		
	<i>White</i>		n/a	0%	“	“		
	<i>Asian</i>		n/a	n/a	“	“		
	<i>Economically Disadv.</i>	49%	35%	25%	“	“	20%	15%
4	% of all students scoring Prof or Adv	13%	29%	40%	Math Lab & Individualized Intervention w/ targeted skills development	Ongoing formative & summative assessments	48%	55%
	<i>English Learners</i>		23%	30%	Graphic & linguistic responses to explain concepts	Periodic Assessment growth towards proficiency	37%	43%
	<i>Special Education</i>		25%	40%	“	“	42%	45%
	<i>African American</i>		100%	100%	“	“	48%	55%
	<i>Latino</i>		29%	35%	“	“	48%	55%
	<i>White</i>		n/a	100%	“	“	48%	55%
	<i>Asian</i>		n/a	n/a	“	“	48%	55%
	<i>Economically Disadv.</i>	13%	29%	40%	“	“	48%	55%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	n/a	n/a	43%	High Point Intervention w/ targeted skills development	Periodic Assessments, CELDT scores, & ELA grades	50%	55%
8	% EL Students Scoring Proficient on CELDT	n/a	n/a	43%	Read alouds, Bloom’s book reports &	Periodic Assessments, CELDT	50%	55%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					vocabulary squares	scores, & ELA grades		
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	n/a	n/a	n/a	11 th grade educational planning advisory	12 th grade matriculation & credits accumulated	97%	100%
10	CAHSEE Pass Rate (10 th grade)	n/a	84%	90%	CAHSEE Boot Camp, CAHSEE intervention class, & independent study time	CAHSEE Diagnostic & formative assessments for independent skills development	95%	100%
11	% Students In A-G Courses Receiving Grade of C or Higher	n/a	78%	80%	Educational planning focus in advisory time	Monthly grade checks in advisory classes	83%	86%
12	% Graduates Meeting A-G Requirements	n/a	n/a	n/a	11 th & 12 th grade educational planning advisory	Quarterly progress checks	100%	100%
RETENTION RATE (high schools only)								
	# First Time 9 th Graders	120	105	118			120	120
	% Retained 9 th Graders	10%	16%	10%	In-class interventions, intervention class, & 1-on-1 mentoring	Weekly contracts & periodic grade checks	8%	5%
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	96.86%	97.44%	98%	Parent education workshops, accountability focus in advisory, & high-interest assignments	Daily attendance	98.5%	99%
14	Attendance Rate for All Staff	n/a	n/a	95%	Private monthly progress	Daily attendance	97%	99%

**Public School Choice 3.0
Performance Plan**

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					reports & public recognition			
15	Number of Suspensions	0	0	2	Mentoring, conflict resolution workshops, & counselor mediation & intervention	# of office referrals, suspensions, & calls to students' homes	0	0
16	School Experience Survey: % Parents Participating	n/a	n/a	75%	Launch LIBRA Parent organization, Coffee w/ the Principal, & promotions at parent conferences	Submitted surveys & parent sign-in sheets	80%	85%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	n/a	n/a	5%	Personally invite parents & implement annual participation goals tied to advisory	Submitted surveys & parent sign-in sheets	25%	35%
18	<i>Student Survey: School meets or exceeds mission expectations</i>	80%	85%	87%	Provide clear individual expectations, school mission, & learning objectives	Survey results & participation	88%	90%
19	<i>Faculty Survey: School meets or exceeds mission expectations</i>	75%	60%	90%	Review EWA, develop new teacher orientation, & tie mission to all activities	Survey results & participation	92%	95%
20	<i>Parent Survey: School meets or exceeds mission expectations</i>	85%	90%	95%	Develop parent orientation, provide meeting space, &	Survey results & participation	96%	97%

Public School Choice 3.0 Performance Plan

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
				clarify mission & objectives			

Design Team Name

Date

Applicant Team Representative Signature

Local District Superintendent Signature

Instructions

1. % of Students Scoring FBB/BB on CST (ELA and Math) 3.	<p>Number of students scoring Far Below Basic/Below Basic divided by the number of students tested.</p> <p>For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.</p>
2. % of Students Scoring P/Adv on CST (ELA and Math) 4.	<p>Number of students scoring Proficient or Advanced divided by the number of students tested.</p> <p>See Data Summary Sheet Boxes 3 and 4.</p>
5. Number of First Time 9th Graders	<p>Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.</p>
6. % Retained 9th Graders	<p>Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year.</p> <p>See School Report Card page 1.</p>
7. Reclassification Rate (EL)	<p>Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year.</p> <p>See Data Summary Sheet Box 9.</p>

Public School Choice 3.0 Performance Plan

8. % EL Students Scoring Proficient on CELDT	<p>Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested.</p> <p>See School Report Card page 4.</p>
9. Four Year Cohort Grad Rate	<p>Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out.</p> <p>See School Report Card page 2.</p>
10. CAHSEE Pass Rate (10th grade)	<p>Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested.</p> <p>See School Report Card page 1.</p>
11. % Students in A-G Courses Receiving Grade of C or Higher	<p>Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses.</p> <p>See Data Summary Sheet.</p>
12. % Graduates Meeting A-G Requirements	<p>Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort.</p> <p>See School Report Card page 2.</p>
13. Attendance Rate for Students	<p>See Data Summary Sheet Box 10. Days present divided by days enrolled.</p>
14. Attendance Rate for All Staff	<p>See Data Summary Sheet Box 10.</p>
15. Number of Suspensions	<p>See Data Summary Sheet Box 10.</p>
16. School Experience Survey: % Parents Participating	<p>Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp</p>
17. School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	<p>Provide the overall percentage for the school.</p> <p>Available in School Experience Survey results.</p>
18-20. Culture or Mission-Specific Indicators	<p>Design teams may add their own indicators.</p>

Professional Development Schedule

8/22-24: Retreat

- Revisit Mission & Vision
- Designing & Using Common Assessments
- Preparing for Advisory, Enrichment & Intervention
- Using Technology to Manage Data and Communication
 - MyData, CORE K12, Google Docs, & LIBRA Website

8/30: Classroom Management & Advisory Planning (Advisory)

9/12: Common Assessment Data Analysis & Intervention (PLC)

9/19: Enrichment & Intervention Planning (School-wide)

9/26: Data Analysis – Reflect on 1st grading period results (School-wide)

10/3: Advisory Session

10/10: PLC Session: Introduction to Common Core Standards

10/17: Assisting Children with Autism: Session 1

10/24: Tier 1 Strategy Evaluation & Tier 2 Implementation

10/31: Evaluating Intervention

11/7: Writing Across the Curriculum: Day 1

11/14: PLC Session

11/21: Writing Across the Curriculum: Day 2

11/28: Differentiation

12/5: Assisting Children with Autism: Session 2

12/12: PLC Session: Common Core Standards cross-walk

12/19: Semester Data Analysis & Reflection

3/5: Advisory Session

3/12: PLC Session

3/19: Establishing a Culture of Learning

3/26: Engaging Families in the Instructional Program

4/2: Advisory Session

4/9: PLC Session

4/16: Scaffolding vs. Rescuing

4/23: Communicating with Students

4/30: Using Questioning and Discussion Techniques

5/7: Advisory Session

5/14: PLC Session: Common Core standards preliminary planning

5/21: Creating Structures to Engage Students in Learning

6/4: Advisory Session

6/11: Creating Portfolios

6/18: Maintaining Accurate Records

6/25: End of Year Data Analysis & Reflection